FULL APPLICATION COVER PAGE

Created: 08/15/2018 • Last updated: 08/16/2018

PROPOSED CHARTER SCHOOL NAME: LEEP Dual Language Academy

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation*/*management company seeking to replicate or add to a network* of existing charter schools?

New Operator Applying to Establish a New Charter School

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with?

(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

(No response)

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Gabrielle Mosquera	[redacted]	

	Public Contact Name	Email Address	Phone Number
	Roberto Gutierrez	[redacted]	

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 15 (Brooklyn)		

5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 08/26/2019

End date of initial charter term

06/30/2024

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	5-6	96	96	96	96	96
1st	6-7	57	96	96	96	96
2nd	7-8		57	91	91	91
3rd	8-9			54	86	86
4th	9-10				51	82
5th	10-11					48
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		153.0	249.0	337.0	420.0	499.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

At LEEP Dual Language Academy Charter School, we empower all students to attain full academic fluency in the English and Spanish languages; meet or exceed New York standards; and develop the cultural understanding and virtuous habits necessary to thrive as learners, workers, family members, and participants in civil society.

APPLICATION SUMMARY

The proposed LEEP Dual Language Academy Charter School will be an independent charter elementary school, growing over time to serve the middle grades. Our school model synthesizes a set of highly effective, research-based practices in dual language education, with an intensive Spanish language immersion approach that has proven successful around the country but is generally not offered in New York City. We will surround this challenging pedagogy with an educational experience that builds caring teacher-student relationships, explores Latino and world cultures, and attends to the development of each child as *una persona completa*: a whole person. To make this possible, we will carry out our work through the organizational structures and staff development practices of high-performing charter schools, so that our staff and students are always spending their time effectively and being supported to improve every day.

Our school design has four key elements:

1. Dual Language Instruction via 90:10 Spanish Language Immersion

In whole-school language immersion programs, all students study the "target language" (in this case, Spanish) and study other academic subjects entirely *in* the target language. By immersing students in the target language, they have both 1) much more exposure to the target language each day; and 2) a more natural experience of language acquisition than the traditional memorization of grammar rules.

Our school's model is known as "90:10" because students begin by spending 90% of the school day in Spanish and 10% in English in kindergarten, gradually balancing out to 50% Spanish and 50% English by grade four. Note that English literacy is taught in every grade, including kindergarten.

The model of dual language typically used in New York City is 50:50 through all grade levels, but evidence and observation suggest that the stronger dosage of Spanish in the earlier grades can give students a stronger grounding in that language, and more securely establish Spanish as the "prestige" language of the school: the language that is prioritized and encouraged.

In a school where everyone is a language learner, speaking multiple languages can be rightly celebrated as an advantage rather than stigmatized as a deficit. For students who speak Spanish or another language other than English at home, this means they are not set apart with lowered expectations nor do they sacrifice subject-area learning to attempt to "catch up" in English. This results in a mainstream and rigorous experience shown to produce greater academic results—including in English literacy.

For students who speak English or another language other than Spanish at home, the intensity of an immersion model produces much greater facility with Spanish than a K-8 Spanish course can provide—giving these students fluency in another language years before their peers in traditional schools have such an opportunity.

For all students, the cognitive challenges of learning another language help develop executive function: the capacity for self-regulation that is critical for organization, reflection, and long-term academic success.

2. A Coherent, Content-rich, Culturally Responsive Curriculum

Cognitive science shows that what students learn builds on what they already know, and even so-called "skills" such as reading comprehension depend on students knowing certain facts and concepts. The school will use an adapted version of the *Core Knowledge Sequence* to help all students acquire the knowledge they will need to comprehend what they read; understand the world they inhabit; and be inspired by the great works of human civilization and our shared

American experience. As a matter of equity, we believe this intellectual inheritance properly belongs to all children, not just those with enrichment opportunities outside of the home.

The Core Knowledge approach also places an emphasis on the use of "Read Aloud" sessions in which teachers read complex stories and lead rich discussions with even the very youngest students, so that knowledge and analysis are not limited by young students' decoding skills. This technique will be used in both English and Spanish literacy classes, as it is in many of New York City's highest-performing charter schools.

Building on resources from the Core Knowledge Foundation and a close review of New York State standards, we will also curate, adapt, and in some cases translate materials and lesson plans that are culturally responsive and appropriate for a Spanish-language immersion context, supplementing the *Sequence* with adapted modules to include indigenous and Latino history and voices in a broader American context. The goal is for all students to see their personal and family stories represented and affirmed as part of a larger American (and more inclusive) story, so that they feel a firm sense of belonging and possibility in the academic world—and are neither excluded nor defined exclusively by their family's language, culture, or background.

3. Character Development Built on a "Pedagogy of Cariño (Caring)"

We seek to empower students to consider and practice the kind of difficult choices required of virtuous citizens in a free society, building on a secure base of trust and caring from the children and adults around them. Through intentional practices including daily *ronda popular* (akin to "community meetings"), social-emotional skills training, and exploration of "heroes" across time and culture, students will understand school as a place where they are empowered and supported to do hard and even heroic things—not only in history or math, but when their emotions boil over, or they see a child being bullied, or they are tempted to lie.

Our teachers will also be trained and coached on ways to show caring for students and create opportunities for student agency. Key frameworks will include *Responsive Classroom* (for behavior management) and Dovetail Learning's *Toolbox* (for social-emotional skills).

4. Focus on Teacher Technique and Practice Development

Using strategies created in the most academically successful charter and dual-language schools, we will establish a culture where teacher practice is shared and supported by continual analysis and coaching—always with the goal of creating a high level of cognitive challenge and a strong sense of support and belonging for every student in the classroom.

We will select, train, observe, and coach teachers on their use of "The LEEP Way": a set of high-leverage classroom practices drawn from standard techniques for language learning classrooms and proven frameworks including *Teach Like a Champion* and Seidlitz & Perryman's *7 Steps to a Language-Rich Interactive Classroom*.

Staff and faculty will practice and refine these techniques during a three-week summer training period. This is literal practice, designed to help teachers build technical skills and commit to productive mindsets. As they make mistakes, receive corrective feedback, and try again, our teachers will reflect on how it feels to set aside defensiveness and embrace growth—just what they will be asking of our students.

Our process for feedback and continuous improvement will include closely coordinated lesson planning; a shared set of techniques for instruction and classroom management; frequent self-reflection, peer-to-peer feedback, and coaching; classroom video recording and analysis (with strict data privacy protections); and weekly reviews of formative assessment data.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	LEEP Dual Language Academy Charter School
Proposed School Locations (District):	New York City Community School District 15
Name of Exiting Ed. Corporation (If applicable):	

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."[15]

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 required to

[15] N.Y. Education Law § 2854(2)(a)

determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [16]

- 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;[17] 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.[18]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Gabrielle Mosquera, hereby certify that the information submitted in this Full Application to establish LEEP Dual Language Academy Charter School 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: Gabrielle Mosquera
Date: 8/15/18

[16] 20 USC § 7221b(b)(3)(J)
[17] 20 USC § 7221b (b)(3)(K)
[18] 20 USC § 7221b (b)(3)(N)

LEEP
Dual Language Academy
Charter School

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**not applicable*.

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

A. Mission Statement, Objectives and Goals

Mission Statement. At LEEP Dual Language Academy Charter School, we empower all students to attain full academic fluency in the English and Spanish languages; meet or exceed New York standards; and develop the cultural understanding and virtuous habits necessary to thrive as learners, workers, family members, and participants in civil society.

Charter Schools Act Objectives. Our school will further all six objectives specified in the Charter Schools Act. Our academic model two-way, 90:10 Spanish language immersion has been proven to improve **student achievement** for all students, and particularly for English Language Learners who are **at-risk** of academic failure. In parallel, our Core Knowledge curriculum has been shown to improve academic outcomes for all students, including those most at-risk, and our culturally responsive approach follows research about how to avoid marginalizing at-risk Latino students. The 90:10 instructional model, while shown to be effective elsewhere, represents an **innovative method** in New York, and we will be the first school to apply intensive, practice-based methods of **professional development**--including the use of video observations--in a whole-school dual language context. The result will be a **new option** for families in Brooklyn, where there are no whole-school Spanish immersion public schools, nor any schools employing the 90:10 instructional model of Spanish language immersion. Like all charter schools, we will be held **accountable based on performance** in meeting measurable student achievement results.

Rigorous Goals. Our goals are closely aligned to our mission and reflect a rigorous and ambitious standard of excellence, as evidenced by comparisons to data from other, nearby schools. For example, our proficiency rates goals of 75% in English Language Arts and Math represent large advantages over recent average test scores in Community School District 15. (In 2016-17, CSD 15 students scored 53% proficient in ELA and 53% proficient in Math. Hispanic/Latino students scored 35% and 31% proficient, respectively. English Language Learners scored 9% and 23% proficient, respectively.)

A. Academic Goals

1. Each year, 75% of tested students enrolled in at least their second year will score at proficient levels on the NYS ELA, Mathematics, and Science Assessments.
2. Each year, 85% of students, including 85% of students with disabilities, ELLs, and economically disadvantaged students, respectively, will achieve at least one year of growth on MAP Growth in Math.
2. Each year, 85% of students, including 85% of students with disabilities, ELLs, and economically disadvantaged students, respectively, will achieve at least one year of growth on MAP Growth in Reading.
4. Each year, 85% of students will show the equivalent of one year of growth in Spanish reading on the EDL2.

B. Educational Program Goals

Dual Language Instruction via 90:10 Spanish Language Immersion

1. All classes will be taught according to best practices in dual language instruction.
2. All teachers will use the designated language for each subject/activity in a given grade level, according to the 90:10 immersion schedule.

Coherent, Content-rich, Culturally Responsive Curriculum

3. Each course's curricular and instructional materials will follow or intentionally complement the Core Knowledge *Sequence*.
4. Each course's curricular and instructional materials will reflect diverse world cultures with a special emphasis on Latino and indigenous cultures.
5. Each course's curricular and instructional materials will be aligned with New York State Next Generation Learning Standards.

Character Development Built on a "Pedagogy of Cariño (Caring)"

6. Every instructional day, for every student, will include experiences of individual connection with adults and classmates, with reference to concepts of character and social-emotional learning.
7. In grade 3 and above, 90% of students will report positive classroom experiences, on dimensions including Classroom Belonging, on the Panorama Education *Student Survey*.
8. Students in grade 3 and above will show social-emotional competencies that exceed those of students in peer schools nationally, on the Panorama Education *Social-Emotional Learning Survey*.

Focus on Teacher Technique and Practice Development

9. Every year, 100% of teachers will participate in summer training, peer partnership, and coaching opportunities.
10. Every year, 100% of teachers will adopt, document, and share specific improvement goals and focus professional development time on meeting them.

C. Family Engagement Goals

1. Each year, 85% of parents/guardians who that responded to our annual family survey will indicate their satisfaction with our ***academic program***, with parents/guardians of at least 85% of students responding.
2. Each year, 85% of parents/guardians who that responded to our annual family survey will indicate their satisfaction with our ***communications***, with parents/guardians of at least 85 % of students responding.
3. Each year, the school will have an average daily student attendance rate of 95% or higher.

D. Organizational Management, Oversight, and Compliance Goals

1. The school will maintain robust internal systems for financial management, human resource management, and efficient operations, including all appropriate controls, procedures, and internal reports.
2. Each year, the school will meet or exceed GAAP standards as demonstrated through its annual financial audit.
3. Each year, the school will operate on a balanced budget.
4. Each year, the Board will conduct a formal self-evaluation, including the board's effectiveness, practices, by-laws, and policies.
5. Each year, the Board will conduct a formal review of the school's strengths and weaknesses.
6. Each year, the Board will conduct a formal review of the Executive Director.
7. Each year, the school will enroll and maintain a class of students equal to the projected number of enrolled students.
8. Each year, the school will meet or exceed enrollment and retention targets for students with disabilities, English Language Learners, and economically disadvantaged students.
9. The school will comply with the provisions of the charter agreement and all applicable laws and regulations.

B. Key Design Elements

Our school design has four key elements:

1. Dual Language Instruction via 90:10 Spanish Language Immersion

How it works:

• In whole-school language immersion programs, all students study the "target language" (in this case, Spanish) and study other academic subjects entirely *in* the target language. By immersing students in the target language, they have both 1) much more exposure to the target language each day; and 2) a more natural experience of language acquisition than the traditional memorization of grammar rules.

• Our school's model is known as "90:10" because students begin by spending 90% of the school day in Spanish and 10% in English in kindergarten, gradually balancing out to 50% Spanish and 50% English by grade four. Note that English literacy is taught in every grade, including kindergarten.

• The model of dual language typically used in New York City is 50:50 through all grade levels, but evidence and observation suggest that the stronger dosage of Spanish in the earlier grades can give students a stronger grounding in that language, and more securely establish Spanish as the "prestige" language of the school: the language that is prioritized and encouraged.

Benefits for all learners:

• In a school where everyone is a language learner, speaking multiple languages can be rightly celebrated as an advantage rather than stigmatized as a deficit. For students who speak Spanish or another language other than English at home, this means they are not set apart with lowered expectations nor do they sacrifice subject-area learning to attempt to "catch up" in English. This results in a mainstream and rigorous experience shown to produce greater academic results—including in English literacy. As researchers Virginia Collier and Wayne Thomas found, "90:10

programs [help students] reach the highest levels of achievement in the shortest amount of time" compared to other dual language models, in both English and Spanish. A recent randomized study by the RAND Corporation found similar results.

• For students from Spanish-speaking homes, academic instruction in Spanish grammar and vocabulary ensures that their Spanish ability does not settle at a young child's level of proficiency, allowing Spanish to become a genuine source of future economic opportunity and continued cultural and familial connection.

• For students who speak English or another language other than Spanish at home, the intensity of an immersion model produces much greater facility with Spanish than a K-8 Spanish course can provide—giving these students fluency in another language years before their peers in traditional schools have such an opportunity.

• For all students, the cognitive challenges of learning another language help develop executive function: the capacity for self-regulation that is critical for organization, reflection, and long-term academic success.

2. A Coherent, Content-rich, Culturally Responsive Curriculum

• Cognitive science shows that what students learn builds on what they already know, and even so-called "skills" such as reading comprehension depend on students knowing certain facts and concepts. The school will use an adapted version of the Core Knowledge® Sequence to help all students acquire the knowledge they will need to comprehend what they read; understand the world they inhabit; and be inspired by the great works of human civilization and our shared American experience. As a matter of equity, we believe this intellectual inheritance properly belongs to all children, not just those with enrichment opportunities outside of the home.

• The Core Knowledge approach also places an emphasis on the use of "Read Aloud" sessions in which teachers read complex stories and lead rich discussions with even the very youngest students, so that knowledge and analysis are not limited by young students' decoding skills. This technique will be used in both English and Spanish literacy classes, as it is in many of New York City's highest-performing charter schools.

• Building on resources from the Core Knowledge Foundation and a close review of New York State standards, we will also curate, adapt, and in some cases translate materials and lesson plans that are culturally responsive and appropriate for a Spanish-language immersion context, supplementing the Sequence with adapted modules to include indigenous and Latino history and voices in a broader American context. The goal is for all students to see their personal and family stories represented and affirmed as part of a larger American (and more inclusive) story, so that they feel a firm sense of belonging and possibility in the academic world—and are neither excluded nor defined exclusively by their family's language, culture, or background.

• To the same end, the school's curriculum and community practices will highlight art, music, stories, and traditions from global cultures with a special emphasis on Latin American cultures through communal celebrations, rituals and environmental art.

3. Character Development Built on a "Pedagogy of Cariño (Caring)"

We seek to empower students to consider and practice the kind of difficult choices required of virtuous citizens in a free society, building on a secure base of trust and caring from the children and adults around them. Through intentional practices including daily ronda popular (akin to "community meetings"), social-emotional skills training, and exploration of "heroes" across time

and culture, students will understand school as a place where they are empowered and supported to do hard and even heroic things—not only in history or math, but when their emotions boil over, or they see a child being bullied, or they are tempted to lie.

Our teachers will also be trained and coached on ways to show caring for students and create opportunities for student agency. Key frameworks will include Responsive Classroom® (for behavior management) and Dovetail Learning's Toolbox (Spanish version, for developing student social-emotional skills).

4. Focus on Teacher Technique and Practice Development

• Using strategies created in the most academically successful charter and dual-language schools, we will establish a culture where teacher practice is shared and supported by continual analysis and coaching—always with the goal of creating a high level of cognitive challenge and a strong sense of support and belonging for every student in the classroom.

• We will select, train, observe, and coach teachers on their use of "The LEEP Way": a set of high-leverage classroom practices drawn from standard techniques for language learning classrooms and proven frameworks including Teach Like a Champion® and Seidlitz & Perryman's *7 Steps to a Language-Rich Interactive Classroom*.

• Staff and faculty will practice and refine these techniques during a three-week summer training period. This is literal practice, designed to help teachers build technical skills and commit to productive mindsets. As they make mistakes, receive corrective feedback, and try again, our teachers will reflect on how it feels to set aside defensiveness and embrace growth—just what they will be asking of our students.

• Our process for feedback and continuous improvement will include closely coordinated lesson planning; a shared set of techniques for instruction and classroom management; frequent self-reflection, peer-to-peer feedback, and coaching; classroom video recording and analysis (with strict data privacy protections); and weekly reviews of formative assessment data.

Rationale for Selection. Our key design elements were inspired by a search for educational models that could put all students on a path to academic and personal success, with a special focus on empowering Hispanic and Latino students to realize their potential. To meet that challenge, we considered the ways in which well-run schools can provide more—more coherent knowledge, more challenges, more high-quality instructional time, more self-understanding, and more personal connections to teachers and one another. At the same time, we saw the urgent need for schools to *take away less*, by treating students' home languages and cultural backgrounds as educational assets instead of liabilities. Ultimately, in critical areas where students often acquire *neither*, we wanted a school design to provide *both*: academic-level Spanish and English (via 90:10 dual language immersion); real knowledge of American and world history and literature (via a coherent, content-rich, and culturally responsive curriculum); warm belonging and stirring challenge (via a "Pedagogy of Cariño (Caring))."

The above design elements each have evidence of effectiveness at raising academic achievement, including with the English Language Learners and low-income students who will be among our student population. (See detailed research review below at II-A.) The existing schools using these approaches effectively include charter and district schools that use 90:10 language immersion alongside culturally responsive practices, such as:

- **Hoboken Dual Language Charter School (HoLa)** in New Jersey, whose students' proficiency rates exceed the state average by 20 points in ELA and 30 points in Math.
- **Voices College-Bound Language Academy** in San Jose, California, where Latino students' proficiency rates in ELA and Math exceed their counterparts at local district schools by more than 20 percentage points in each subject.
- **El Sol Science & Arts Academy** in Santa Ana, California, which is rated "Green" in both Math and ELA and has been named a California Distinguished School.

We also see precedents at urban schools using the Core Knowledge curriculum to give students a firm grounding in the factual knowledge and vocabulary they will need to become readers and thinkers at the highest levels. Among these schools are:

- The **Icahn Charter School Network** in the Bronx, New York City, whose students' proficiency rates exceeded the city average by 49 points in Math and 36 points in ELA during the 2016-17 school year.
- **Center City Public Charter School—Congress Heights**, in Washington, DC, a 2016 National Blue Ribbon School that was further noted as an Exemplary Achievement Gap Closing School.

In the process of visiting dual language schools and interviewing more than 300 practitioners and researchers in this field, we also heard frequently about the importance of teacher training and development in what is a technically challenging form of instruction. To that end, we look to apply the examples of existing charter school networks (such as Achievement First and Uncommon Schools) that have consistently helped disadvantaged students achieve at high levels by focusing intently on teacher technique and professional development.

Waivers. Not applicable.

C. Community and Students to be Served

Community Description. **Sunset Park is dynamic and diverse.** Our school will serve the community of Sunset Park, Brooklyn and welcome enrollment from adjoining neighborhoods in New York City's Community School District 15. Sunset Park is as vibrant a community as exists in New York City, with a rich and diverse history that is renewed by successive generations of immigration from many lands—most recently with surges of immigration from Mexico (especially the city of Puebla) and southern China. According to Census data, Sunset Park residents are 44% Hispanic, 41% Asian, 11% White, and 3% Black. Among those reporting Hispanic ancestry, 37% have ancestry from Mexico, 26% from Puerto Rico, 15% from the Dominican Republic, and 11% from South America.

41% of Sunset Park residents speak Spanish at home, while 37% speak Chinese. Among Spanish speakers, 41% report that they speak English "very well." The median annual household income is $38,600. Only 40% of Sunset Park residents were born in the United States (excluding Puerto Rico). 31% of households receive Food Stamps. (Data retrieved from https://statisticalatlas.com/neighborhood/New-York/New-York/Sunset-Park/.)

Sunset Park is less affluent than other areas of CSD 15. The economist Edward Glaeser writes that "Cities don't make people poor; they attract poor people. The flow of less advantaged people into cities from Rio to Rotterdam demonstrates urban strength, not weakness (2011)." Sunset Park's welcoming of low-income immigrants reflects this same civic strength, which our school will recognize as a precious asset. On average, Sunset Park residents have

lower incomes than their neighbors in the northern part of CSD 15; for example, the median household income in Park Slope, immediately to the north, is $100,900. (Data retrieved from https://statisticalatlas.com/neighborhood/New-York/New-York/Park-Slope/Household-Income.)

But not all newcomers to Sunset Park are disadvantaged. A surge in economic development along Sunset Park's industrial waterfront, anchored by the Industry City complex, has attracted more affluent residents to Sunset Park and prompted a familiar conversation about the advantages and drawbacks of so-called gentrification (e.g. Agrawal, 2018).

Educational Options. Community School District 15 is socioeconomically diverse, but its individual schools tend to follow patterns of residential segregation by race and income, with correlations to academic achievement. In CSD 15 overall in 2017, a majority of students scored proficient in Math and ELA in grades 3-8, making it one of the highest performing districts in New York City.

2017 New York State Assessment Proficiency Rates:
NYC CSD 15 District School Aggregate
Source: http://data.nysed.gov

	All students	Hispanic students	SWD	ELLs	Econ Dis
ELA	53%	35%	19%	9%	36%
Math	53%	31%	20%	23%	38%

A review of the performance of specific schools' assessment results shows the wide range of performance within Sunset Park schools. The district's top-scoring school, PS 172, is blocks from Sunset Park and also serves a high-need population, demonstrating that, while Sunset Park clearly needs more high-quality school options, there is nothing about the neighborhood or its children that rules out high achievement (Sahm, 2016).

2017 New York State Assessment Proficiency Rates:
NYC CSD 15 District Schools (Sunset Park in red)[1]

School Name	ELA	Math
PS 172 BEACON SCHOOL OF EXCELLENCE	96.6	98.8
THE MAURICE SENDAK COMMUNITY SCHOOL	87.9	91.2
PS 321 WILLIAM PENN	84.0	86.7
PS 107 JOHN W KIMBALL	86.2	86.2
THE MATH & SCIENCE EXPLORATORY SCHOOL	89.6	84.0
THE WINDSOR TERRACE SCHOOL	81.6	82.8

[1] Source: https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results

PS 039 HENRY BRISTOW	84.7	80.6
MS 51 WILLIAM ALEXANDER	86.2	79.7
PS 029 JOHN M HARRIGAN	77.2	77.9
PS 058 THE CARROLL	78.0	77.7
PS 032 SAMUEL MILLS SPROLE	62.4	64.6
NEW VOICES SCHOOL OF ACADEMIC & CREATIVE ARTS	81.2	62.6
PS 295	60.3	62.2
MAGNET SCHOOL OF MATH SCIENCE AND DESIGN TECHNOLOGY	69.9	61.9
PS 038 THE PACIFIC	57.7	56.1
PS 261 PHILIP LIVINGSTON	57.9	55.7
PS 094 THE HENRY LONGFELLOW	34.5	53.8
PS 131 BROOKLYN	47.6	53.3
PS 130 THE PARKSIDE	47.5	49.8
PS 230 DORIS L COHEN	51.1	48.4
PS 169 SUNSET PARK	29.4	46.5
PS 124 SILAS B DUTCHER	41.8	44.8
PS 015 PATRICK F DALY	39.0	39.8
MS 839	47.6	38.8
SUNSET PARK AVENUES ELEMENTARY SCHOOL	23.8	38.1
JHS 088 PETER ROUGET	43.7	36.0
PARK SLOPE COLLEGIATE	37.8	35.9
MS 442 CARROLL GARDENS SCHOOL FOR INNOVATION	43.6	35.5
THE BROOKLYN NEW SCHOOL PS 146	37.5	33.3
SUNSET PARK PREP	35.3	32.7
SCHOOL FOR INTERNATIONAL STUDIES	27.5	32.0
PS 001 THE BERGEN	32.1	30.1
PS 024	18.9	24.7
RED HOOK NEIGHBORHOOD SCHOOL	10.6	16.5
IS 136 CHARLES O DEWEY	17.1	7.4
BROOKLYN SECONDARY SCHOOL FOR COLLABORATIVE STUDIES	16.4	6.8
DIGITAL ARTS AND CINEMA TECHNOLOGY HS	21.7	0.0

There are currently no charter schools in Sunset Park. Elsewhere in CSD 15, charter schools have been met with strong interest from families: there were an estimated 2.0 unique applicants for every charter school seat available in Spring 2018 (Charter Center, 2018). Compared to district school students in the same grade levels, CSD 15 charter schools were evenly divided: three exceeded the district average in both ELA and Math, while three were below.

2017 New York State Assessment Proficiency Rates: NYC CSD 15 Charter Schools[2]

School Name	ELA Proficient (L3+L4)			Math Proficient (L3+L4)		
	Charter	District	Diff	Charter	District	Diff
Success Academy Charter School - Cobble Hill	92.1%	53.4%	38.7	97.2%	57.6%	39.6
Hellenic Classical Charter School	63.0%	53.4%	9.6	68.4%	53.1%	15.3
Brooklyn Prospect Charter School	62.1%	54.3%	7.8	60.6%	51.3%	9.3
PAVE Academy Charter School	51.1%	53.4%	(2.3)	49.8%	53.1%	(3.2)
Summit Academy Charter School	27.7%	53.4%	(25.7)	28.4%	45.5%	(17.0)
Brooklyn Urban Garden Charter School	39.6%	53.4%	(13.8)	23.9%	45.5%	(21.5)

In 2017-18, there were 4,345 CSD 15 residents who were enrolled in private schools.[3] While many Sunset Park residents are unable to consider any tuition-based option and/or would not seek a Yeshiva education, the neighborhood's many Catholic churches encourage parishioners to attend Our Lady of Perpetual Help Catholic Academy. This school, the main parochial option after a period of steady consolidation, had 2017 proficiency rates ranging from 13% (Grade 4 Math) to 71% (Grade 8 ELA).[4]

Target Student Population. As a two-way language immersion school (see description at *Item B-1*), it is important that our school include students who speak English, Spanish, and other languages at home, so that the teachers can draw on this linguistic knowledge, whether teaching Spanish or English, in class discussions and through structures such as bilingual pairings and heterogeneous groups. For this reason, we will seek linguistic diversity, with a school that includes at least 30 percent of students who speak Spanish at home, and at least 30 percent who speak English at home.

We plan to serve a student body that reflects CSD 15, with a greater presence of English Language Learners and Economically Disadvantaged students in reflection of our local Sunset Park neighborhood. In our initial charter term, our projection is to serve 50% English Language Learners, at least 9% Students with Disabilities, 75% Economically Disadvantaged.

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[2] Source: http://www.nyccharterschools.org/sites/default/files/NYC%20Charter%20Schools%203-8%20Test%20Scores%202017.zip

[3] Source: http://www.p12.nysed.gov/irs/nonpublic/2017-18/2017-18NonpubEnrollDistrictOfResidence.xlsx

[4] Source: https://www.newyorkupstate.com/schools/2017/08/2017_ela_math_test_scores_compare_private_schools_in_new_york_state.html

Community Needs. Our school is a close match to three high-priority needs of Sunset Park, as expressed by grassroots parent groups, hundreds of residents we have spoken with, parents who have volunteered to help our effort, civic leaders, and our own review of the educational landscape.

Sunset Park needs high-quality dual language education, especially in Spanish. Based on the overwhelmingly consistent and positive responses we have heard, dual language education makes intuitive sense as a way for children from Spanish-speaking homes to learn English and build on Spanish. This seems to speak to parents' common aspirations for their children to acquire global skills for global careers, and yet to also retain a familial tongue that is essential for keeping up with relatives abroad.

Sunset Park needs schools where Spanish-speaking families are fully included and respected. We have heard moving testimonials about the ways in which Sunset Park parents feel they are left out of communication loops when it comes to the educational success of their children—not out of actively ill intent, but due to a lack of pro-active effort and planning. Our school can offer a better, more affirming and empowering, experience for parents and students.

Sunset Park needs more schools, period. The overcrowding in existing district schools is the single most commonly mentioned educational challenge in Sunset Park, both by parents and activist groups. By committing to operate in an independent space, we plan to help alleviate this overcrowding.

Rationale. Our focus on English Language Learners is deeply rooted in our applicant group's own experiences growing up in every variety of Spanish-speaking immigrant community. With surging Spanish-speaking immigration; English-speaking families interested in language education; overcrowded schools; and proximity to where most of us live, Sunset Park was and is a close fit to the two-way Spanish-immersion educational model we wanted to propose.

Expanding Options. Our school would be the first 90:10 dual language school in CSD 15; the first whole-school program for Spanish immersion in CSD 15; and the first charter school to operate in Sunset Park and use a charter school's scheduling autonomy to offer an extended school day and extended teacher training time. It will also add much-needed school seats in a neighborhood that is universally acknowledged as needing them.

The 90:10 approach to dual language instruction is also exceedingly rare in New York *State*, which would give our school an opportunity to showcase the effectiveness of this school design and potentially assist in its adoption by other charter, district, or private schools.

Community Support. We have found widespread support for our proposed school. As outlined in Table 2 and Attachment 2c, our steady engagement efforts have yielded dozens of supportive interviews, over 500 supportive signatures, and even a core of volunteer families helping to organize their friends and neighbors in support of the school. We have constantly heard some variation of "it's about time" or "where were you when [I / my older child] was younger." While we have deliberately focused our efforts on Spanish-speaking families, sidewalk petitioning and tabling opportunities have shown us a depth of interest among English-speaking families as well.

We have also met with a very modest amount of opposition. A coalition of local groups sent a small number of postcards to local community boards that named our school, but made no complaints specific to our school, rather demanding that charter schools generally be 'kept out' of Sunset Park. We have heard critical public comments from four individuals, total, after our

presentations at two public meetings. The common theme in these comments is not about our specific program plans but the charter school structure generally, and whether it 1) provides sufficient democratic accountability, or 2) redirects funding from other schools in the neighborhood.

We plan to leverage our growing network of families and supporters into a locally-driven enrollment campaign that authentically taps into the existing community networks as well as the churches, business associations, housecleaning co-ops, online parent groups, and other groups we have already met. The challenge of ideological opposition will be overcome by continuing to show our faces, make friends, and stick to the facts about the school philosophy and design, to defuse any concerns that do *not* boil down to simple disagreement about charter schooling itself.

D. Applicant Group History and Capacity

Applicant Group Members.

Gabrielle Mosquera (Prospective Board Chair) Gabrielle is the Director of Institutional Giving at PowerMyLearning, and works with its national and regional teams to secure philanthropic grants from foundations, corporations, and government offices. Prior to this, Gabrielle held a development role at Turnaround for Children and also worked as a Senior Director within the NYCDOE Office of School Design and Charter Partnerships. In her DOE role she monitored and evaluated the academic, organizational, and operational performance of 23 network-affiliated and independent charter schools. She has also held new school development roles at the Newark Charter School Fund, where she helped launch two charter schools, and at EdisonLearning, Inc., where she managed proposals for new and existing charter schools as well as blended learning and supplemental education services. In her spare time she volunteers as a high school mentor with iMentor. Gabrielle graduated with honors from Boston University, and is currently pursuing her Master's in Public Administration from Baruch College in New York. She grew up in a suburb of Newark, NJ as the daughter of Spanish immigrants.

Melissa Jarvis-Cedeno (Prospective Trustee) Melissa is Director of Family and Community Engagement, and former founding principal, at Brooklyn Ascend Charter High School. In addition to her current role, Melissa also serves as a consultant for schools in Texas where she supports leadership development. A 20-year veteran teacher, principal, and charter school founder, she provides expertise in instructional leader and positive school culture-building. Melissa is a graduate of SUNY Albany and Columbia University Teachers College and grew up in Brooklyn as the child of Puerto Rican and Cuban-American parents.

Joaquin Matias (Prospective Trustee) Joaquin is a homeowner and resident of Sunset Park, Brooklyn. He is an attorney licensed in New York who has been formulating policies and managing initiatives in urban development and environmental and community sustainability/resiliency. He is the co-founder of The Natural Resilience Foundation, and has also held leadership roles within the City of Newark (Director of Economic Development) and at Rutgers University, Newark (Executive Director of Real Estate & Economic Development). His academic training includes an A.B. from Harvard College, an M.P.A. from the Kennedy School of Government at Harvard University, and a J.D. from Northeastern University School of Law.

Joaquin is primarily of Spanish/Chinese ancestry, was born in the Philippines, and later immigrated into Canada and then into the U.S., where he is a naturalized citizen.

Ashok Chandra (Prospective Trustee) Ashok is the Director of Privacy at GroupM, where he addresses legal issues concerning privacy and intellectual property in the digital advertising space. In this role, he monitors regulatory changes both domestically and internationally and helps to craft the company's responses. Prior to this, Ashok has advised companies on legal issues involving privacy law intellectual property. Having worked at both Fortune 50 companies and private law firms, Ashok has had the opportunity to work with both internal and external clients with varying needs. Ashok grew up on the U.S. side of Mexico and Texas, about 5 minutes from the border, and was first introduced to alternative education options when he attended the South Texas High School for Health Professions, one of the most successful magnet schools in the country. Ashok received his Juris Doctor from Fordham University's School of Law, his M.B.A. from New York University's Leonard H. Stern School of Business and his B.S./B.A. in Biochemistry and English from the University of Texas at Austin.

Magdalena Varela-Hand, LMSW (Prospective Trustee) Magdalena is a CSD 15 public school parent and Licensed Forensic Social Worker at the Legal Aid Society. She has nearly 20 years of experience in counseling children and families in school-based, clinical, and community settings. She also has extensive experience working with intellectual and developmentally disabled people regarding skills training and in leading parent education workshops and collateral psychotherapies, both in English and Spanish. She is a graduate of the New York City College of Technology and obtained her Master's Degree at Adelphi University. She obtained her SIFI certification for social work student-field instruction and mentoring from Fordham University. Magdalena grew up in Fort Greene, Brooklyn, with strong family roots in Puerto Rico.

Formation, Development, and Outreach. Roberto Gutierrez and Michael Regnier started the applicant group through Latino Educational Equity Partnerships (LEEP), the nonprofit organization Mr. Gutierrez founded in 2015 to support innovative, high-performing educational models for diverse communities. With support from individuals and foundations including the Carnegie Corporation of New York and the New Schools Venture Fund, LEEP had previously developed and refined a school model intended for implementation in Texas through a partnership that did not come to fruition. A process of board development ensued, including conversations with approximately fifteen qualified individuals whom Mr. Gutierrez and Mr. Regnier approached about the possibility of board service. As a final board of five emerged, board members convened repeatedly in person, by phone, and at community engagement events.

The applicant group reflects several pre-existing relationships. Mr. Gutierrez, Mr. Regnier, and Gabrielle Mosquera previously worked together at Edison Schools. Mr. Regnier and Ms. Mosquera later worked together at Turnaround for Children. Mr. Gutierrez and Joaquin Matias are friends. Mr. Regnier and Ashok Chandra are acquainted through Mr. Regnier's spouse, who was Mr. Chandra's law school classmate. Melissa Jarvis-Cedeno and Magdalena Varela-Hand joined the applicant group through mutual contacts.

The applicant group was involved in the development and editing of the charter school proposal and the public outreach process. The applicant group collectively discussed and edited the mission statement, and different board members reviewed and shaped the budget, governance

policies, the school culture approach, the educational philosophy, and others. Mr. Gutierrez and Mr. Regnier were joined by two prospective trustees at one community hearing and a three at another, with only one trustee overlapping. Trustees spoke at those hearings, participated in street petitioning, made introductions to Sunset Park residents and school district officials, reviewed prospective real estate opportunities, and participated in prep sessions before public presentations.

Primary Authors. Michael Regnier and Roberto Gutierrez were the primary authors of the final application. During its preparation, they were both employed by Latino Educational Equity Partnerships. No paid consultants were used.

E. Public Outreach

Participation. The two prospective school employees and four of five prospective trustees (Ms. Mosquera, Ms. Jarvis-Cedeno, Mr. Matias, and Ms. Varela-Hand) participated in public outreach activities.

Activities. Public outreach was conducted via Facebook (posting and advertising); flyers and posters displayed in local businesses; a series of parent information sessions at a central location in Sunset Park; regular street petitioning, with impromptu interviews with local parents and stakeholders; tabling at community and religious events; meetings and calls with a wide range of local activists and leaders; presentations to the Community Board 7 Education Committee and Community Education Council 15; outreach to news media that led to a feature article in two local newspapers; and surveys and focus group responses from interested parents.

E-3. Describe any notable public input that significantly shaped the school design.

Parent voices shaped our design in two ways. First, seeing early interest and leadership from prospective parents, we decided to move our plans for a designated parent Trustee up to the first year. Second, the idea for parent workshops was a theme among several parents we spoke with, so we incorporated it into our planning.

F. Enrollment, Recruitment, and Retention

Rationale. The enrollment table shows the school's first five years of growth; if possible, it would then continue to grow out to reach Grade 8 by 2026-27. Because there is unlikely to be another local middle school available to enroll LEEP Dual Language Academy students for continued Spanish language immersion, we respectfully request consideration of a K-8 charter.

Dual language immersion schools have generally found backfill enrollment to be inadvisable, because by grade 2 it is difficult to impossible for incoming students to keep up with content and catch up on language acquisition. We plan for that reality by having incoming cohorts that are relatively large, so that students can still reap the benefits of a critical mass of peers in middle school. We assume an annual attrition rate of 5% based largely on family mobility. We plan for four class sections per grade level with an average of 24 students each, except for our "founding first grade" which has three sections of 19 students each. This has the effect of reducing the number of students to be recruited from different school after kindergarten, and also gives more teacher attention to the school's only cohort that will not have begun a dual language program in kindergarten or earlier.

Student Recruitment Plan. We will recruit families through a comprehensive, multilingual, multipronged outreach campaign. Because our school model functions optimally when Spanish-dominant students are roughly half of the student population, that represents a two-part task. First, at-risk students from Spanish-speaking families, including those who are recent immigrants and/or economically disadvantaged, will be reached through trusted grassroots groups we have already begun cultivating as partners, including churches, human service agencies, social networks of activists, and anyone organizing a local festival or fair. All outreach material will be equally available in Spanish and English, and information sessions will vary in the language used based on who attends; our first parent meeting was conducted almost entirely in Spanish. We will also pursue news coverage in local Spanish-language media and use Facebook ads targeted by language and ZIP code. We will continue to support the parents that have already joined our effort as their informal group becomes a parent association for the school.

Secondly, to attract families who do not have a Spanish-language background, we will continue to do outreach in English and begin outreach in Chinese, emphasizing the value of multilingualism for all students' personal development and future academic and economic prospects. We will use the same key tools mentioned above—targeted digital outreach, partnership cultivation, festival tabling, etc.—to become known and familiar to families of all kinds, including Asian and white ethnic communities, recently arrived upwardly mobile families, and Latino families who immigrated in earlier generations and no longer speak Spanish regularly. Our outreach efforts will include the organizations of employers in the area, including associated small businesses and the tenants of the major Industry City development, as well as diverse pre-K programs with dual language components.

We will work to attract students with disabilities, English Language Learners, and economically disadvantaged students by similar forms of constant outreach, along with clear and emphatic information about our determination to serve all students.

Evidence of interest and demand. There is tremendous interest and demand for a whole school dedicated to Spanish language immersion in Sunset Park. Walking around the streets and parks of Sunset Park, we collected 517 signatures of support and were met genuine enthusiasm, as evidenced by the parent volunteers are effort attracted. Our follow-up efforts were somewhat hampered by a reluctance among immigrants to share personal contact information, which is an important learning for future enrollment and outreach campaigns.

Proposed Enrollment Process and Lottery. Our enrollment process complies with § 119.5. If applications exceed available seats in any grade level, we will hold an open, public, random lottery within 10 days of April 1, 2019. We will widely publicize the date, time, and location of the lottery in multiple languages, including at least two weeks' advance notice to the news media and all families who have submitted applications. Families are welcome but not required to attend the lottery, nor will they be penalized in any way for not attending. Our lottery will be held using a computerized system. Families of accepted students will be notified by mail and phone; they will have two weeks to accept their offered seat by returning a signed acceptance form. When a family does not accept a seat, another student will be accepted from the waitlist in the order previously determined through the same lottery process, until all seats in all grades are filled.

Enrollment Preferences. Enrollment preference will be given to students who reside in CSD 15, siblings of current students, children of employees (provided that such children may constitute no more than 15% of the total student population), and English Language Learners.

Backfill Policy. We will backfill students in kindergarten and first grade up to and including December 1. After the initial lottery and before that date, available seats will be offered to students on the waitlist. After that date, seats vacated will remain empty. Vacated kindergarten seats will be filled through the lottery for the following year.

Enrollment and Retention Targets. As a school founded on a mission of educational equity, and with a special focus on English Language Learners, LEEP Academy will take seriously the concerns represented by the enrollment and retention targets. By locating in Sunset Park, recruiting among low-income immigrants as well as middle-class families, and emphasizing our commitment to serving all children's needs, we will allow our school to reflect a full picture of the children and families around us.

Projected Enrollment Table Over the Charter Term

Grades	Ages	2019-20	2020-21	2021-22	2022-23	2023-24
K	5-6	96	96	96	96	96
1st	6-7	57	96	96	96	96
2nd	7-8		57	91	91	91
3rd	8-9			54	86	86
4th	9-10				51	82
5th	10-11					48
Ungraded						
Totals		153	249	337	420	499

Enrollment and Retention Targets		
	Enrollment # / %	**Retention # / %**
Economically Disadvantaged	325.2 / 64.8%	306.7 / 94.3%
Students with Disabilities	87.8 / 17.5%	84.1 / 95.8%
English language learners	119.6 / 23.8%	112.5 / 94.0%

G. Programmatic and Fiscal Impact

LEEP Dual Language Academy plans to open in August 2019 with 96 kindergarteners and 57 first graders, for a total of 153 students. We will grow to a K-8 school serving 726 students.

Our presence in District 15 will have a positive impact on other schools and on the neighborhoods we will serve. As a whole, the Sunset Park community suffers from a shortage of school seats, and some (but not all) schools in the neighborhood prepare fewer than one in four students for grade-level understanding. As more fully detailed in Section 1-C, we have complied with NYC Charter School Education Law § 2851(2)(q) to study the performance of existing school options in District 15. We conclude that LEEP Academy can offer a high-quality option in a neighborhood where schools are of inconsistent quality; a uniquely intensive and intentional educational offering for Spanish-speaking English Language Learners in an area where native English speakers are a minority; and an innovative model of dual language instruction that could have positive spillover effects and knowledge-sharing benefits for other schools in the district.

Projected Fiscal Impact upon District of Location							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate[5]	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)[6]	Total Projected Funding from District	Total District General Fund Budget[7]	Projected Impact on District Budget
2019-20	153	$15,307	$2,341,971	$819,690	$3,161,661	$24,300,000,000	0.013%
2020-21	249	$15,307	$3,811,443	$1,334,006	$5,145,448	$24,300,000,000	0.021%
2021-22	337	$15,307	$5,158,459	$1,805,460	$6,963,920	$24,300,000,000	0.029%
2022-23	420	$15,307	$6,428,940	$,250,129.00	$8,679,069	$24,300,000,000	0.036%
2023-24	499	$15,307	$7,638,193	$2,673,368	$10,311,561	$24,300,000,000	0.042%

[5] Assumes no increase in charter school revenue.
[6] Inflator based on facility funding and special education funding.
[7] Assumes no increase in district revenue.

II. Educational Plan

A. EDUCATION PHILOSOPHY

A-1. Briefly describe the applicant group's education philosophy, including core beliefs and values about teaching and learning.

We believe:

1. Language learning makes a world of difference.
Teaching and learning another language through two-way immersion is a uniquely powerful method of education. When this approach is implemented effectively, students certainly learn to read, write, speak, and listen in a new language and reap the cognitive benefits of multilingualism. Just as critically, they also learn habits of challenge, struggle, effort, persistence, reflection, empathy, and multicultural awareness that will benefit them as learners--and as people--for the rest of their lives. For these reasons, we believe a high-fidelity, whole-school dual language program is worth the effort, planning, and discipline required to create it. **Core value: *Valentía*/Courage**

2. Knowledge matters.
Every child deserves to participate in humanity's grand intellectual legacy: the art, music, history, science, and reasoning developed across cultures and over millennia. As a matter of child cognitive development and educational justice, the process of acquiring this core knowledge *cannot wait* until older grades. Knowledge builds upon knowledge exponentially, with each new word or concept bringing a child within reach of many more. Knowledge is also a crucial requirement for reading comprehension and higher-order reasoning, which rely on a vast set of facts and concepts that many students will not learn at home. If we want *all* of our students to thrive academically, economically, and as participants in American civil society, we believe they deserve a knowledge-rich education without delay. **Core value: *Ganas*/Urgency**

3. Achievement starts with caring and belonging.
The slogan that "kids don't care what you know until they know that you care," has been borne out by research. When students experience a rigorous school as a place where they belong, they can thrive. On the other hand, when adults are seen as impersonal and uncaring; when speaking another language is treated as a deficit; when students are assigned stigmatizing labels; when struggles are misinterpreted as evidence of low potential; and when students' cultural identities are absent from curricular materials, students can withdraw from academic work and fail to learn. Given those high stakes, schools must intentionally set up structures of belonging, connection, and cultural relevance, and help students develop personal and interpersonal skills to handle challenges. Such a "pedagogy of *cariño* (caring)" is, we believe, essential for academic and whole-child development. **Core value: *Cariño*/Caring**

4. We care enough to have high expectations.
Even as we foster an ethic of *cariño*, that same caring leads us to insist that our students do the active work and difficult thinking that academic achievement requires. Providing caring connections, appropriate supports, *and* high expectations is a core competency of teaching, and

yet the human temptation to "save" children from challenge has led many well-intentioned teachers down a path of academic compromise. We believe in helping teachers treat every student as a gifted learner with vast potential and never as a "*pobrecito* (poor little thing)." **Core Value: *Empeño*/Determined Effort**

5. Teaching is a team sport.
Too many schools rely on teachers' heroic, individual efforts instead of creating consistent, sustainable, high-performing systems and practices. We believe that instruction, behavior management, culture-building, and family engagement are all more effective when school leaders and staff work on them as a team -- planning together, collecting and reviewing data together, scrutinizing practices and materials together, coaching and advising one another, and working together to be clear and consistent with students and families. We also believe in being good "teammates" with educators outside of our school walls, by opening our doors, sharing our work, and engaging in dialogue with other schools of all types. **Core Value: *Confianza*/Trust**

6. Great educators want to get better. Great schools help them.
Using and adapting strategies created in the most academically successful charter and dual-language schools, we seek to establish a culture where teacher practice is shared and supported by continual analysis and coaching, with the dedicated time, tools, and positive culture that such work requires. We believe that every adult should constantly work to make concrete improvements in his or her practice and help others do the same. Educators who prefer maximum individual freedom, deferential distance from colleagues, and strictly abstract discussion will not be a fit for our school culture, regardless of their qualifications. **Core Value: *Crecimiento*/ Growth**

7. We respect families as partners in each child's success.
When parents entrust us with their children's education, we take on a profound responsibility. We believe it is our duty to work with parents in ways that are characterized by *empathy* for their varied experiences; *respect* for their time and energy, their views and ideas, their role as parents, their culture, and their circumstances; and *systematic communication* about the life of the school, each student's progress, and how they can help. We believe in empowering all parents to help their children as directly as possible. **Core Value: *Respeto*/Respect**

A-2..

1. Language learning makes a world of difference.
There is deep and strong evidence that language immersion education can lead to higher achievement in English and the target language, among both English Language Learners and students from English-dominant backgrounds, and that 90:10 immersion models have stronger effects than more popular 50:50 models. The best-known line of research comes from Collier & Thomas' (2010) analysis of 6.2 million records from 16 states, finding that "90:10 programs [help students] reach the highest levels of achievement in the shortest amount of time" compared to other dual language models, in both English and Spanish.

In the largest and more rigorous evaluation to date, RAND Corporation researchers conducted a randomized control trial of dual language immersion, finding significantly positive results. As the researchers pointed out (Steele et al, 2017): "Policymakers should note that the benefits of

DLI [dual language immersion] programs — improved reading in English, increased English proficiency for English learners, and proficiency in two languages — did not come at the cost of performance in mathematics or science. These outcomes may make the programs highly attractive to policymakers, administrators, educators, and families." This is an extraordinary endorsement after a federally-funded, gold-standard evaluation of an educational program.

Researchers have also found many potential cognitive and social benefits to dual language education and the bilingualism it produces, including divergent thinking, pattern recognition, and problem-solving (Cloud, Genesee & Hamayan, 2000). There is consistent evidence that bilingual children demonstrate stronger executive function (Barac *et al.*, 2014), and researchers are starting to document similar benefits from dual language elementary school programs (e.g. Esposito & Baker-Ward, 2013).

2. Knowledge matters.

Our philosophy on this topic is strongly influenced by the work of E.D. Hirsch, Jr. on the importance of factual knowledge for reading comprehension; the particular importance of vocabulary knowledge; and cumulative nature of knowledge acquisition which, if unaddressed, can exacerbate educational inequalities (e.g. Hirsch 2006).

Research in cognitive science has developed to strongly support this. As McGinty & Bevilaqua summarize (2016, p. 4): "...[V]ocabulary development, comprehension development, and knowledge development are interrelated. Cognitive perspectives on reading show that knowledge is necessary for comprehension. Indeed, knowledge—both general world knowledge and specific domain knowledge relevant to a text—is considered critical to memory for text, the ability to relate events and ideas across various parts of a text, the capacity to fill in knowledge authors assume is known, and the engagement in higher-order inference generation and thinking about a text (Kintsch, 1998; see also Cervetti and Hiebert, 2015, for an overview of this research). Empirical studies have found background knowledge relates to differences in comprehension and also in vocabulary learning (Kaefer, Neuman, and Pinkham, 2015) and suggest benefits to vocabulary learning within a content-, or knowledge-oriented, context (Neuman, Newman, and Dwyer, 2010; Pollard-Durodola, Gonzalez, Simmons, Davis, Simmons, and Nava-Walichowski, 2011; Spycher, 2009)."

For a non-technical explanation of the deep links between knowledge, vocabulary, and reading, see Willingham (2017).

3. Achievement starts with caring and belonging.

This core belief is grounded in wide-ranging bodies of research. Students' sense of belonging in school reflects a basic human need, with wide-ranging influence on the behaviors that motivate student academic success (Osterman, 2000; Bosworth & Ferreira, 2000), although of course they do not replace a high-quality academic practices (Yaeger et al., 2013). Caring relationships between teachers and students are essential to students' sense of belonging to a school community, particularly for students from at-risk groups (e.g. Cassidy & Bates, 2005; Feldman & Matjasko, 2005; Gibson, Bejinez, Hidalgo, & Rolón, 2004; Marsh & Kleitman, 2002), although of course they do not replace a high-quality education (Yaeger, 2013). Diverse strands of scholarship show how particular student experiences can threaten students' sense of belonging in school and/or self-identification as learners, including the experiences of being stigmatized by a categorical label or academic track (e.g. Hallinan, 1994; Berends, 1995); interpreting struggle

as evidence of fixed, low ability (Dweck, 1999); and seeing one's own culture as absent from taught lessons and curriculum (Gay, 2000).

For Latino students in particular, our philosophy is influenced by the ethnographic research of Angela Valenzuela, who documented patterns of "subtractive schooling" for Mexican immigrant and Mexican-American students: school structures that had the effect of divesting students from their cultural and linguistic identities--which teachers viewed as deficits rather than assets--leading to disengagement and underperformance (Valenzuela, 1999). Dr. Valenzuela coined the term "pedagogy of *cariño*" to describe a school environment that would engage Latino students through caring relationships with teachers who make school an additive, rather than subtractive, experience.

4. We care enough to have high expectations.

The research on the importance of teacher expectations--both in absolute terms and for different students in the same classroom--goes back many decades. The link between teacher expectations and idea of "caring" is not merely rhetorical; as Murphy (2016) notes in his review of this literature, students sense that teachers care when when they "challeng[e] students to meet and exceed robust expectations":

> There is abundant evidence on this point: "Teachers who push students prove to be an important dimension to the personalized student-adult relationship" (Rodriguez, 2008, p. 772). Perhaps the essential point is the importance of "hard caring" (Antrop-Gonzalez & De Jesus, 2006, p. 413) or "rugged care" (Shouse, 1996, p. 48). Challenge also means providing students with as much responsibility as they can handle (Joselowsky, 2007) and upholding a commitment to help them succeed (Walker, 1993; Wilson & Corbett, 1999). Obstacles are acknowledged but they are not accepted as explanations for lack of performance (Rodriguez, 2008; Shouse, 1996).

Teachers' low expectations of certain groups of students are also harmful, not least because they damage the morale of the entire class (Babad, 2016). The harm of low expectations can come despite good intentions, also. Carol Dweck and colleagues have shown that sympathetic teachers who seek to "comfort" struggling students send students a de-motivating message of low expectations (Rattaan et al., 2011). Ironically, a popular misunderstanding of Dweck's research has given rise to a similar problem, of teachers using praise in ways that are de-motivating (Amemiya & Wang, 2018). When teachers have low expectations, students tend to notice, and shallow forms of caring become irrelevant.

5. Teaching is a team sport.

Schools with team-oriented approaches to instruction are outliers in public education, which since the 19th century has been primarily characterized by isolation--teachers who are structurally isolated from each other and from those purported to lead them (Lortie, 1975). The most high-performing charter schools, with the strongest record of success in closing racial and economic achievement gaps, tend to follow a cluster of specific and related practices (Cohodes,

2018) including frequent teacher feedback, data-driven instruction, and a culture of "relentless focus on academic achievement" (Dobbie & Fryer, 2012, p. 3). Critically, these are *collaborative* practices that require frequent, intensive interactions among teachers and school leaders and are typically implemented across an entire school or network of schools (e.g. Lewkowicz, 2014). Researchers have also found benefits to teacher collaboration outside of a charter school context (e.g. Goddard *et al.* 2007).

Our belief in the metaphorical teamwork of sharing best practices is rooted in a national study showing benefits to charter-district collaboration efforts (Lake *et al.* 2017).

6. Great educators want to get better. Great schools help them.
Like our belief in teamwork, our belief in a culture of continuous professional improvement is inspired by real examples of high-performing schools and organizations. We draw from organizational research demonstrating that employees value a sense of progress as much as any other motivating factor (Amabile & Kramer, 2011); that peer-to-peer relationships can help professionals improve their skills and contribute to one another's development (Kegan *et al.*, 2016); that traditional professional development for teachers is generally *in*effective (TNTP, 2015); but that hands-on, practice-based approaches to teacher skill development can yield real improvements (Lemov & Woolway, 2012), as can intensive teacher coaching enhanced by video observation technology (e.g. van Vondel *et al.*, 2017).

7. We respect families as partners in each child's success.
We ascribe to the theory that, just as teacher-student interactions can be improved by recognizing students' assets, an awareness of families' many forms of "cultural capital" can help schools more effectively work with parents and caregivers of diverse backgrounds and circumstances (Yasso, 2006). We also theorize, from firsthand experience and feedback from Sunset Park parents, that many schools are ineffective stewards of families' time and attention, missing high-impact opportunities for partnership (e.g. reliable communications, clear guidance on how to help with homework, well-run parent workshops and conferences) and instead interacting with parents in ways that are often low-impact (e.g. box-top drives) and/or inequitable (e.g. disproportionate influence given to hyper-involved "insider" parents). We encouraged by the examples of other charter schools that have found innovative ways to include parents in decision making and set clear, equitable expectations for parent partnerships (Smith *et al.*, 2011).

B. CURRICULUM

B-1.

NOTE: Because our school will use a specialized approach, ***we respectfully recommend reading our response to Item C-2 next, as it offers context for the rest of sections B-H.***

Regardless of the subject, we seek curricula that meet a few essential criteria: high rigor and usability; close alignment to New York State standards and the *Core Knowledge Sequence*™; availability in Spanish and/or English (as needed); evidence of effectiveness or use by highly

effective schools; and considerations of feasibility and affordability. These criteria lead us to decide which materials we need to adopt, adapt, or develop in a given subject area.

We approach this task with an awareness that identifying or constructing appropriate, standards-aligned is a common challenge for language immersion schools, and yet essential for the success of our students and our ability to help other schools replicate that success.

Our selection of the *Core Knowledge Sequence* and *Core Knowledge*™ curriculum was influenced by our core belief about the importance of a coherent, knowledge-rich curriculum; our applicant group's prior experience with these materials; multiple meetings with the Core Knowledge Foundation; a two-day workshop with four experienced practitioners about using the *Sequence* in Spanish-immersion setting; and a review of EdReports.org evaluations.

We will follow the readings and themes prescribed by the *Core Knowledge Sequence* in History, Science, Arts, and use the "Listening and Learning strand" of the *Core Knowledge Language Arts* curriculum in English Language Arts. We will also use *Sequence*-aligned readings in Spanish Language Arts, providing students they will experience a coherent, thematic sequence of knowledge-building in two languages.

Our process for making additional curricular choices is twofold. For core academic subjects (i.e. Math, Social Studies, Science, Spanish Language Arts, and the literacy skills portion of English Language Arts), we have narrowed the field of available curricula according to the above criteria, using reviews and EdReports.org ratings (when available) to evaluate rigor, usability, and standards alignment, and made preliminary selections. Final selections will be confirmed in close consultation with the founding principal (to be hired). Because our student body will include students without prior knowledge of English, Spanish, or (possibly) both, our curricular choices will include the more oral language- and vocabulary-focused supplements sometimes described as "English Language Development" or "Spanish Language Development."

In special subjects (Music, Art, and Physical Education), we will conduct a selection process during the planning period, in collaboration with the Founding Principal.

We also plan a process of curriculum development and curation. Building on resources from the Core Knowledge Foundation and a close review of New York State standards, we will curate books, and adapt and/or translate instructional materials, to support a Spanish Language Arts curriculum that is fully in the Spanish language and supplements the Core Knowledge Sequence with additional include indigenous and Latino history, culture, and perspectives. The process of curating books will follow best practices in evaluating text complexity (Achieve the Core, 2018), and maintain a correspondence to the cumulative, coherent content spiraling of the *Core Knowledge Sequence.*

During the pre-application work, these choices have been the work of the applicant group, informed by the specific advice of six instructional advisors who are published researchers and/or experienced practitioners in Spanish-language immersion. During the planning period, further choices and development will be conducted by the founding Executive Director, Deputy Executive Director, and Principal, with input from a similar circle of experienced advisors and Trustees with educational backgrounds. During the startup period and after the school opens, these choices may be adjusted through feedback from founding teachers, through a process led by the founding Principal.

B-2.

Our process for horizontal and vertical curriculum alignment builds on the *Core Knowledge Sequence*, which is widely used in New York, and is designed to be integrated in cross-subject "domains" (with related concepts and repeated vocabulary) and to spiral across grade levels in ways that are coherent and cumulative. (See Core Knowledge Foundation, 2018, p. 11, for a detailed comparison of domains vs. more superficial "themes.")

During the planning period, the founding Executive Director, Deputy Executive Director, and Principal, will conduct a review of all selected curricular materials to 1) confirm alignment to state standards, 2) confirm integration with cross-subject domains as much as possible; 3) confirm coherent and cumulative spiraling from across years; and 4) identify appropriateness and available supports for students with various needs, drawing teachers' attention to appropriate opportunities to support for students with disabilities, by type; for students in four linguistic segments (Spanish-dominant English Language Learners, English-dominant students, Spanish/English bilingual students, and non-Spanish speaking English Language Learners); students below grade level in any subject or multiple subjects; and advanced students. Throughout this process, this team will liberally draw on the expertise of a circle of academic and instructional advisors.

During the startup period and after the school opens, these choices may be adjusted through feedback from founding teachers, through a process led by the founding Principal. Each year, the Principal will lead a group of teachers--including teachers representing every subject area (in most cases subject areas lead teachers)--in a systematic, semiannual review of curriculum and instructional materials, drawing on data analysis of instructional effectiveness and feedback submitted by teachers and parents throughout the year. The mid-year review will be shorter and focused on identifying any immediate, mostly incremental adjustments that may be advisable; the year-end (summer) review will occur each June-July and consider the possibility of larger shifts that could be introduced t the full school staff during training in August.

3.

During the planning period, an initial week-by-week integrated plan will be developed by the founding Executive Director, Deputy Executive Director, and Principal, with input from a circle of experienced advisors and Trustees with educational backgrounds. Integrating specific curricular materials, schedules, and guidelines from all curricular sources, they will develop three key documents:

- "Multi-Year Sequence," showing all subjects K-5 and the language of instruction and curricula used for each
- "Annual Scope and Sequence" for each grade level and subject, highlighting cross-subject domains
- "Pacing Guides" for each subject in each grade level, week by week, including opportunities for differentiation based on student need

This process will be informed by the guidelines for Integrated Program Planning that the Core Knowledge Foundation has developed and refined in partnership with thousands of schools and districts. (Core Knowledge Foundation, 2018).

After the first year, the Principal will lead a group of teachers--including teachers representing every subject area--in a systematic, semiannual review of curriculum and instructional materials, drawing on data analysis of instructional effectiveness and feedback submitted by teachers and parents throughout the year. The mid-year review will be shorter and focused on identifying any immediate, mostly incremental adjustments that may be advisable; the year-end (summer) review will occur each June-July and consider the possibility of larger shifts that could be introduced during teacher training in August.

Each year, the Principal will lead a semiannual review and revision process of curriculum and instructional materials, including these key documents, as described above at **Item B-2**.

In parallel with this process, the Principal will lead a distributed process of collecting, standardizing, and refining lesson plans for specific lessons within each grade level and subject area, following a common template. These plans will be adjusted by each teacher for each lessons, with their revision notes then collected to inform a summer review and revision of the lesson plan library.

4.

The curriculum selection process described above at *Item B-1* will necessitate different combinations of instructional materials, depending on the subject area. Standard instructional materials will be selected at the same time, and in the same manner, as overall curricula are selected.

In some subjects (e.g. Math), instructional materials will come largely as a package from a commercial provider, including (for example) textbooks, workbooks, teacher guides, handouts, and online supplements.

In other subjects, instructional materials will come from multiple discrete sources. In English Language Arts, for example, we will use one strand of the *Core Knowledge Language Arts curriculum* (requiring related read-aloud texts, classroom library books, posters, and teacher materials) in combination with different literacy skills curricular packages providing explicit instruction in literacy and oracy skills, and deliberate vocabulary building. In these cases, school-developed documents to help teachers integrate the different curricula will also be provided, as described above at *Item B-3*.

In still other subjects (e.g. Spanish Language Arts), packaged resources will be combined with resources curated or created by the school. In this case as well, school-developed documents will be provided as described above at *Item B-3*.

Each year, the Principal will lead a semiannual review and revision process of curriculum and instructional materials, including these key documents, as described above at *Item B-2*.

In addition to standard instructional materials, there will be times when teachers perceive a need for additional, nonstandard resources, either because they perceive a gap or simply identify a promising resource. It is important that we respect teachers' judgment and local adjustments, and yet--consistent with our core belief that teaching is a team sport--it is also important that the school's carefully planned and integrated approaches not be buried under a mountain of individual *bricolage*. To balance those considerations and ensure a team-level

dialogue, teachers will be guided to share all non-standard resources they use, in real time, with their grade level teams and designated instructional coach.

Each year, the Principal will lead a semiannual review and revision process of curriculum and instructional materials, including these key documents, as described above at *Item B-3*.

B-5.

Our curriculum choices are shaped by our innovative instructional model, described below at *Item C-2*.

A note on book selection: our school and classroom library will be stocked with real, high-quality books that students and teachers select together based on interest, reading skills taught, vocabulary used, and text complexity. "Leveled readers" of low literary quality will generally not used; we want to foster students' love of language and nourish their intellectual and aesthetic sensibilities. This is consistent with our core belief that *knowledge matters* and every book is a chance to usher students along an intellectual journey.

6.

Our selection of the *Core Knowledge Sequence* and our decision to use elements of the *Core Knowledge Language Arts* curriculum are supported by the deep and deepening research on the importance of knowledge and vocabulary acquisition (described above at *Item A-2*), and the benefits of rich student discussion (e.g. Buchanan, 2011), as well as by specific evaluation research on the Core Knowledge approach going back to the 1990s and finding positive effects on reading and language arts achievement (e.g. "How do we know this works?," 2004). This includes a three-year study by the New York City Department of Education, finding significant gains in nearly all measures (NYC Department of Education, 2012).

With thousands of school and district partners, Core Knowledge is well established as a model. For an illustrative case study of a school using this curriculum, see TNTP (2017).

7.

Our design is built on curricula and interventions that have been proven to promote academic achievement. We believe that test scores are a valuable source of data and should be expected to increase as a result of any high-quality school intervention.

8.

As described above at *Item B-1*, we will select curricula in English Language Arts in anticipation of the needs of English Language Learners, to help all students build the language that native speakers typically acquire in early childhood. As part of our two-way dual language instructional model, resources that are typically supplemental curriculum for English Language Learners (e.g. Ballard & Tighe *Carousel of Ideas*) or students in need of remediation or early intervention (e.g.

Wilson Fundamentals) will be intentionally incorporated into our English Language Arts instruction for all students.

We will use the Dovetail Learning Toolbox™ curriculum (Spanish/English edition) for social-emotional skill development and character education. Toolbox is a K-6 program that is implemented by classroom teachers. It uses the simple metaphor of tools to teach children personal strategies for self-awareness, self-management, and relationship-building others, which in turn establish an accessible, shared language across the entire school community. A list of the 12 Tools students learn and apply is included for reference in *Attachment 3b*. The Tools also correspond to the school's Core Values.

We will also develop a school-wide community-building and character education strand on the theme of *heroes comprometidos*: committed heroes both historic and contemporary. As they grow up, students will honor and reflect on heroes who embody Core Values. These will include their own parents and caregivers, admired figures in the community (e.g. firefighters), and historic and contemporary figures including (but not limited to) a diverse set of role models from Latin American cultures. The school's physical environment (with framed portraits and student art showing heroes), assemblies, and advancement rituals will return to this theme.

C. INSTRUCTION

As teachers of emergent bilingual students, our teachers need to differentiate instruction for students of heterogeneous language proficiency, helping all students advance in both language skills and academic content. All teachers will use standard best practices including scaffolding assignment complexity; using vocabulary in meaningful ways; creating a print-rich classroom environment; and using heterogeneous pairs and groups so students can confer and help each other when appropriate.

Our teachers will also use specific instructional strategies from two general frameworks. Seidlitz & Perryman's *7 Steps to a Language-Rich Interactive Classroom* provides a set of specific instructional practices that keep students engaged and accountable for doing their own thinking; gives teachers fast and frequent evidence of student understanding; and maximizes the impact of instructional time. Lemov's *Teach Like a Champion 2.0* is not specific to a dual language context, but accomplishes much the same thing in its 62 techniques, going into greater detail and nuance. Both are available in Spanish.

We will also adopt specific techniques that add nuance or pragmatic advice in particular pedagogical areas, such as Wiliam's *Embedded Formative Assessment* (elaborating on how to check for understanding) and the Core Knowledge Foundation's teacher guidance (about how to conduct Read-Aloud lessons effectively). Our teachers will construct a synthesis summary of these techniques which will be known as The LEEP Way, and instructional leaders will identify a subset of these techniques to prioritize for development, both school-wide and for individual teachers, each school year. We will not ask teachers to master 62+7 techniques in any given year.

That is not to downplay their importance. These specific techniques are how our philosophy will become reality. For example, when a caring teacher is tempted to "round up" a student's inadequate answer, she will have learned and practiced ways not to do that (Lemov's "Right is Right"). Such tiny moments are how "high expectations" are actually established.

The differentiation and progress monitoring made possible by these two frameworks will help teachers assess and support students who have special needs, are English Language Learners, or are at risk of academic failure. Our student groups will generally be heterogeneous by language and academic level. When we employ dynamic small groups organized by ability,

they will be carefully implemented and explained to ensure that they reflect student's actual progress and do not become--in perception or reality--calcified groups of "high" or "low" students.

Please note: fairly or not, the name *Teach Like a Champion* is sometimes associated with 1) the "No Excuses" style of behavior management, and/or 2) an instructional style in which students' share of speaking is low. We will not be adopting either, which means we will omit or adapt certain techniques and examples; see our responses at *Items G-1* and *G-2*.

C-2.

Our school model synthesizes a set of highly effective, research-based practices in dual language education, with an intensive Spanish language immersion approach that has proven successful in carefully controlled research and in schools around the country, and yet is not offered by any traditional public school or public charter school in New York City.

Our school model also integrates dual language immersion with the content-rich *Core Knowledge Sequence*; additional lessons in Latino cultures; and character education through social-emotional skills development and personal reflection. We believe this novel combination will also prove innovative.

Fundamental Concepts: Becoming Bilingual and Biliterate

Our curriculum choices are motivated by a few key concepts in dual language education, which may not be obvious to all readers:

Language learning starts with listening and interaction. Many adults have never learned a second language, but consider how we all acquire our first language as children: lots of listening; interactive conversations; recognizing grammatical patterns in context; and learning thousands of words through repeated, meaningful, in-context exposure to them. While schools cannot replicate this experience directly, it is alarming to realize how little resemblance it bears to traditional language classes in American schools.

Reading and writing builds on speaking and listening. Because students who already speak a language have so much knowledge of it (sounds, words, phrases, grammar patterns, etc.), they have different needs than students who are learning everything about the language for the first time. This difference has implications for curriculum and instruction in language arts classes, even if neither group of children can read or write.

Students draw on their literacy skills in one language when learning another. Fortunately, once students 'crack the code' of reading in one language, they are much closer to reading in another language than students who have never read. Writing skills transfer as well, especially when the languages share an alphabet. This transfer of literacy skills is a basic principle of second-language learning with a deep base in research.

Learning languages is not a zero-sum game. The transfer of literacy skills is one example of the many ways in which, for students who speak a non-English language at home, that language must be considered a positive *asset* for learning English (and other academic content). While some have plausibly argued for English-only teaching in the past, research now shows how dual language approaches helps students learn *both* languages more effectively.

Different languages have different areas of complexity and difficulty. For example: compared to English, the Spanish language is vastly more regular in spelling and phonics; has

fewer vowel sounds; has letter names that are less helpful in decoding; and is more often decoded at the syllable level. As a result, there are nuanced but important differences in the best ways to teach reading in Spanish compared to English.

***It helps to point out the structural differences between languages*.** Learning two languages is easier when students become aware of the languages themselves--not just the meaning of the words--and start to understand how they work. Teachers can make the learning process easier and more enjoyable by empowering students with "metalinguistic" knowledge.

Vocabulary is essential to fluency. Real fluency, of the sort that can be used in academic and career settings, requires a substantial vocabulary. Just as in English, learning Spanish vocabulary unlocks further vocabulary as students listen, read, and figure out new words in context--which means it should start early..

A School Model for Dual Language Fluency

Our school and instructional model, technically known as "Whole-School, Two-Way, 90:10 Dual Language Immersion," can be briefly explained by defining those terms.

Immersion

In language immersion schools and programs, all students study the "target language" (in our case, Spanish) and study other academic subjects *in* the target language. Students are also encouraged to use the target language outside of class time. By immersing students in the target language, they have both 1) much more exposure to the target language each day, in terms of minutes and words; and 2) a more conversational and interactive experience of language acquisition, compared to a school with a traditional "foreign language" class.

Dual Language

Because English is also taught, and some academic subjects are taught in English, it is known as a "dual language" model.

Two-Way

Dual language immersion schools and programs may serve different kinds of student populations. When the students are primarily from one linguistic group, such as a students who speak Spanish at home, it is called a "One-Way" approach. In our school, some students will be from English-speaking homes and learning Spanish for the first time, while others will be from Spanish-speaking homes and learning English for the first time. This is known as a "Two-Way" immersion model, and carries different implications for a school's curriculum, instruction, and learning community. (Note that the term "Two-Way" is somewhat misleading in that Two-Way schools and programs serve more than two groups; students who have knowledge of both languages, or neither language, will also enroll and succeed.)

90:10

Two common variants of Two-Way Dual Language Immersion are "50:50" and "90:10." The numbers refer to the ratio of the target language (Spanish) to English in the first year of instruction. The most common model is 50:50, wherein students' time in school is evenly divided between Spanish and English. This is the standard approach used in New York City public schools, and can be delivered using "partner teachers" who each teach in one language.

In 90:10, students spend 90% of their time in school in Spanish during the kindergarten year

(either in Spanish class, in another class that taught in Spanish, or in recess/lunch time when Spanish is encouraged). The ratio of Spanish to English gradually balances out, by 10% per year, so that by grade 4 students' time is spent 50:50. This approach is not currently available in New York City public schools, either traditional or charter.

Our school will use a 90:10 model because of the strong evidence and examples from other states that show its advantages in terms of academic results in Spanish and English. It seems that the early and intense focus on Spanish has a lasting impact, helping ensure that students stick with Spanish and their Spanish skills stick with them, even as they enter the adolescent years in an English-speaking society and media environment. In a sense, the early imbalance toward Spanish acts to counteract the larger imbalance toward English exposure in students' overall experience.

Whole-School

Our entire school will employ the 90:10, Two-Way Dual Language Immersion approach, making it a "Whole-School" model, in contrast to a "program" or "strand" within a larger school, which is how most dual language programs in New York City are structured. The choice to design the entire school for this model makes dual language more central to schoolwide planning (and impossible to become an afterthought), with more dual language teachers serving as colleagues to one another and greater economies of scale for buying and developing materials. A whole-school approach also also helps establish the target language (Spanish) as the "prestige" language of the school, which adults generally use for school business and which students are not reluctant to use in the lunchroom or at the playground.

Learning Language in Spanish Language Arts Class

Students will study Spanish Language Arts daily. Class time will be spent on a few major activities:

- Spanish-language **Read-Alouds** (in which teachers read compelling texts aloud and facilitate whole-class discussions before, during, and after the reading) will allow students to encounter rich stories, poems, and nonfiction texts; acquire knowledge outlined in the school's adapted version of the *Core Knowledge* sequence; develop speaking, listening, and conversation skills; and practice higher-order thinking and comprehension.
- Teachers will use **whole-class instruction** (and, in early grades, **dynamic small groups**) to introduce and practice and literacy skills. Teachers' lessons will draw from the materials and sequence of a Spanish skills curriculum and emphasize the development of everyday and academic vocabulary through meaning-based activities rather than out-of-context rules and word lists.
- In grades K-2, students will spend a significant amount of class time in **center-based language practice**, which allows for peer-to-peer interactions and differentiation according to proficiency. Activities will draw from the Spanish skills curriculum and involve all four domains of language: reading (including phonics, grammar, and vocabulary); writing; speaking (including singing/chanting); and listening.
- Periodically, students will take formative assessments, or record and listen to themselves for class projects, in a **computer/recording lab**. Such projects will draw from skills curriculum and Read-Aloud selections; they will include creative, personal speeches as

well as narrations of academic content. The resulting recordings will provide a long-term audiovisual record of students' progress.

At home, students will practice writing tasks and read in Spanish with borrowed books from the classroom library or school library.

Learning Language in English Language Arts Class

As in Spanish, students will study English Language Arts Spanish literacy through explicit literacy instruction with a focus on vocabulary; center-based practice; rich classroom read-alouds and discussions; period recordings; and continual exposure to challenging, high-quality books and texts. The elements of classroom instruction and homework will be the same as in Spanish Language Arts.

Sequencing early literacy instruction in Spanish and English presents a technical challenge in the earliest grades. Many Spanish-immersion schools delay explicit English instruction for several years, yet this can create academic risk for students not from English-speaking homes.* On the other hand, especially in the first year of school, explicit instruction in two languages' differing systems of phonics and grammar could invite confusion and learning gaps.

To foster early biliteracy without confusion, we will bring all students to a basic level of Spanish phonemic proficiency during the kindergarten year and first part of first grade.** In the meantime, English Language Arts will *not* include reading and writing but instead focus on speech and listening, with classroom activities focused on read-alouds (with discussions), songs and chants, and spoken language forms (e.g. greeting phrases, asking polite questions, discussion phrases).

Beginning in first grade, students will begin explicit instruction in reading and writing in English as well as Spanish. This transition will happen when children have developed a solid phonics foundation in Spanish, which may be earlier or later in the year for different children. As students apply their literacy skills to English, teachers will add a metalinguistic layer as they point out similarities to the Spanish students have already learned and explain the differences and additional complexities in English.

Students will immediately appreciate that Spanish is phonemically regular as they learn that the same letter combinations in English can be pronounced in different ways. As students learn increasingly advanced concepts and rules in both languages, teachers will them notice the metalinguistic differences and similarities between the two languages.

Learning Language in Other Subjects and Outside of Class

All subjects will be taught using the practices appropriate for a heterogeneous classroom that includes language learners, as described at *Item C-1*. Consistent with the instructional model as validated by research, teachers will maintain a separation of languages, speaking either Spanish or English as designated for any given subject and grade level. In lunch, recess, assembly, and arrival/dismissal times, teachers will speak Spanish. Students are encouraged to speak Spanish but free to speak English during these times; teachers are not asked to be the "language police."

*The Center for Applied Linguistics calls this out as a risk of the 90:10 instructional model: the "Possibility of lower English standardized test scores in the primary grades (before English language arts is taught formally) compared to students who have more English instruction in their day (Howard & Sugarman, 2009, p. 8." By using the flexibility of the Charter Schools Act

to offer an extended school day, we are able to make time for daily English instruction without undermining the 90:10/80:20/70:30… time ratios in successive grade levels.

**There may be single-year variations for the school's "founding first grade" (i.e. those enrolling as first-graders in Fall 2019), who may have had kindergarten instruction in English, Spanish, or neither language. In this cohort only, some students may not start explicit English literacy instruction until grade 2. Although not our long-term practice, this is still typical if not early compared to the practice of other successful dual language schools.

3.

We define rigorous and engaging instruction as a classroom in which all students participate; actual instructional time is maximized; students think hard, whether or not they are "on stage"; subject area content is consistently accurate, nuanced, and interesting; and there are ample opportunities for language development.

We will support and ensure such instruction through: high-quality curricula and materials; practice-based teacher trainings; frequent observation and coaching in a spirit of collaboration; and technological tools, including for classroom video recording, that help teachers analyze their own coaching practice and get coaching and advice from others.

Dual language immersion is supported by research described above. The specific assumptions and elements of the dual language approach are also rooted in research, including the role of metalinguistic skills: (Escamilla, 2014); transfer of literacy skills (e.g., August & Shanahan, 2010; Genesee et al., 2006; Lindholm-Leary, 2016; National Academies, 2017; Riches & Genesee, 2006) and early reading skills (Durgunoglu, Nagy, Hancin (1993)); and differences in appropriate literacy teaching methods in Spanish and English.

As the research suggests, there are also real district and charter schools having academic success with 90:10 immersion in Spanish. Our plans are informed by a review of leading school models prepared with LEEP by the Bellwether Education Partners consultancy, as well as visits by the proposed Executive Director to several schools he has identified.

Teach Like a Champion was developed within the high-performing Uncommon School charter school network and is in wide use by district and charter school teachers nationwide and internationally. *7 Steps* is a popular framework among dual language educators.

D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

1.

Our school is founded on a mission to expand educational equity, an imperative that very much includes any students with diagnosed or undiagnosed disabilities. Like English Language Learners, students with disabilities have often been poorly served by educational systems that pull these students and their families into a vicious cycle of low expectations, incomplete services, and poor communication. We are committed to a much better way, that includes providing mandated services with high quality; revisiting individual plans frequently to allow all

students to move to the least restrictive environment possible; including student with disabilities in our schoolwide culture of high expectations and continual growth; and communicating clearly, frequently, and respectfully with parents and families.

LEEP Dual Language Academies—Dos Caminos Campus will provide a Free and Appropriate Public Education (FAPE) in compliance with all state and federal laws and regulations applicable, including the Individuals with Disabilities Education Act (IDEA); Title II of the Americans with Disabilities Act of 1990 (ADA); and Section 504 of the Rehabilitation Act of 1974. Our admission and enrollment policies will not discriminate against students with real or perceived disabilities.

We will serve students as part of a comprehensive Multi-Tiered Support System (MTSS) in which teachers regularly observe, identify, and progress-monitor students and their individual needs, following the principles of Response to Intervention (RTI). For students who manifest potential signs of a disability, the classroom teacher will report the potential signs through the MTSS process and the Student Support Team (SST) will discuss and arrange for any necessary evaluations by the SST and/or contracted specialized evaluators. Eligibility determinations are made according to the standards and procedures established by IDEA, the Texas Education Code, and the Texas Administrative Code, including the Texas Admission, Review, and Dismissal process. Through this process, which always includes the student's parent or legal guardian, the SST will determine the student's eligibility for special education services and, if eligible, establish an Individual Education Plan (IEP) for the students. Whenever possible, students will receive services as part of a mainstream classroom. The school will provide all services in the IEP through appropriately certified and licensed staff. Depending on the service, these staff may be full-time employees of the school or vetted outside contractors whose qualifications have been fully verified.

Response to Intervention / MTSS LEEP Dual Language Academy Charter School's classroom environment and instructional approach will be responsive to the needs of special student populations and students at risk of academic failure. We will primarily utilize a Response to Intervention (RTI) approach that is guided by: high-quality, research-based classroom instruction; ongoing student assessment; tiered instruction; and family involvement.

All students will receive RTI Tier 1 that is consistent with high-quality classroom instruction, in-class group interventions, and in-class differentiated instruction that meets the specific needs of students in the class. Students in RTI Tier 2 will receive weekly group conferences with their Mentor Teacher to review student work and reflect on grades, study habits, homework quality and completion, and in class struggles. Mentor Teachers and a member from the Intervention Team will also have parent meetings with students in Tier 2. Students in Academic RTI Tier 3 will receive weekly individual progress reports and intensive support (i.e. Saturday Academy, after school tutoring, homework help during elective blocks). Student and parent will also have to meet with the School Leader to determine possible next steps based on the child and their needs. This only occurs if students are not making progress.

Students with Disabilities. LEEP Dual Language Academy Charter School will provide a Free and Appropriate Public Education (FAPE) and will comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities

Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. The school will educate students with disabilities in the least restrictive environment (LRE) and with their peers who are not disabled to the appropriate extent, and what is specifically allowed by individual Individualized Education Plans (IEPs). We will not discriminate in our admission and enrollment processes against students who have or who are suspected to have disabilities. As a means of ensuring our ongoing preparedness to serve students with disabilities, the school will join the NYC Special Education Collaborative and partner with other schools to share best practices regarding education of these students.

Integrated Co-teaching (ICT) approach. Students with disabilities at every grade level will receive ICT services and will be educated with age-appropriate peers in the general education classroom. Each ICT classroom will have one general education and one special education teacher. The special education teacher will be certified/licensed and appointed in special education and the general education teacher will be certified/licensed and appointed under a general education or content area license. The general education or content area teacher will hold the primary responsibility to deliver content area instruction, and the special education teacher will be primarily responsible to deliver specially designed instruction to remediate the learning, behavior, social, communication and other issues identified in the present levels of performance and addressed in the annual goals on the student's IEP.

English Language Learners. Our entire school is designed for English Language Learners, as an alternative to the pull-out programs that ask children to choose between content knowledge and language acquisition. Nevertheless, teachers will apply sheltering and support strategies for all students, and students who speak neither English nor Spanish at home will be monitored and supported to ensure their success.

Advanced and Gifted Students. All students have flexibility, particularly during Spanish Language Arts and in their use of the school library. The "stretch it" style of dialogue our teachers will employ will ensure no student is bored. In middle school, our "XDI" Cross-Disciplinary Inquiry courses will introduce more project-based opportunities for deep challenge.

2. Provide a rationale for these approaches and explain how they align with the school's mission and education philosophy.

Our school was designed to serve all students, finding ways to ensure that a special need was not an excuse for a lower bar. All forms of RTI and least-restrictive special education are in some sense a variant on that simple, but challenge, truth.

3. Provide any research or evidence that supports the appropriateness of the school's approach to serving special populations.

See Education Philosophy sections.

4. Describe the staff members who will be responsible for meeting the needs of special populations and their responsibilities and qualifications.

All teachers are responsible for meeting the needs of our students. We will employ an Integrated

Co-Teaching approach in one section per grade, pairing a regular teacher and a special educator together. Our counselor will also facilitate services with outside contractors

5. Explain how services for special populations will be coordinated with general education instruction.

The ICT classrooms will be scheduled like any other. We will take advantage of our flexible learning time during Spanish Language Arts, as well as recess and similar break times, to provide services to anyone who needs them.

6. Describe any ancillary and support services the school expects to offer students and their families, such as counseling, family outreach, and/or relationships with community organizations or service agencies.

We look forward to exploring partnership opportunities, for example with the health programs of Lutheran Hospital in Sunset Park.

7. Describe the process used to evaluate the effectiveness of the programs employed to support special student populations and how the school will ensure that it is meeting the needs of these students.

Our culture of analysis and reflection will extend to special services. Weekly built-in meeting time, in the afternoon when parents and younger siblings can more easily stop by the school, will make sure we hear about ineffectiveness early. Quarterly data reviews on IEP and intervention data will allow us to unpack these results and make adjustments as needed.

9. Provide compelling research or evidence that demonstrates the appropriateness and effectiveness of the school's approach to serving special populations.

See Education Philosophy.

E. ASSESSMENT SYSTEM

E-1. Describe the school's use of diagnostic, formative, interim, and summative assessments to evaluate academic progress and achievement, including each assessment's purpose, design, and format.

Assessment is both a measure of our success as a school community, and an essential part of how we achieve it. Our students' assessed academic proficiency is a key indicator of their readiness for competitive high schools and, later, colleges and careers. Yet assessment is a critical part of the teacher's craft, whether analyzing formally collected data or even designing any given lesson. As formative assessment expert Dylan Wiliam recently put it: "...[E]ven with a new and

unfamiliar topic, after 20 minutes teaching, students will have different understandings of the material, which the teacher needs to know about. ... [W]e... have no idea what is happening in the heads of our students unless we get some evidence, and if we only get evidence from confident articulate students, then we cannot possibly be making decisions that meet the learning needs of a diverse group of learners (Wiliam, 2018)."

We will assess and respond to our students' actual progress, minute to minute and year to year, to inform decisions about lesson design; heterogeneous and homogeneous groupings; individual academic interventions; and long-term planning.

To track students' progress in **English Language Arts**, we will collect and use data from:

- the **New York State Identification Test for English Language Learners (**NYSITELL) to determine the status of potential English Language Learners and provide an initial diagnostic of students' reading, writing, speaking, and listening skills in English;
- the **New York State English as a Second Language Achievement Test** (NYSESLAT) to measure English Language Learners' developing English skills; and
- the **Pearson Developmental Reading Assessment, Second Edition** (DRA2) assessment to measure all students' levels of reading engagement, oral reading fluency, and comprehension, administered individually by a teacher using a tablet app linked to an online database (grades K and up);
- the **NWEA MAP Growth** assessment to measure all students' progress in reading and language usage with longitudinal comparisons across grade levels, using a computer (grades K and up);
- the **ACTFL Assessment of Performance toward Proficiency in Languages** (AAPL) to measure all students' Listening/Speaking and Interpretive Listening skills, using a computer with a microphone headset (grades 2 and up);
- the **New York State Assessment** in English Language Arts to assess all students' progress against state standards (grades 3 and up).

In **Spanish Language Arts**, we will use:

- the **Home Language Identification Survey** and a **family interview** to identify potential English Language Learners' parent-reported background in the Spanish language, if any;
- the **Pearson Evaluación del desarrollo de la lectura® 2** (EDL™2) assessment to measure all students' levels of reading engagement, oral reading fluency, and comprehension, administered individually by a teacher using a tablet app linked to an online database (grades K and up);
- the **Center for Applied Linguistics Early Language Listening and Oral Proficiency Assessment** (ELLOPA) to assess all students' speaking and listening skills (grades K-1);
- the **ACTFL Assessment of Performance toward Proficiency in Languages** (AAPL) to measure all students' Listening/Speaking, Interpretive Listening, Presentational Writing, and Interpretive Reading skills, using a computer with a microphone headset (grades 2 and up);
- The **Advanced Placement Test in Spanish Language & Culture** to assess all students' reading, writing, listening, and speaking skills (grade 8, or earlier based on individual readiness).

In **Mathematics**, we will use:

- the **NWEA MAP Growth** assessment to measure all students' progress in Math with longitudinal comparisons across grade levels, using a computer (grades K and up);
- the **New York State Assessment** in Math to assess all students' progress against state standards (grades 3 and up).

In every subject, we will use teacher-developed quizzes and tests to track students' long-term acquisition of the skills and knowledge outlined in New York State standards. Our instructional leaders and teachers will develop lessons in ways that use embedded formative assessment / checks for understanding as a consistent, daily practice. Typical classroom practices will include Do-Now exercises, Exit Tickets, cold calls, "Show Me" sharing of individual work, weekly quizzes, unit tests, end-of-semester tests, project presentations, and recitations. As a dual language school, we will frequently ask and invite students to present their work aloud, practicing their oral language and building poise.

E-2.

The above assessments have been selected based on a review of available assessments, consultations with dual language school leaders, and a check of alignment to state standards and reliability/validity evidence where applicable. We also have tried to use complementary or parallel assessments where possible, as in the case of NWEA MAP and Pearson's reading assessments in English and Spanish. Additional assessments will be selected or created through a summer planning process led by the principal, and revisited each year.

E-3.

Assessment	Freq.	Month									
		8/9	10	11	12	1	2	3	4	5	6
English reading (DRA)	3x	X				X				X	
Spanish reading (EDL)	3x	X				X				X	
NWEA MAP (Math, ELA, Science)	3x	X				X				X	
Spanish (AAPL)	2x		X				*				X
English oral (ELLOPA/AAPL)	2x		X				*				X
NYS Tests (Math, ELA, Science)	1x								X		
AP Spanish (Gr. 8)	1x								X		

NYSITELL	1x	X									
NYSESLAT	1x									X	

* = optional, based on individual needs

E-4..

We will choose standardized assessment tools created professionally with attention to validity and reliability; implement and administer assessments strictly according to protocol after appropriate staff training; and review data comparatively on a continual basis to identify any misalignments or unreliability in teacher-developed assessments such as unit tests.

E-5.

Individual reading assessments will be conducted by the teacher or Reading Interventionist during the appropriate language arts class, using an app with corresponding secure database. Class-wide computerized assessments will be administered in a computer lab with video recording underway, and stored in a secure database. Teacher-constructed measures such as exit tickets and unit quizzes will also follow a standard format and be stored centrally, in order to allow for shared analysis and collaboration.

All data will be accessible via a secured network, and teacher collaboration spaces will be configured to allow teachers to project and discuss individual data without compromising student privacy.

As a general rule, all data will be analyzed within 48 hours of collection. Teachers will analyze at least exit ticket data daily during co-planning Pro Time with colleagues, allowing for continual adjustments and a shared meaning-making about what is working and what is not. Each of the six teacher training days will also include a data analysis component, allowing teachers to step back and examine larger trends with all of their colleagues around. The built-in reporting capabilities of the MAP and DRA/EDL allow teachers, with training and practice, to focus on interpretation and planning rather than data manipulation. Tiering of student performance is one significant feature that makes data easily applicable for planning; subgroup gap analysis is another.

The Multi-Tiered Support System, with its weekly discussions of individual students, also plays a role in teachers' data analysis, since it can help draw attention to spillover interactions between students' physical, emotional, behavioral, cognitive, and academic lives.

E-6..

Teachers will collect and analyze informal and structured data daily, looking for patterns in class or individual progress that call for adjustments to lesson plans, shifts in dynamic instructional groups, or changes to schedules and pacing. Video observation data also provides valuable data to teachers, who can revisit a moment that worked, or didn't work, and share it with others for consultation. (In the Swivl video platform, the individual teacher makes the decision about which

clips to share, then colleagues can comment and annotate the videos to help analyze what might be happening.)

Administrators and board members will use data to monitor the school's progress toward its academic goals, informing decisions about scheduling, staffing, and organizational strategy. As learners-in-chief, our administrators and board members both honor and encourage the school's data-driven culture by earnestly participating in it themselves.

Families will use accessible data reports to monitor their students' progress and understand how to support their children in areas of weakness.

Students in elementary school will use data to keep a general awareness of their progress, which teachers connect to concepts of effort, strategy, perseverance, and growth. The school will not reify formative data in students' minds, though; the intellectual content of our curriculum needs to be what is most compelling to their imaginations.

E-7.

Individual student results will be used to target interventions, assign studies to groups, communicate with parents, and help students reflect on how their work. Student cohort results will be used to plan lessons, improve instructional materials, and target professional development for teachers and other staff. School-wide results will be used for the same purposes, plus to communicate with families and other stakeholders including any partner schools or districts.

E-8.

Administrators will set goals for the school as whole, including overall achievement goals and targets by grade level and subgroup. The goals they set should be firm and should be referred to often so that teachers, students, and parents know what the school will accomplish by the end of the school year. They should also be counterbalanced by cultural leadership: the "how" of the school's continual improvement.

Teachers will have overall goals for class achievement and professional development goals for themselves, as well as goals for individual students. The goal-setting process is dynamic and continual, anchored by the schoolwide assessment cycles and the teachers' frequent collaboration with their instructional coaches.

E-9.

Families will be informed about academic progress through informal calls and emails from teachers; quarterly report cards; and invitations to their students' exhibitions, performances, and competitions. Family Workshops help scaffold the experience for parents, who will often not speak the language of their children's classroom work.

F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

F-1. Describe the proposed school's policies and standards for promoting students to the next grade, achievement level, or grouping level.

See Attachment 3C.

F-2. Explain what the school will do for students who do not meet its promotion and/or graduation standards.

See Attachment 3C.

F-3. If the proposed school will serve the 12th grade, provide the school's requirements to obtain a high school diploma.

See Attachment 3C.

G. SCHOOL CULTURE AND CLIMATE

1. Present a vision of school culture that aligns with the school's mission and education philosophy.

Our school culture is built around our mission, core beliefs, and core values. It shapes the experience of every member of the school community, including school leaders, teachers, teachers' aides, other school staff, and family members. In our vision:

Everyone belongs. Every student feels personally known by caring adults. Every family member feels welcomed and respected. Every staff member feels part of something bigger than a job. We use our words, time, routines, spaces, and traditions to foster these connections.

Everyone has important work to do. The school buzzes with focused, purposeful energy. Our students understand the process of learning and find joy in it. As educators and parents, we think big and sweat the small details. Our diligence honors our kids and the knowledge we pass down.

We work together. We speak in multiple languages but we don't speak of "them," only "us." Our students help each other learn. Our teachers work as a team. Our families are respected partners.

We grow together. Our high standards are fixed; our abilities are not. As students and adults, we help each other learn and grow, expecting mistakes but never settling. We give and receive honest feedback, always built on mutual trust and respect. Our leaders are learners-in-chief.

This culture marks every interaction among the school community. In common spaces and times (hallways, stairwells, the lunchroom, the playground, assemblies, arrivals, dismissals, afterschool activities, evening events, etc.) we recognize our culture in:

- Polite and inclusive conversations among children and adults, in multiple languages
- Adherence to school-wide expectations for safe and respectful behavior, with warm and firm reminding and redirecting language from teachers as needed
- Shared protocols (e.g. voice levels, quiet signals) that allow for efficient transitions between activities.

In the classroom, we recognize our school culture in:

- teacher and student talk that is caring, encouraging, respectful, and rigorous
- productive use of instructional time, based on practiced systems and clear expectations
- participation by all students, including frequent opportunities to speak and discuss
- children's behavior that is attentive and respectful, but not micro-regulated
- physical space that celebrates language, growth, and diverse cultures

To allow our intentional school culture to permeate every classroom, teachers must manage student behavior in ways that are both warm and firm, securing an orderly and productive classroom environment in the short term while helping students grow to become dignified, self-directed individuals—not resentful compliance experts—for the long term. To accomplish this, our teachers will use disciplinary practices from the *Responsive Classroom* framework.

2.

In a three-year, federally-funded, randomized control study, the *Responsive Classroom* framework was found to lead to improved academic outcomes and improved teacher-student interactions (Rimm-Kaufman et al., 2014).

Responsive Classroom has also been adopted by at least one high-performing charter school network in New York City that had become troubled by the cultural consequences of its former "No Excuses" approach to behavior management. Leaders at this network, Ascend Learning, say their implementation of *Responsive Classroom* has helped transform their school culture, leading to higher test scores, increased academic engagement, reduced suspension rates, and improved staff retention rates (Gadsden, 2016; Bellafonte, 2017).

3.

Our school culture belongs to everyone, with mutual responsibility for giving it life. Logistically speaking, our cultural and discipline practices are the responsibility of each teacher, with support from one another and with leadership that is a primary responsibility of the Principal. We view culture and behavior management as part and parcel of "the LEEP way" of instruction, so our Principal, as instructional leader, will not delegate this key responsibility.

As on every aspect of the school, leadership is provided by the Executive Director with oversight from the Trustees. We are fortunate to have a founding truste, Melissa Jarvis-Cedeno, who has deep experience in school culture leadership including at the Ascend Learning network.

4. Describe the strategies and staff the school will employ to develop and sustain this school culture.

Our school culture will be developed and sustained through intentional structures, beginning with practices that foster communication and caring relationships. Arrival and dismissal conversations, greetings at the entrance to the classroom, *ronda popular* morning meetings, and frequent family communications will all help ensure that students and their families feel like known, valued, respected, and responsible members of a genuine community. School-wide values, colors, chants, and traditions will cement a sense of unified community, as will the neat and affordable school uniforms worn by all students (with financial aid and emergency uniform items available when needed).

During classroom instruction, *Responsive Classroom* "Teacher Language" practices will help teachers communicate in ways that are direct, genuine, succinct, and positive about children's abilities and intentions, and that use the power of silence and patience (Denton, 2009). "Logical Consequence" practices will help teachers provide a "non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity (Responsive Classroom Principles & Practices, 2018)."

Our social-emotional learning program, Dovetail Learning *Toolbox*, will provide shared language that is empowering for students. Teachers will naturally use these terms throughout the school day, including in (but not limited to) student behavior situations. For example, when giving a "Positive Time-Out" as *Responsive Classroom* prescribes—a non-punitive opportunity for a student to calm down—the teacher may suggest using the "Breathing Tool" or "Calm, Safe Place Tool" that the student has already practiced through *Toolbox*.

To accomplish this, our implementation of *Teach Like a Champion* techniques will be adjusted in certain ways. *Teach Like a Champion* includes much helpful advice about implementing any discipline program, including concrete examples of positive teacher language that closely mirrors *Responsive Classroom*. In a few instances, though, the framework makes reference to two practices we will not follow: 1) public consequence systems, such as red cards and yellow cards, (e.g. Lemov, p. 416) which can lose effectiveness and produce humiliation over time; and 2) behavioral micro-regulation, as when students are asked to keep up a certain physical posture to show attentive listening for sustained periods (Lemov, p. 360). In our view, the latter practice over-interprets the links between physical stance and mental attention; goes beyond the authentic signs of attention shown by adults to each other in polite society; and can inadvertently lead to negative school experiences for boys, students with disabilities or sensory-seeking tendencies, and other young children still learning to control their bodies.

We will use *Teach Like a Champion* techniques for establishing productive and efficient procedures, systems, and routines in the classroom, most importantly for entering the classroom and transitioning between activities. We know that establishing efficient routines can save our students hours of instructional time each semester.

In common spaces and areas, we will select and use simple procedure for noise moderation (e.g. Voice Levels 1-5), gathering attention (e.g. Quiet Signals through a countdown or hand in the air), moving as a class (e.g. walking respectfully), and arrival and dismissal. Like classroom systems, we will invest time in establishing these systems at the beginning of each year, with refreshers at mid-year, knowing they will save us more time later.

We will not ask for silence in situations where adults would not be silent; lunch, for example, is a valuable opportunity for students to practice conversational language.

We will help teachers develop and sustain their use of our cultural and disciplinary practices, using the same structures of professional development we use to establish, and continually improve, effective instructional practices. See Item X.

5. Explain how the school will establish a safe and orderly school environment that is conducive to learning.

The strategies described above have been selected to establish the conditions that best support learning. Students will be kept safe by clear rules about respectful behavior, which are enforced consistently, logically, and in the context of school-wide values and caring relationships. Order will be maintained, in classrooms and common spaces, by a set of clear, consistent, and well practiced routines that teachers use to direct students' attention and transition between activities. The environment will be further conducive to learning in the kinds of participative, supportive, and high-rigor interactions that students and teachers engage in, in which both teacher and student language is characterized by respect, support, trust, and a focus on growth toward high standards; and by a physical environment that is safe, clean, orderly, language-rich, and representative of diverse cultures.

6. Explain how the school will promote, monitor and assess the social-emotional development of its students.

We will promote students' social-emotional development through the curricular programs described at *Item X*: Dovetail Learning *Toolbox* and cross-disciplinary activities on the theme of heroes.

We will assess individual students' social-emotional development through teacher and staff observations, which are summarized and shared as part of progress reports and report cards to help parents understand where each child has strengths and needs further development. Observations include not only teachers' real-time experiences and physical observations from classroom visitors, but also the review of classroom video by teachers on their own and with their colleagues and coaches. At the grade- and school-wide level, the results of the PanoramaEd Social-Emotional Learning Survey will provide insights into students' progress on growth mindset, self-control, relationship skills, and similar constructs.

7. Explain the school's approach to student behavior management and discipline for both the general student population and for students with disabilities.

We approach student behavior management by first giving students the best possible chance to avoid discipline problems. This start with care, order, and clarity. We provide these by helping students experience caring relationships with teachers and peers; feel a sense of safety, order, and predictability; and know what is expected of them, in terms of general values and specific classroom rules and procedures.

We then empower our students with social-emotional awareness and skills, to help them recognize and manage their own emotions, and get along with others. The emphasis on "tools" is empowering, allowing students to take a proactive, reflective, and growth-oriented perspective their own emotions and behavior, rather than simply reacting and then being deemed in or out of compliance.

We also set our physical expectations in ways that are age-appropriate and sustainable. We give our students physical exercise, movement breaks, opportunities for high- and low-sensory input in the classroom, and reasonable tolerance for wiggling and fidgeting, without lowering our expectations for their attention and engagement.

Despite this preparation, there will still be moments when students misbehave. When this happens, teachers will respond with emotional constancy. They will give corrections privately and nonverbally if possible, or use *Responsive Classroom* techniques including Reminding, Reinforcing, and Redirecting Language; and Logical Consequences such as repairing harm or losing related privileges. In cases of repeated misbehavior, teachers will use timeouts. If there is extreme misbehavior (continual disruption, extreme disrespect, or a physical altercation), students will be removed from the class and referred to the school leaders for additional communication, consequences, and parent involvement. As in academic matters, parents will be enlisted as partners in behavior management, with regular communications about positive as well as negative trends.

Our approach to behavior management will be generally consistent for students in the general population and those receiving special education services, although teachers' awareness of each student's Individual Education Plan will naturally inform their practice of behavior management. In some cases, students with lower-incidence disabilities may require classrooms with adjusted routines or rules. Our paraeducators and education aides will be trained in *Responsive Classroom* techniques so they can contribute to a consistent student experience.

8. Explain how the school will monitor and evaluate the efficacy of school culture and discipline.
We will monitor and evaluate our efficacy by reviewing report card data, disciplinary referral data, classroom observation data, and data from a climate survey of teachers and parents. Our monitoring and evaluate will consider both system implementation and outcomes, and will look for any disparities among different student subgroups.

Attachment 4: Student Discipline Policy; Provide a student discipline policy that includes rules and procedures by which students may be disciplined up to and including expulsion or suspension from the school, which are consistent with (a) the requirements of due process and with federal laws and regulations governing the placement of students with disabilities[28], and (b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment.

H. SCHOOL SCHEDULE AND CALENDAR

School Calendar. With a longer, 190-day school year and an extended school day that runs from 7:40am to 4:00pm (with 2pm dismissal on Wednesdays), the school will offer the equivalent of several *months* more instruction than traditional district schools. This is especially important in the acquisition of language, because students will be *immersed* for a longer portion of each day and experience an accelerated amount of language exposure and practice.

The school year will be divided into two semesters. School will close for major holidays and six one-day Staff Training days during the year. Early dismissal time on Wednesdays will be used to facilitate grade-team collaboration among teachers; MTSS meetings; and parent meetings including IEP conferences. Periodic family workshops will be offered on Wednesday afternoons and Saturday mornings.

In a major departure from the district calendar, teachers will spend three weeks in training before the first day of school, allowing for an extraordinary level of coordinated preparation,

shared knowledge, skill practice, and professional community. We will follow the district calendars for Winter and Spring breaks, but will not observe the district's "Mid-Winter Break" schedule.

Following the 90:10 immersion model, each subject will be taught in a designated language (either Spanish or English) dictated by a multi-year calendar that gradually evens out the students' time in school from 90% Spanish in kindergarten to 50% in grade 4, then remains balanced through grade 8. This requires detailed planning with attention to curriculum development and hiring in anticipation of each grade/subject/language combination.

2. Provide a brief account of the instructional day, from three student perspectives: on-grade level, at risk for academic failure, and above grade level.

For a student on grade level, the instructional day is designed to be welcoming, challenging, fun, and language-rich. Starting with social-emotional skill development and morning meetings to connect with the teacher and classmates, most classes move immediately to Math to take advantage of their morning energy and focus. The day then proceeds to different subjects of varied lengths, including an extended period for Spanish Language Arts that includes sustained time for individualized and small group work. (In the youngest grades, this takes the form of Literacy Centers; older elementary and middle school students add independent reading and integrative projects as well as continued skill development practices.) In middle school, the SEL time will be replaced with an Advisory structure, and students will have room to try a series of rotating elective classes and after-school activities.

With a 40-minute lunch and 20-minute recess and regular Physical Education, as well as in-classroom chances to move and wiggle, students go home with pleasantly tired bodies and brains.

For a student at risk for academic failure, the learning community feels much the same. When all students are breaking out into small groups for individualized and small-group work, the student may be visited or pulled out for a clinical or academic intervention, as identified through the MTSS. In certain subjects such as early reading and Math, the student may receive differentiated instruction and assignments work in small groups based on ability, although most groupings will be heterogeneous. Students may occasionally also be asked to join a teacher for a "working lunch" of tutoring, or to stay until normal dismissal time on Wednesday afternoon--but, crucially, these steps will be identified and evaluated with urgent attention to the student's needs and never in ways that would foster stigma, fixed groups, or fixed mindsets. No student wi

For a student above grade level, challenge will be the norm within the conventional schedule; our teachers' planning intellectual preparation for each lesson will prepare them to ask accelerated students to keep pushing their thinking, during discussions and on assignments. Field trips, after school clubs, and academic exhibitions/competitions will also help students grow their curiosity and motivation.

Student Weekly Schedule. In elementary school, students' weekly schedules will be largely consistent from day to day. Four core subjects (Math, ELA, Spanish Language Arts, and Social Studies) will be taught every day. Non-core subjects (Art, Science, Music, and Physical Education) will be taught twice per week.

Once a week, a third Science lesson will be taught in an integrated block with Math, to help students explore the connections between them.* (The Core Knowledge curriculum and approach also promotes cross-subject connections without fancy scheduling; the books students will read in English Language Arts and Spanish Language Arts will related to the spiraling domains of the Core Knowledge *Sequence*.)

Intervention and remediation programs will be scheduled to take advantage of the flexible time built into the daily, two-hour Spanish Language Arts period. Rotating electives will be offered starting in middle school; elementary school students will experience choice, variety, and inquiry through teachers' lesson planning in the core and non-core subjects.
**except in Grade 1, when they are taught in different languages*

Teacher Weekly Schedule. Because of our focus on teacher development, we will create every teacher's schedule to ensure what we call "Pro Time": minutes designated for the essential professional work that teachers do to make classroom instruction effective. Pro Time is transparent and team-oriented, not individual and discretionary. Pro Time includes lesson planning, data and video review, and other personal work. It is also frequently collaborative, including scheduled and unscheduled interactions with subject and grade-level peers, designated "peer partners" who coach and support one other, and the Principal and designated Instructional Coach.

To facilitate Pro Time, we use a weekly early dismissal plus clustered specialty classes that give regular teachers longer chunks of time to use productively. Teachers rotate supervisory duties during student Lunch. The 20-minute afternoon recess is typically supervised by each classroom teacher, but there is flexibility to cover and swap this duty. Teachers also have designated roles at arrivals and dismissal each day.

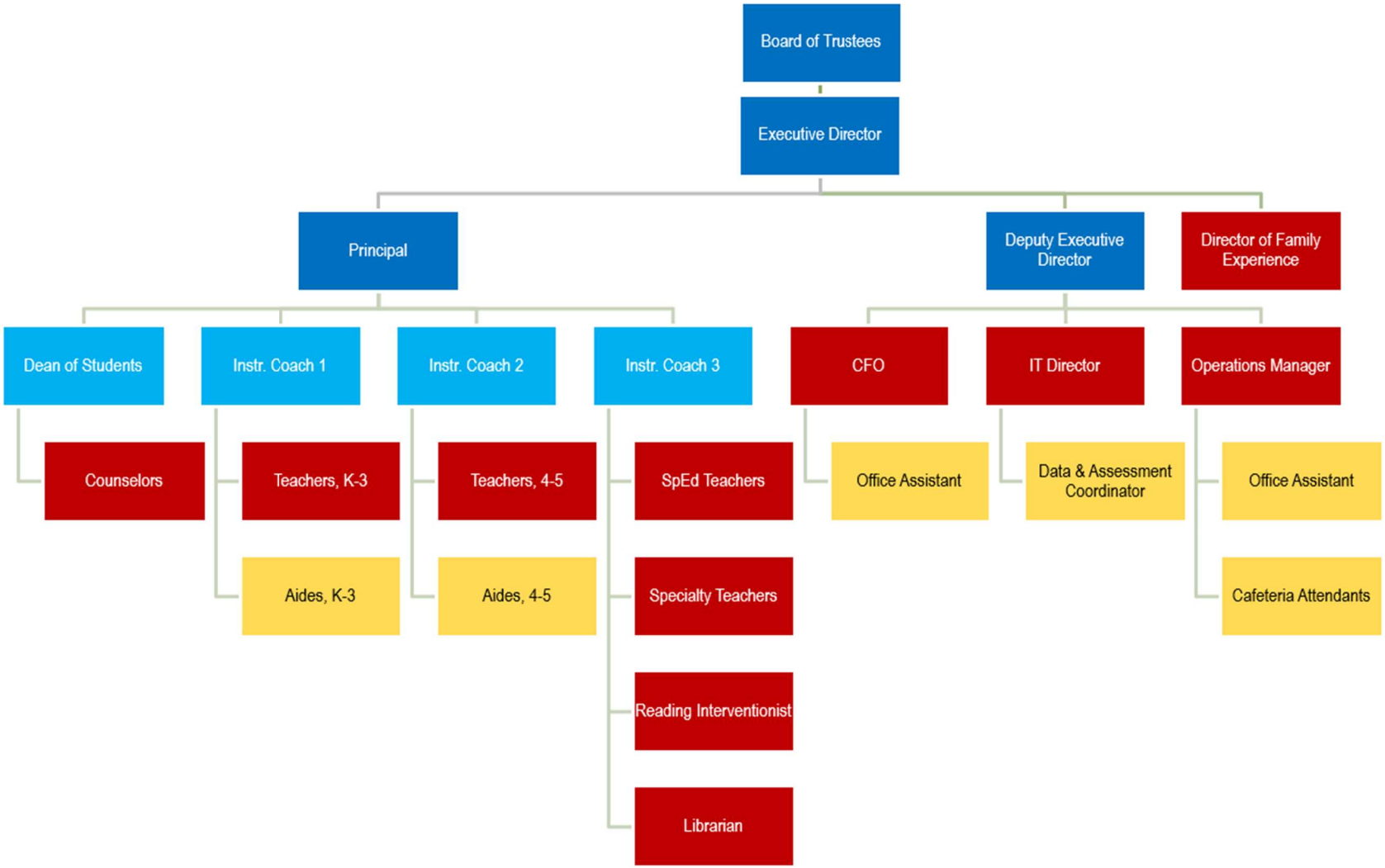
A teacher's work day will run from 6:45am to 5pm daily on instructional days, including days when students are dismissed early. Training days will begin at 8am.

Research. Some form of extended instructional time is used by nearly all high-performing charter schools, in New York and across the nation. Two studies of New York City charter schools found that the specific practice increased instructional time is strongly predictive of academic achievement (Dobbie & Fryer, 2012; Hoxby *et al.*, 2009). For a summary of the evidence on extended learning time, see Farbman (2015).

III. ORGANIZATIONAL AND FISCAL PLAN

A. Organizational Structure

Organizational Chart


Board of Trustees
Executive Director
Principal
Deputy Executive Director
Director of Family Experience
Dean of Students
Instr. Coach 1
Instr. Coach 2
Instr. Coach 3
CFO
IT Director
Operations Manager
Counselors
Teachers, K-3
Teachers, 4-5
SpEd Teachers
Office Assistant
Data & Assessment Coordinator
Office Assistant
Aides, K-3
Aides, 4-5
Specialty Teachers
Cafeteria Attendants
Reading Interventionist
Librarian

Rationale. Reporting to the Board of Trustees, the Executive Director is responsible for the leadership and day-to-day management of the school and will serve as the public face of LEEP with families and community members. He will directly supervise the Principal, Deputy Executive Director. Because of his portfolio of public responsibilities, he will also supervise the Director of Family Experience in ensuring all families are consistently being provided the communication and inclusion that their children's success requires.

The Principal is responsible for the leading the school's educational program, including the essential aspects of teacher development and family engagement. Along with the Instructional Coaches and Dean of Students who report to him or her, the Principal spends every possible moment leading and refining the school's implementation of our curricular, pedagogical, and cultural plans. The Principal will be constantly observing all classrooms, but for reporting feasibility will directly manage only four direct reports.

The Deputy Executive Director will guide the school's operations, including business activities that will ideally be invisible to the Principal and educational staff, and also the technological and other systems that are intimately involved in teachers' day-to-day work.

B. Board of Trustees and Governance

1. Describe the roles and responsibilities of the school's board of trustees.

Roles and Responsibilities. Upon this charter application's approval from the New York State Board of Regents, the LEEP Dual Language Academy Charter School Board of Trustees ("the Board") will: act as the official governing body of the school; hold legal responsibility for adherence to all components of the school's charter agreement; and act in accordance with its own bylaws (**Attachment 5D**), code of ethics (**Attachment 5C**), and all other provisions contained within Section 2853(b)(1) of the New York State Charter Schools Act. The Board will hold primary oversight responsibility for the school's legal, financial, academic, and organizational health.

The Board's duties will include, but not be limited to:

- Hiring, overseeing, and evaluating the school's Executive Director;
- Reviewing monthly academic, financial, and operational dashboards to assess and respond to the school's progress against all charter goals;
- Approving the school's annual budget and fundraising as necessary to ensure its financial health;
- Approving any major contracts with outside vendors;
- Ensuring the school operates in legal and regulatory compliance with all applicable federal, state, and local laws and regulations;
- Reviewing and adopting policies to be implemented by the organization;
- Monitoring adherence to the school's mission, policies, performance goals, and other parameters established in the charter;
- Electing new Board members and officers, and ensuring they do not hold any conflicts of interest;
- Ensuring that all Board committees are operating functionally and are fulfilling their duties; and

- Regularly evaluating its own performance.

2. Describe the proposed governance practices of the school.

Board Size, Including Ex Officio and/or Representative Positions. The Board will have no fewer than five (5) and no more than nine (9) members. The Board will hold one (1) seat at all times for a Family Representative with voting power. The Board will maintain an odd number of members at all times in order to be able to achieve a majority (2/3) Board vote.

Qualifications for Membership. Qualifications for Board membership include the following:

- A strong belief in the mission of LEEP Dual Language Academy and in its academic approach of developing bilingual, biliterate learners and in the potential of all children, regardless of background or starting point;
- A commitment to serving the constituents of CSD 15, especially those residing within Sunset Park;
- Extensive professional expertise in the areas of finance, governance, law, real estate, human resources, education (especially bilingual education), mental health, social services, immigration, fundraising, or other areas beneficial to the school;
- Capacity and willingness to fully uphold all governance responsibilities in accordance with Board bylaws and to participate in ongoing community outreach efforts on behalf of the school;
- An understanding of NYS charter law and all other applicable bodies of law or a willingness to develop that understanding; and
- A willingness to leverage professional and personal networks on behalf of the school.

Terms. Each Board member term is two (2) years, after which the member and the Board may discuss his/her desire and/or capacity to continue and, if agreed upon, his/her continued membership will be put to a Board vote. Each Board officer term is one (1) year, after which the member and the Board may discuss his/her desire and/or capacity to continue and, if agreed upon, either his/her continued officer service will be to a Board vote or the Board will move to elect a new officer.

Structure, Including Officers and Committees. The Board will have four (4) officer roles with the following discrete responsibilities.

- Chair: The Chair presides over all meetings, guides the Board in enforcing the school's policies and the Board's bylaws, and is an ex-officio member of all Board committees. The Chair also chairs the Board's Governance Committee.
- Vice-Chair: The Vice-Chair fills the role of the Chair in the event the Chair is not present. If the Chair can no longer fulfill his/her duties, the Vice Chair will assume the role for the remainder of the officer term. When acting as Chair, the Vice-Chair will have all the Chair's powers and be subject to the same restrictions.
- Treasurer: The Treasurer works with the Executive Director to ensure that appropriate financial reports are made available to the Board in advance of each meeting, and also helps the Executive Director prepare the annual budget and present it to the full Board for approval. The Treasurer reviews the school's annual audit report, summarizes key findings for the Board, and facilitates discussion and questions around the audit. The Treasurer also chairs the Board's Finance Committee.

- Secretary: The Secretary creates and posts agendas for full Board meetings. The Secretary also prepares, disseminates, and files meeting minutes, and maintains an official list of Board members in accordance with all adopted procedures.

The Board will have five (5) standing committees with the following discrete areas of oversight.

- The Executive Committee: The Executive Committee is composed of Board officers and coordinates the planning of Board meeting agendas and communication with other Board members.
- Academic Committee: The Academic Committee coordinates the Board's academic oversight responsibilities, including oversight of the schools' core teaching and learning activities, assessment results, engagement with special student populations, and any issues related to instructional staff.
- Finance Committee: The Finance Committee coordinates the Board's financial oversight responsibilities, include oversight of the school's auditing, facilities, and financial management. The Finance Committee is chaired by the Board Treasurer.
- Governance Committee: The Governance Committee continually recruits, trains, and develops new and veteran Board members, and also leads the Board's yearly self-evaluation. The Governance Committee is chaired by the Board Chair.
- Outreach Committee: The Outreach Committee continually engages various Sunset Park/CSD 15 community stakeholders and brings their feedback to the Board to inform planning and decision-making. Stakeholders may include: students, families, community organizations, local elected officials, local press, business owners, houses of worship, and other public school leaders.

The Board may also choose to establish Advisory Boards or Task Forces at any time in order to address distinct issues that come to its attention.

Appointment or Election. All Board officers will be members of the Board and will be elected by the Board. All incoming Board members will be elected by the Board; however, the first Family Representative (serving during school year 2019-20) may be appointed instead of elected.

Conduct of Meetings. The Board will meet publicly 12 times per year in accordance with NYS charter law. Board meetings will be conducted in accordance with Robert's Rules of Order and with the Board bylaws. The Board will designate an Annual Meeting each year that will focus on, at minimum, approval of the school's annual budget, distribution and signing of yearly Conflict of Interest forms, and election or re-election of Board Officers.

Adherence to Open Meetings Law. The Board will comply with NYS Open Meetings Law and Article 7 of the Public Officers Law. All Board meetings will be open to the public; any member of the school community and/or of the general public may attend Board meetings per NYS Open Meetings Law. The Board will hold 12 public meetings per year. In accordance with §104, notice of all meetings will be posted in both English and Spanish at least 72 hours in advance of the meeting in a previously-designated, public location. Meeting notices will contain the meeting date, time, and location, Any Board member participating in a meeting remotely will adhere to these same measures when posting a meeting notice regarding his/her location.

In accordance with §106, the Board Secretary will record the minutes of all meetings, making them publicly available for inspection and copying within two weeks of the date of the meeting. Meeting minutes will be posted in English and Spanish on the school's website.

Recruitment and Selection. As needed, the Board will recruit new members through personal networks and professional networking sites. The Board's Governance Committee will screen individuals for experience, mission alignment, and fit as well as any potential conflicts of interest. Board candidates will then be interviewed by the Board Chair, who will provide his/her recommendation when discussing the candidate with the rest of the Governance Committee. The candidacy of qualified prospective Board members will be put forth during an official Board meeting, and they will be made official Board members only after approval by a majority Board vote (2/3). Any new member will be required to sign the Conflict of Interest and Code of Ethics policies prior to his/her first meeting.

Training and Development and for New and Veteran Members. The Board's Governance Committee holds the primary responsibility of training and developing new and veteran Board members. New member training includes reviews of NYS charter law, the school's charter, and the Board's bylaws and policies. Veteran Board member development includes participation in authorizer and state-sponsored governance trainings, engagement in school activities and events, participation in the Board's annual self-evaluation, and annual review of the Board's bylaws. All continuing Board members will review and sign the Conflict of Interest Policy and Code of Ethics on an annual basis.

Process to promote Parental and Staff Involvement. The Board will reserve a seat for a Family Representative. The Family Representative will be an ex-officio Trustee with the right to vote, but will cease to be a Trustee if his or her family member ceases to be a student at the school during his or her term of office. In addition, Board members will periodically attend meetings of the school's family association.

Although school staff members are prohibited from becoming Board members under General Municipal Law, the Executive Director will attend each Board meeting and other school staffers may attend meetings either as requested by the Board or of their own volition. The Board will require the Executive Director to inform all members of the school staff about Board discussions that are related to their professional responsibilities, to solicit staff feedback, and to communicate this feedback to the Board on an ongoing basis. In cases where a staff member seeks to provide feedback to the Board without using the Executive Director as a conduit, he or she may contact the Board Chair or another Board officer directly. Finally, the Board may solicit additional feedback from family members or teachers to address distinct issues that come to its attention.

Process to Govern Multiple Schools. Not applicable.

3. Describe the expertise and backgrounds of the proposed members of the initial board of trustees and any vacant positions that will be filled between charter approval and school opening.

Below is a summary of the qualifications of our current Board members. Please see **Attachment 5D** for a full description of each member's qualifications. In addition to the current members, a vacant position will be filled by a parent at the school, whose background and expertise may vary.

- **Gabrielle Mosquera (Chair).** Gabrielle is the Director of Institutional Giving at PowerMyLearning, and works with its national and regional teams to secure philanthropic grants from foundations, corporations, and government offices. Prior to this, Gabrielle held a development role at Turnaround for Children and also worked as a Senior Director within the NYCDOE Office of School Design and Charter Partnerships. In her DOE role she monitored and evaluated the academic, organizational, and operational performance of 23 network-affiliated and independent charter schools. She has also held new school development roles at the Newark Charter School Fund, where she helped launch two charter schools, and at EdisonLearning, Inc., where she managed proposals for new and existing charter schools as well as blended learning and supplemental education services. In her spare time she volunteers as a high school mentor with iMentor. Gabrielle graduated with honors from Boston University, and is currently pursuing her Master's in Public Administration from Baruch College in New York. She grew up in a suburb of Newark, NJ as the daughter of Spanish immigrants.
- **Joaquin Matias (Treasurer).** Joaquin is a homeowner and resident of Sunset Park, Brooklyn. He is an attorney licensed in New York who has been formulating policies and managing initiatives in urban development and environmental and community sustainability/resiliency. He is the co-founder of The Natural Resilience Foundation, and has also held leadership roles within the City of Newark (Director of Economic Development) and at Rutgers University, Newark (Executive Director of Real Estate & Economic Development). His academic training includes an A.B. from Harvard College, an M.P.A. from the Kennedy School of Government at Harvard University, and a J.D. from Northeastern University School of Law. Joaquin is primarily of Spanish/Chinese ancestry, was born in the Philippines, and later immigrated into Canada and then into the U.S., where he is a naturalized citizen.
- **Melissa Jarvis-Cedeno (Vice-Chair).** Melissa is Director of Family and Community Engagement, and former founding principal, at Brooklyn Ascend Charter High School. In addition to her current role, Melissa also serves as a consultant for schools in Texas where she supports leadership development. A 20-year veteran teacher, principal, and charter school founder, she provides expertise in instructional leader and positive school culture-building. Melissa is a graduate of SUNY Albany and Columbia University Teachers College and grew up in Brooklyn as the child of Puerto Rican and Cuban-American parents.
- **Ashok Chandra (Secretary).** Ashok is the Director of Privacy at GroupM, where he addresses legal issues concerning privacy and intellectual property in the digital advertising space. In this role, he monitors regulatory changes both domestically and internationally and helps to craft the company's responses. Prior to this, Ashok has advised companies on legal issues involving privacy law intellectual property. Having worked at both Fortune 50 companies and private law firms, Ashok has had the opportunity to work with both internal and external clients with varying needs. Ashok grew up on the U.S. side of Mexico and Texas, about 5 minutes from the border, and was first introduced to alternative education options when he attended the South Texas High School for Health Professions, one of the most successful magnet schools in the country. Ashok received his Juris Doctor from Fordham University's School of Law, his M.B.A. from New York University's Leonard H. Stern School of Business and his B.S./B.A. in Biochemistry and English from the University of Texas at Austin.

- **Magdalena Varela-Hand, LMSW (Board Member).** Magdalena is a CSD 15 public school parent and Licensed Forensic Social Worker at the Legal Aid Society. She has nearly 20 years of experience in counseling children and families in school-based, clinical, and community settings. She also has extensive experience working with intellectual and developmentally disabled people regarding skills training and in leading parent education workshops and collateral psychotherapies, both in English and Spanish. She is a graduate of the New York City College of Technology and obtained her Master's Degree at Adelphi University. She obtained her SIFI certification for social work student-field instruction and mentoring from Fordham University. Magdalena grew up in Fort Greene, Brooklyn, with strong family roots in Puerto Rico.

4. Describe what authority the board of trustees will retain and what authority it will delegate to school employees or others.

The Executive Director (with support from appropriate school employees as needed) will:

- Manage the daily general operations of the school;
- Be responsible for providing the Board with monthly progress updates related to the school's finances, enrollment and demographic data, attendance, student performance and achievement data, and staffing;
- Meet regularly with the Board's Academic Committee to review the academic data presented to the Board during monthly meetings;
- Meet with the Board's Finance Committee in the spring of each year to review the documentation needed for the school's financial audit; and
- Hire, oversee, and evaluate the school's staff.

The Board will:

- Hire, oversee, and evaluate the Executive Director;
- Approve the school's annual budget and fundraise as necessary to ensure its financial health;
- Approve any major contracts with outside vendors;
- Ensure the school operates in legal and regulatory compliance with all applicable federal, state, and local laws and regulations; and
- Review and adopt policies to be implemented by the organization.

5. Explain how the board of trustees will hold school management (and management or partner organizations if applicable) accountable for achieving the school's mission and goals. **The Board will utilize a dashboard system of reporting to guide information-sharing for each full Board and Committee meeting, as well as for general accountability discussions with the Executive Director. The dashboard will cover progress toward yearly and interim goals that directly flow from the school's charter goals across all areas of accountability: academic, financial, and operational. Executive Director's yearly evaluation will be led by the Board officers and will take these progress reports into account along with the results of other channels to stakeholder feedback.**

C. Management and Staffing

1. Complete and include in the narrative the staffing table below for all positions employed over the first charter term.

2. Explain the staffing plan, including delegation of responsibilities and relationships with key stakeholders, and provide a rationale for the proposed staffing plan.

3. Describe the roles, responsibilities and desired qualifications of the school leader (i.e., the person who is responsible for management of the school and reports to the board of trustees).

4. If a proposed school leader has been identified, describe that person's experience and qualifications. If a school leader has not yet been selected, describe the plans for the recruitment and selection of that individual.

5. Explain the management roles and responsibilities of key administrators with respect to the education program, school operations and finance.

6. Describe management and staffing plans for identifying and serving students with disabilities and English language learners.

7. Explain how the school will recruit and retain high quality teachers, including plans for compensation and benefits.

Required Attachments:

q Attachment 8a: Hiring and Personnel Policies and Procedures; Present a hiring plan and complete the proposed staffing chart. The hiring plan, which should include:

§ Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.

§ Hiring processes for administrators, teachers and other staff members.

§ Evaluation processes for administrators, teachers and other staff members.

§ Complaint process for staff.

q Attachment 8b: Resume for Proposed School Leader if one has been identified.

Proposed Staffing Chart						
		FTE				
Positions	Avg. Starting Salary	Year 1	Year 2	Year 3	Year 4	Year 5
e.g., Principal	$100,000	1	1	1	1	1
e.g., Director of Operations	$90,000	1	1	1	1	1
e.g., English Teachers	$65,000	2	4	6	6	6

C.1. Charter Management Organization

Not applicable.

C.2. Partner Organization(S)

Not applicable.

C.3. Networked Schools

Not applicable.

D. Staff Supervision and Development

Instructional leadership roles. The quality of the teaching craft in our school is the focus of our leadership on any given day. Our Principal will be relieved of operational responsibilities by the Deputy Executive Director, so he or she can spend time working on instruction, coaching, data analysis, observation, and curriculum development. Our calendar, daily schedule, and hiring practices will all be built to find and support teachers who want to treat this complex and sometimes maddening craft as a team sport. Our leaders are learners-in-chief and model for all teachers the practicality and granularity of improvement, starting with their lead participation in summer training. As our teachers make mistakes, receive corrective feedback, and try again, our teachers will reflect on how it feels to set aside defensiveness and embrace growth—just what they will be asking of our students. Their leaders are right beside them.

Our process for feedback and continuous improvement will include closely coordinated lesson planning; a shared set of techniques for instruction and classroom management; frequent

self-reflection, peer-to-peer feedback, and coaching; classroom video recording and analysis (with strict data privacy protections); and weekly reviews of formative assessment data.

PD for all staff. Our "Pro Time" schedule allows for structured interactions among adults, designed to find a health balance between ineffective autonomy and rigidity. Adult learners with diverse needs—whether because of rookie or veteran status, or unique subject area, or anything else, will each plan learning goals with their coach or direct supervisor, taking into account those circumstances. This also promotes a health work-life balance, which we will evaluate over time based on retention rates and self-reported satisfaction.

E. Evaluation

LEEP will comply with Education Law § 2851(2)(f) to ensure adherence to all fiscal, academic, and legal policies and procedures in order to realize our school's mission and goals. Our annual administrative review and our operational, academic, and fiscal audits will comprise an annual review to be submitted both to the authorizer and to our stakeholders. We will make this report available to the public on our website.

Board of trustees and individual board members: We will conduct an annual retreat, led by an outside facilitator, to assess the performance of the Board as a unit and of the individual members. The Board and its members will reflect on the mission statement and on the role descriptions of the officers and committee members. The results of this evaluation will serve to help the Board set its annual goals and inform strategic decisions.

School Leaders: The Executive Director, the Deputy Director, and the Principal will be evaluated with a balance of qualitative and quantitative data and with a focus on measurable progress and cultural leadership within the professional community of the school. We will employ 360-degree feedback. The Board will have the responsibility of evaluating the Executive Director; the Executive Director will lead the evaluation of the Deputy Director and the Principal. The results will be used to inform decisions about professional development and compensation. **Key management positions:** The Dean of Students, the Instructional Coaches, and the CFO will be evaluated by their direct managers, using 360-degree feedback and will be reviewed in terms of their progress against annual goals and their embodiment of school values. We will use the results to target professional development and to make decisions about promotions and compensation. **Teachers:** Instructional Coaches will have the responsibility of evaluating teachers based on quantitative results in the classroom, progress in instructional practice, contributions to others' progress, embodiment of school values, and contributions to improvements in school materials and systems. Evaluation results will primarily be used for teachers themselves, along with their peers and coaches, to make progress in their craft. The reviews will also have a weight in making decisions about promotions and compensation.

Non-academic staff: Non-academic staff members will be evaluated by their direct supervisors with input from their peers based on their progress against their own annual goals and their embodiment of and contribution to school culture. The evaluations will effect promotion and compensation decisions and will serve to identify new opportunities as our school grows.

Teacher accountability. Teachers will be held accountable every day by their peers, by their instructional coaches, and by the senior leadership of the school as we live out our culture of continuous improvement and open classroom doors. Formally, teachers will be held accountable

for performance improvement through the annual goal-setting process that is part of their annual review. However, extraordinary departures from our culture, whether positive or negative, will be brought to the attention of senior leadership without regard to the annual reporting cycle.
Operational effectiveness and fiscal soundness: We will conduct two operational audits per year, working with CSBM to establish protocols that ensure our policies are a lived reality that genuinely ensure soundness and mitigate risk.
Programmatic audits will be conducted annually, including a deep-dive into operational systems that are selected randomly. We will also follow all specific audit requirements that are conditional to government funds and certain private grants per our agreements.
Ewe will monitor our progress against our mission through an annual process that includes reflection and analysis as well as reporting. When the school is not meeting expectations, we will communicate with parents and staff about an improvement plan, not waiting for challenges to deepen. **Applying satisfaction data.** We will not view family survey data in isolation, but as one indicator about the health of our learning community. Paying close attention to any differences within parents' and students' responses will also help spot any problematic gaps in our approach to diverse families. Survey data will be part of the school's annual report and among the data by which senior leaders are evaluated. **Evaluating family and community involvement.** The school will evaluate our work with families by reviewing their responses to the PanoramaEd School Climate Survey; by reviewing qualitative feedback shared by individual parents; and by a review of implementation fidelity—*whether or not there was a short-term reaction, have we been doing our jobs vis-à-vis families?* **Evaluating organizational partnerships.** For any significant partner, the school will conduct an annual review against pre-determined goals, on an annual cycle timed to provide negotiating leverage and/or time to change partnerships without disruption to the student experience. We do not anticipate any institutional partnerships.

F. Facilities

LEEP Dual Language Academy Charter School made an early commitment to locate in District 15 -- not just in Brooklyn generally -- but specifically in the Sunset Park neighborhood of the district. The lack of viable K-5 options for the community is well documented, and there is an especially great need for quality kindergarten and first grade seats in the community. The Latino community in Sunset Park has enjoyed an historic presence here, initially consisting primarily of Puerto Rican and Honduran families during the last fifty years. Those numbers have swelled with the immigration of newcomers, primarily from Puebla, Mexico. Our dual language model is designed to fit this neighborhood's mix of English-speaking and Spanish-speaking students. Sunset Park, however, is an older neighborhood, the majority of whose buildings are undersized and unavailable for a school of LEEP's size and ultimate scale.

Securing private space has been a non-negotiable priority for LEEP from the onset of the project. We have communicated this objective to the community by meeting with Community Board 7, Voces Ciudadanas, Friends of Sunset Park, and Councilman Menchaca's office and his staff. We also consulted with David Estrada, Executive Director of the Sunset Park Business Improvement District, who, while most helpful, acknowledges the lack of ready classrooms.

LEEP Dual Language Academies engaged the services of community leader and real estate professional Martin Cottingham. Mr. Cottingham is a long time District 15 resident and grew up near Sunset Park, in Windsor Terrace. We will engage Mr. Cottingham's firm, Avison-Young, to represent the organization. After a study of six building lease options, one building stands out

as a potential site. A former factory, the site is within walking distance of the 36th Street subway stop and sits squarely in the middle of the Sunset Park neighborhood.

LEEP is in early discussions with the building owner's agent and we anticipate having a lease agreement ready upon the hoped-for approval of the charter application. As it is a build-to-suit site, it will be fully compliant with all safety and accessibility standards for schools in New York State.

LEEP has budgeted accordingly, assuming 95 square feet per student at $34 per square foot. In our inaugural year, we will educate 96 kindergarten students in four classrooms of 24 students each. Our first grade class will have three classrooms of approximately 19 students each. We also expect that approximately 10% of our students will have special needs: in addition to general education classrooms and integrated co-teaching classrooms (one per grade), our students will have access to additional space for occasional pull-out or related services.

Mr. Cottingham has provided test fit drawings from the building owner's architect, in compliance with the standard for charter schools in NYC range from 90-110 Rentable Square Feet per student. LEEP plans on proposing a "phase-in" of the base rent to ensure that the school is not spending more than it can afford on rent. The timeline for construction will be tight, but Mr. Cottingham, an experienced real estate professional, is confident the renovations can be completed in time for a school start-up date of August 26th, 2019.

Our minimum facility needs over the course of the charter term of six years are seven initial classrooms, for grades K-1, plus four additional classrooms per each new grade level, each accommodating a cohort of 24 students. In addition, we will require a space for physical education. Our renovation plans will provide for an internal play space/multi-use area and possible outdoor space. Mr. Cottingham has communicated with his contacts in the Department of Parks and Recreation to determine whether LEEP will be able to use a nearby ballfield to support our planned physical education program.

Funding Plan

LEEP Dual Language Academy Charter School has consulted with LEEP board member Joaquin Matias, a former economic development director for the City of Newark and Rutgers University. Together with our real estate advisors, we are developing a financial plan based on accepted practices in charter school start-up financing and fundraising, especially as these apply to early needs for security deposits, currently projected at six months' rent. Mr. Cottingham is negotiating with the building owner for a per-foot rate of approximately $30, on par with current rates in Brooklyn, and below other parts of the city. Mr. Cottingham is also working with CivicBuilders to determine whether existing philanthropic options are available to LEEP to fund the security deposit or to allow for a reduction in the deposit or rental rate in consideration of a longer lease term. As we do not plan for any NYCDOE provided space, we are planning to be eligible for facilities rental assistance which provides lease funds of about 30% of an annual per pupil rate, multiplied by the enrolled population, not to exceed the total lease amount.

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	**5**	**8**	**12**	**16**	**20**
Special Education Classrooms	**2**	**3**	**4**	**5**	**6**
Counseling/Guidance Offices		**1**	**1**	**2**	**2**
Administrative Offices	**4**	**4**	**5**	**6**	**6**
Cafeteria	**1**	**1**	**1**	**1**	**1**
Gymnasium					
Auditorium					
Conference Rooms					
Other:					
Other:					
Other:					

G. Insurance

We have contacted proposed insurance underwriter First Fidelity Brokerage. FFB is a full-service property & casualty insurance buyer, providing insurance contract procurement and risk management services to commercial and nonprofit organizations.

The LEEP proposed insurance coverage includes standard coverages by FFB: General Liability, Workers Compensation, Educators Legal Liability, Property, Excess, Crime, and Accident insurance. Based on our current projections (with research provided by per other charter applicants), we have conservatively budgeted $30,000 for YEAR 1 in total premiums for a robust package of school-based coverages. As per our broker, Eugene Podokshik, LEEP will obtain a formal bid in writing as we approach authorization to help address interim coverage, primarily for the charter board in its start up phase.

Mr. Podokshik estimated premiums based on internal student counts; he will use additional data as we get closer to the approval dates. Our board will require, and we will obtain, a Directors and Officers (D&O) policy during the protracted planning year. LEEP will provide Workers Compensation to our two employees, through the opening of the school year.

LEEP DUAL Language (K-5)

NOTICE: This statement is intended to provide the insurance coverages and the associated estimated premium for budget purposes. Actual premium will be determined at time of coverage placement and will depend on exposures, carrier rate changes, and limts and deductibles selected

					Projected # of Students					
					0	153	250	300	350	400
COVERAGE	LIMITS OF LIABILITY		RETENTION	COMMENTS	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
General Liability	**Liability:**		**Liability:**							
	Each Occurrence	$1,000,000	Nil except:		$1,000	$11,628	$19,000	$22,800	$26,600	$30,400
	Personal and Advertising Injury	$1,000,000	$1,000 Employee Benefits Liability							
	General Aggregate	$3,000,000								
	Fire Legal Liability	$1,000,000								
	Medical Payments, per person	$5,000								
	Hired and Non Owned Liability	$1,000,000								
	Employee Benefits Liability	$1,000,000								
	Abuse & Molestation Limit	$1,000,000								
	Abuse & Molestation Agg. Limit	$2,000,000								
	Products Agg Limit	$3,000,000								
Workes Compensation	Workers Compensation	Statutory		2 FTE @ $150k E	$800 (2 FTE @ $150k payroll)	$9,750 (20 FTE @ $1.3M in payroll)	$12,188	$14,625	$19,500	$19,500
	Employers Liability	$1,000,000								
Educators Legal Liability (incl. Directors & Officers)	Educators Legal Liability	$1,000,000	$2,500 Educators Legal Liability	Includes "Wrong	$2,000	$3,500	$3,850	$4,200	$4,550	$4,900
	Aggregate	$1,000,000	$5,000 EPL							
Property	**Property:**		**Property:**							
	Contents	$250,000	$2,500	Property increases with purchased contetns and equipment		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	EDP	$250,000								
	Business Income / Extra Expense	ALS								
	Cause of Loss Form	Special								
Excess Liability	Each Occurrence	$10,000,000	$10,000 SIR if no underlyer	Includes GL,		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Aggregate	$10,000,000								
Crime	Employee Theft	$1,000,000	$25,000			Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Depositors Forgery or Alteration	$1,000,000								
	Theft, Disappearance & Destruction - Money, Securities,	$1,000,000								
	Computer and Funds Transfer	$1,000,000								
Accident Insurance Special Risk	AD&D:	$1,000,000	Nil			$1,530	$2,500	$3,000	$3,500	$4,000
	Accident Medical Expense:	$250,000								
						$26,408	**$37,538**	**$44,625**	**$54,150**	**#######**
Additioanl Coverages										
Cyber Liability	Aggregate Limit	$1,000,000	$2,500			$1,000	$1,000	$1,000	$1,000	$1,000
Special Risk	Ransom	$1,000,000	Nil			$1,500	$1,500	$1,500	$1,500	$1,500
Fiduciary Liability	Limit	$1,000,000	$10,000			$1,250	$1,250	$1,250	$1,250	$1,250
	Aggregate	$1,000,000								
						$3,750	**$3,750**	**$3,750**	**$3,750**	**$3,750**

H. Non-Academic Operations

Health Services. The school recognizes that academic success depends not only on classroom instruction but on the student's entire experience: we place a significant focus on caring for each child as *una persona completa*. To ensure each student's health and wellbeing, we will comply with §912 of the Education Law to provide our students with quality health care.

Our budget includes anticipated expenses to contract with an outside vendor to provide a medical professional who is licensed and authorized to administer medication to students and to care for ill or injured pupils. The Operations Manager will coordinate with the medical professional to collect health and immunization records. In accordance with §2164 of Public Health Law, we will require that each child provide an immunization record that includes poliomyelitis, mumps, measles, diphtheria, rubella, varicella, hepatitis B, pertussis, and tetanus. Each student's file shall contain the names and contact information for at least three emergency contacts provided upon enrollment and, where necessary, shall also contain written authorization from the child's parent or guardian and a licensed prescriber for the administration of medication (504 Accommodation). The student files shall be updated on an ongoing basis and will include

documentation of each student visit to the health office. We will use pre-service professional development time to fulfill the requirements of Education Law §917 to train at least two staff members in the use of AED equipment. Staff members will also be trained in school health policies and procedures, protocols for health emergencies, first aid, and CPR.

Food Services. LEEP Dual Language Academy will provide daily breakfast, lunch, and an in-classroom snack to each student and the Operations Manager will coordinate with families to obtain school lunch forms. We will participate in Federal school lunch and breakfast programs and will follow federal nutrition guidelines. We will solicit bids via an RFP for meal services, including Red Rabbit and Revolution Foods, and will evaluate each proposal objectively. The demographics of our student population and the suitability of our facilities to meal preparation will guide our choice of vendor, as we will be mindful of Free and Reduced Price Lunch eligibility and transportation costs in the event the meals are not prepared on-site. The Operations Manager will oversee the collection of Free and Reduced Price lunch forms and the accommodations for children with food allergies, sensitivities, and religious requirements to ensure that all of our children are safe, well nourished, and ready to learn. Regardless of the vendor or the source of funding, we will adopt and foster a "No Lunch Shaming" Policy.

Transportation.

Mindful of the limitations of public transportation and parking, we intend to locate the school within a safe and reasonable distance of MTA subway and bus stops in Sunset Park, which is serviced by multiple train and bus lines. In accordance with Education Law §§ 2853(4)(b) and 3635, we will collaborate with CSE to ensure that all students receive transportation services for which they are eligible, including students whose transportation service needs are included as part of a 504 plan or IEP. The Operations Manager will work with the Office of Pupil Transportation to provide access to transportation as the regulations indicate based on the student's grade and distance from school.

Facility / Operations. We have identified Charter School Business Management as our back-office provider to handle all fiscal management and compliance reporting and we will contract with additional vendors or hire additional staff members as needed for other non-academic operations, such as Information Technology support. We will work with the facility's landlord to coordinate security and custodial services. We will store student records in a locked filing cabinet in the Main Office, with access limited to the Operations Manager, the Executive Director, the medical professional(s), and the Office Manager.

I. Family and Community Involvement

Pre-Opening Phase. In the pre-charter phase, we have benefitted from a dedicated group of volunteer mothers who have attended regular informational meetings, distributed posters, collected signatures of support, and even brought their children to public hearings. In the pre-opening phase, we will formally launch this group as **PAPEL: Padres Asociados Pro Educación LEEP**, or "associated parents for LEEP education." PAPEL, the Spanish word for "role," will advance families' role in our school community. We will gather once a month for a Saturday breakfast to share updates, enlist support, and come to understand each family's background and priorities.

Family Communications. We will use systemic communication to keep our families informed about their child's progress and the life of the school. Those systems will include parent education meetings to explain the nuances of dual language learning; calls home about positive news (not just negative); information translated into every home language for ELLs and their families; fast reply times to parent inquiries; and personal help for every family of a student with a disability or potential disability who is navigating the IEP process. We are committed to empowering parents to help their children as directly as possible; to do that, they need clear, reliable, accurate, and timely information about what the school is up to.

Our Y1 staff will include a Director of Family Experience to drive this work, being not just a reactive troubleshooter but a leader in the school who is proactively concerned with how every family is experiencing (or not experiencing) the school and its educators as systematic communicators and true partners.

After Opening. In addition to PAPEL and our dedicated staffer, our Board of Trustees will include a designated seat for a current LEEP Academy parent. In order to provide families with resources and build shared understanding with them, we will host regular Family Workshops as indicated by our annual calendar. On workshop weeks, families will have the chance to come to the school for a respectful, informative, fun session with a rotating facilitator from the teaching staff. To provide access for families with varying schedules, the same workshop is offered both on Wednesday afternoon, after our weekly early dismissal, and again on Saturday morning of the same week.

Helping Children Grow and Achieve. Regular communication and useful convenings will help parents understand how the school thinks about learning and growth, so that they can reinforce the school's warm/firm approach at home. Frequent communication will also mean that, when a child does have behavioral challenges, or need a special service or intervention, our teachers will be in a better position to hear and be heard.

Community Involvement. We do not have partners identified at this time, but we are aware of several promising programs in Sunset Park including hospital health initiatives and nutritional programs. Until we do finalize such partnerships, our role will be that of a good neighbor. We intended to continue becoming an established and familiar part of the community.

Research. We are generally aware that well-run charter schools can make the lives of busy parents more orderly and their work with their children more impactful. We look forward to researching this further to sharpen our understanding.

Partnerships. The school will be located in proximity to dozens of other dual language programs. We will welcome neighborhood educators to visit our school in its first years. As the school shows demonstrable success, we will seek opportunities for more formal sharing with school and district leaders. Because dual language instruction requires so much of teachers, we expect our work in prioritizing teacher development to be of particular interest to friends and colleagues from other schools.

J. Financial Management

Annual Budgeting. Financial management is an area where we plan to tap into well-established

expertise to learn, understand, and follow industry-standard best practices. We plan to hire Charter School Business Management (CSBM) as a back office provider. Working closely with CSBM, we will adopt an annual calendar of budget reviews, conversations, and decision making designed to make our decisions about annual spending forward-looking and strategic. The Executive Director, Deputy Executive Director, and Principal will work closely together to begin drafting a budget in December, to be shared with the board and finalized by March, then officially approved at a duly public board meeting in April, and we will share with NYSED a copy of all annual budgets and cash flow projects by June 30 of preceding fiscal year. Throughout the following year, we will use CSBM's tools and trainings to create a system of regular reports to help the school monitor our spending, manage cash flow, understand and manage risk, and comply with all relevant laws and regulations, to ensure that the careful thought and prioritization of the budget process can, in fact, direct our dollars toward our mission as effectively as possible.

The Executive Directory, Deputy Director and Board devote monthly meeting time to the review of CSBM's financial reports. Such reports will consist of comparisons of actual income and expenses versus the budget; cash flows; balance sheets; and a continuously-updated list of projects. Reports that are inconsistent with our plans and expectations will prompt the Executive Director, Deputy Director, and Finance to revisit the budget and consider corrections or amendments. We will rely on CSBM to provide expertise in budget development and forecasting during the first four years, with an additional responsibility in the fourth year to supervise and train a Chief Financial Officer, who will begin as a half-time employee. In the school's fifth year, the CFO will take over the majority of CSBM's duties and we will reduce our contract with CSBM to retain them in a consultative capacity. The costs associated with CSBM and the CFO are reflected in our budget (please see **Attachment 9**).

2. Describe the policies, procedures and systems for managing the school's finances and identify the staff position(s) that will be responsible for financial management.

We will adopt CSBM recommendations for financial management systems, protocols, and routines. Financial management by CSBM will be coordinated with the Operations Manager via the Deputy Executive Director.

3. If the school will contract for any financial services, explain the role of the contractor(s) and describe their proposed relationship with the school.

We will contract with Charter School Business Management s described above, as well as an independent auditor. No other financial contractors are anticipated.

4. Explain how the school will provide financial oversight and ensure meeting fiscal compliance and reporting requirements.

We will follow daily, weekly, and monthly checklist protocols with regular reports to senior leadership and the board. Our leadership team and Finance Committee of the board will be closely involved in the monitoring of these systems during the critical onboarding period, creating and testing different forms of dashboard and other reporting. We will also engage

CSBM as trainer on financial protocols and systems during the pre-operating period, to ensure a strong start.

5. Explain how the school will maintain and protect student and financial records.

Paper records will be kept in a locked cabinet in the main office, inside of our secure building. Electronic records will be protected by a robust security system appropriate for financial records and other sensitive items such as classroom video observation data.

6. Describe the school's process for conducting independent fiscal audits.

We will conduct annual fiscal audits from an experienced, state-approved firm with the sophistication to work with a charter school and its complex and sometimes unusual regulatory context. We will file all reports as the state requires.

K. Budget and Cash Flow

1. Provide narrative description the budget, including a summary of key revenue and expenditure categories and net income each year, including during the pre-opening period.

Our budget is a conservative one. We assume an increase in per-pupil funding only to the already-announced 201-19 rate, do not assume any supplemental funding will continue, and budget for somewhat more in rent ($34 per square foot) than we think negotiations are likely to yield. Our net income is quite small in Year 1, masking those underlying conservative factors. Our expenditures reflect the personnel costs of unusually high per-student investments in supplies (for our dual-language program) and for technology-enabled professional development.

2. Explain how the proposed budget supports implementation of the key design elements.

The fiscal impact of our school design is felt most in the first year, when the school feels financial tension between needing a larger cohort of students (since we will not be able to backfill attrition in older grades) and being artificially restrained by a conservative plan to grow a new school. Our expenditures follow our design priorities closely, as described above.

3. Describe the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges that may occur in the early years of operation.

In the event of a cash flow challenge we will cut senior salaries, push back facility investments, or alter class sizes modestly. We also anticipate private fundraising to support a healthy contingency fund even before the school opens.

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LEEP Dual Language Academy Charter School
Attachment 1: Admissions Policies and Procedures

LEEP Dual Language Academy is a tuition-free, open enrollment public charter school. The school will not limit student admission on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, ethnicity, sex, gender or gender identity, genetic information, national origin, immigration status, religion, sexual orientation, socioeconomic status, parent's/guardian's marital status, political affiliation, or any other protected status.

Recruitment and Application. In its opening year, LEEP Dual Language Academy Charter School will begin recruiting students on November 7, 2018 following the Regents vote and will accept applications submitted up until 11:59 PM on March 31, 2019. Thereafter, the school will begin recruiting students on November 1 and accept applications submitted up until 11:59 PM on March 31 of that academic year.

The school will post the application to its website in Spanish and English (and in other languages as needed) starting on January 1 of each year. The school will also utilize the New York City Charter School Common Application and will provide paper applications for families as needed. Applications can be filled out and mailed, emailed, physically dropped off to the school, or submitted through the school's website.

Lottery and Enrollment. LEEP Dual Language Academy's Charter School's enrollment process complies with § 119.5. If applications exceed available seats in any grade level, we will hold an open, public, random lottery within 10 days of April 1 of each academic year.

In accordance with Public Officers Law § 104, we will widely publicize the date, time, and location of the lottery to the public in Spanish, English, and other languages predominately spoken in CSD 15. Publicity will include at least two weeks' advance notice to the news media and all families who have submitted applications. The lottery will also be publicized in English and Spanish (and other languages as needed) on the school's website and within its social media channels. Families are welcome but not required to attend the lottery, nor will they be penalized in any way for not attending.

Our lottery will be held in a public and accessible location using a computerized system and will be witnessed by a third-party impartial observer. Families of accepted students will be notified by mail and phone; they will have two weeks to accept their offered seat by returning a signed acceptance form. When a family does not accept a seat, another student will be accepted from the waitlist in the order previously determined through the same lottery process, until all seats in all grades are filled.

As part of the enrollment process, the school will collect all necessary student and family information and documentation, including health records, IEPs/504s, and Home Language surveys, and store them in a secure location the guarantees privacy.

The school will backfill students in kindergarten and first grade up to and including December 1 of each academic year. After the initial lottery and before that date, available seats will be offered to students on the waitlist. After that date, seats vacated will remain empty. Vacated kindergarten seats will be filled through the lottery for the following year.

Enrollment Preference. Enrollment preference will be given to students who reside in CSD 15, siblings of current students, children of employees (provided that such children may constitute no more than 15% of the total student population), and English Language Learners. Following are more details on each preference subgroup.

- **Students who reside in CSD 15.** The school will accept CSD 15 students before accepting students living outside CSD 15. If the school receives more applicants than it has seats, we will hold a lottery for only students in CSD 15, providing seats to all of these students and creating a waitlist as needed. A second lottery will then be held for all remaining applicants to either continue the wait list or if no wait list exists, to create the wait list for our school. If the school receives fewer applications from CSD 15 than available seats, we will automatically accept all students from CSD 15 and then hold a separate lottery for all remaining applicants who are residing outside of CSD 15.

- **English Language Learners**. LEEP Dual Language Academy Charter School designates English Language Learners as its at-risk subgroup of educationally disadvantaged students and will utilize NYSED's Weighted Lottery Generator to increase the likelihood of serving more students who are English Language Learners. The school will use the Weighted Lottery Generator once per academic year.

- **Siblings of current students.** The school defines "sibling" as any child whose primary guardian(s) are the same as the primary guardian(s) as a child already enrolled at LEEP Dual Language Academy Charter School. The school defines "primary" as indicating that said guardian has primary custody for at least 50% of the time and can include half-siblings, step-siblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary dependents. Siblings of enrolled students must fill out an application but are exempt from the lottery and will be granted automatic enrollment assuming open seats exist at the appropriate grade level. If new families with multiple children find that one child's name is chosen at the enrollment lottery, his/her siblings will also automatically be granted enrollment assuming open seats exist at the appropriate grade level.

- **Children of employees.** Children of school employees will be exempt from the lottery provided that the parent employed at the school has full or joint custody of the child. Employees include anyone who works at least half-time for LEEP Dual Language Academy Charter School and who started work on or before the first day of school of the year in which they are submitting their application. The number of students enrolled who are children of school employees will not exceed 15% of the total enrollment. Should the number of school employees' children applying exceed 15%, preference will be given in order of the number of years of employment at the school. Those not given enrollment priority will be included in the general enrollment lottery.

Table 2: Public Outreach Information

Table 2 is not counted toward the page limits

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
01/16/17 meeting date	Families of students with disabilities, community members	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
6/15/2018 - 7/8/2018	interested families	Social media outreach and engagement	Facebook	Interest in volunteering	3 community volunteers signed up, volunteer-led outreach begun	Over 3,700 users reached by posts, over 150 post likes, 25 new page likes in past week, 0 negative post reactions or comments
7/8/2018	interested families	Interviews and signature gathering	Sunset Park (park); outside local churches; 4th Ave and 5th Ave sections of Sunset Park, Brooklyn	interest in preK	accelerated exploration of UPK options	approx. 200
7/6/2018	interested families	Parent Informational Meeting	Party Room, 4824 4th Ave, Brooklyn	importance of Spanish for maintaining familial ties and developing cultural pride; need for strong and clear lines of communication with parents; desire to create peer dynamics where Spanish is not "uncool"	added place for parent representative to board of trustees; recasting Community Engagement staff job description to focus more on parents	20 parents and children
7/6/2018	interested families	Interviews and signature gathering	4th Ave, 45th St subway stop	overcrowding in existing dual language programs; importance of		20

				programs with Latino heritage		
7/6/2018	Media	Interview with Jaime DiJesus, reporter, Brooklyn Eagle family of newspapers	via phone	[feature article forthcoming week of 7/9]		TBD
7/6/2018	Community Board 07 Education Committee	Presentation to Committee Approved	Via email	Scheduled for 8/7 or 8/8; confirming agenda	Confirmed with CB 07	TBD
7/5/2018	Board of Regents	Conversation with Regent Luis Reyes	via phone	multilingual status as advantage rather than deficit; inadequacy of typical ELL interventions; importance whole-child development; importance of professional learning communities to dual language efforts; awareness of state policy trends	considering NYS ESSA understanding of multilingual learners as part of full application	1
7/4/2018	interested families	interviews and signature gathering	Sunset Park (park); 4th Ave and 5th Ave sections of Sunset Park, Brooklyn	interest from families with students in dual language pre-K programs; desire for clarity about charter school admissions processes; concern about school overcrowding; concern about sharing personal information		approx. 100
7/3/2018	interested families	Street interviews and flyer distribution, advertising public meeting and online community survey	throughout Sunset Park, at local business including laundries, vegetable stands, pharmacies, groceries, etc.	support for dual language education and a new school in Sunset Park; requests to open with older grades; support for fighting ELL stigma		approx. 150
7/3/2018	Hispanic nonprofits	Conversation with Marissa Muñoz, Director of Education Policy, Hispanic Federation	via phone	Sunset Park context; importance of sharing early learning and literacy strategies with families	under consideration for full application	1
7/3/2018	Elected officials	Office visit and call Karen Broughton, Office of	Office of Assem. Felix Ortiz, 5004 4th Ave	meeting scheduled for week of 7/9		1

		Assemb. Felix Ortiz				
7/2/2018	interested families	Street interviews and flyer distribution advertising public meeting and online community survey	throughout Sunset Park, at local business including laundries, vegetable stands, pharmacies, groceries, etc.	questions about school location; support for multicultural curriculum		approx. 150
7/2/2018	interested families	Meeting with Sunset Park parent/activist Jenice Gonzalez	Brooklyn residence	Will volunteer to secure parents in the neighborhood.	Added to outreach team	1
7/2/2018	Neighborhood clergy	Meeting with Fr. Kevin Sweeney	St. Michael's Roman Catholic Church, 352 42nd St, Brooklyn	Sunset Park historical context; understanding of parochial school history and options	refined outreach strategies	1
7/2/2018	interested families	Presentation at prayer meeting	St. Michael's Roman Catholic Church, 352 42nd St, Brooklyn	general encouragement, appreciation for dual language approach		75 residents
6/29/2018	Elected officials	Conversation with Brooklyn Borough President Eric Adams	via phone	need for Spanish immersion; importance of social-emotional learning; reasons to avoid co-location; importance of diverse learning communities		1
6/27/2018	CSD 15 residents	Conversations at Sunset Park / Windsor Terrace firefighter benefit @ Mets game	Citi Field	understanding of CSD 15 community context		20
6/27/2018	Sunset Park nonprofits	Conversation with Veronica Rosales, Mixteca Organization	via phone	[scheduling meeting with Exec Director]		1
6/26/2018	Elected officials	Meeting with Jennifer Salgado and Ling Ye-Kneller, Office of NYC Councilmember Carlos Menchaca	Office of Carlos Menchaca, 4417 4th Avenue, Brooklyn	need for clarity on teacher training and certification; English language instruction in 90:10 model; special education services	under consideration for full application	2
6/26/2018	NYC DOE	email to Melissa Harris, NYC DOE Office of School Design	via email	[meeting scheduled for week of 7/9]	NA	NA

		and Charter Partnerships				
6/24/2018	Interested families	Conversation with Maria Eugenia Alcon-Heaux, Park Slope dual language school parent	Brooklyn residence	need to ensure low-income immigrant students have access to Spanish immersion; developmental considerations for boys in dual language	under consideration for full application	1
6/22/2018	Center for Family Life	Conversation with Julia Jean-Francois, LCSW Co-Director	via phone	Need to engage community; dovetail with existing programs; non-compete for facilities	Follow up with co-director Brockway	1
6/20/2018	NYC DOE	Conversation with Karen Maldonado, NYC DOE	via phone	principal recruitment pipelines, collaboration opportunities		1
6/18/2018	Sunset Park residents	Conversation with Jacqueline Chu, Sunset Park native and pre-K expert	via phone	Sunset Park context; UPK facility considerations; marketing to Asian families	adjusted outreach strategy	1
6/18/2018	Latino education activists	Conversation with Daniel Velasco, Latinos for Education	via phone	awareness of Latino education advocacy context		1
6/14/2018	Peer charter schools	Meeting with Sonia Park, Diverse Charter Schools Coalition	Midtown NYC	NYC DOE engagement strategies; intentionally diverse charter schools in Brooklyn to approach	meetings being scheduled	1
6/14/2018	Peer charter schools	Meeting with Erik Joerss, NYC Charter School Center		importance of local community engagement, lessons learned from CSD 15 charter schools	persistent outreach to key neighborhood groups	1
6/14/2018	NYC DOE	email to Community Education Council 15	via email	presentation set for 8/14		NA
6/14/2018	NYC DOE	email to Comm. Supt. Anita Skop	via email			NA
6/13/2018	Sunset Park nonprofits	Conversation with Imee Hernandez, Sunset Park social worker	via phone	key social agencies to contact and consider for partnership	approached these groups; meetings being scheduled	1
6/13/2018	CEC 15	Attended CEC 15 public meeting, had	PS 24, 427 38th St, Brooklyn	Parents seeking options for neighborhood; early briefing, primarily	Look forward to future updates post application	10

		conversations with attendees		non-Spanish speaking, Asian families		
6/13/2018	Elected officials	emai to Congresswoman Velasquez	via email	[staff meeting being scheduled]		NA
6/13/2018	Elected officials	email to Sen. Jesse Hamilton	via email			NA
6/13/2018	Sunset Park residents	email to Community Board 7 Education Committee	via email	presentation scheduled for 8/6		NA
6/12/2018	Sunset Park families	Conversation with Dara Rose, Sunset Park parent	via phone	school overcrowding; need for multicultural curriculum; need for high-quality dual language programs		1
6/8/2018	Police/Fire & Catholic diocese	Conversation with business leader, Martin Cottingham	Windsor Terrace Coffeeshop	Engagement of Catholic parishes across the district to reach greater numbers of Latino and Asian families.	Adjusted approach to parishes; began real estate search	1
6/8/2018	Latino education activists	Dr. Victoria Quiroz-Becerra, Voces Ciudadanas parent activism group	via phone	need for more seats in Sunset Park and more dual language programs	adjusted outreach strategy	1
6/2/2018	Academic research community	Meeting with Prof. Lisette Nieves	New York University, 82 Washington Sq E, Manhattan	history of Sunset Park immigration and education activism; marketing strategies with Latino families	adjusted communications to reflect Sunset Park history and emphasize economic opportunity of multilingualism	1
5/29/2018	Sunset Park nonprofits	Meeting with Arthur Webb, human services expert	Brooklyn residence	healthcare partnership opportunities in Sunset Park	outreach to Lutheran Hospital	1
5/29/2018	NYC DOE	Conversation with Nancy Gutierrez, NYC Leadership Academy	via phone	principal recruitment pipelines		1

Table 2: Public Outreach Information, Cont'd

Table 2 is not counted toward the page limits

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01/16/17 meeting date	Families of students with disabilities, community members	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
9-Jul-18	Educators	Dr. Kathleen Cashin, Regent, initial introduction	Phone	Willing to provide counsel and answer questions. Schedule future meeting.	Follow up. See future entry.	1
11-Jul-18	Elected officials	Congresswoman Nydia Velasquez Check in call	Phone call and see email July 11	Staff willing to meet with and breif them. Will consider endorsement request.	Schedule follow-up meeting in August.	1
12-Jul-18	Community leaders, NYC families	Marissa Munoz, Senior Director, Education Policy Hispanic Federation. (Roberto has worked with HF in the past.)	Interview at Hispanic Federation Offices in Manhattan	Connect with key community organizers. Roberto invited to participate in future HF planning. Funding opportunities.	Follow up with Marissa on support. Inclusion of strong city wide leaders in our planning.	1 Community Stakeholder
13-Jul-18	Community Leaders, Business Leaders, NYC families	David Estrada, Executive Director, BID Sunset Park, Tacos Matamoros	Interview at Tacos Matamoros on 5th Avenue	New ED will support initiatives that impact 5th Ave. Will seek facilities opportunities. Will connect us with BID event in August.	Follow up on real estate ideas. Plan for family engagement on Night Out event at Sunset Park.	1 Community Stakeholder
13-Jul-18	Community leaders, NYC families	REUNION De Familias, Sunset Park	City park, 47th and 3rd Avenue	Feedback from customers/parents/ stakeholders on parent needs	Implementation of outreach to parents; open meeting to discuss model; volunteer names gathered. Volunteers	25

					organize future events.	
14-Jul-18	NYC families	Walkabout, postering and flyer distribution, signatures	Sunset Park	On the street interviews with local residents, presentations to each passerby and picnics in the park.	Affirm school model and need. Affirm overcrowding. Need strong dual language. "what took you so long…"	75
15-Jul-18	NYC families, community leaders	Phone check in with Paulina Rubio-Flores, businesswoman and volunteer	Phone	Paulina is one of our committed moms, who also leads her own business. She has a network of 200 clients in the community.	Seek opportunity to partner with Paulina for recruitment of future families to school. Enrollment plan to have 8 moms take over canvassing.	1 Community Stakeholder
17-Jul-18	DOE, educators, community leaders, nyc families	Melissa Harris, DOE, Charter Office; agrees to support LEEP and letter	Interview at DOE, Manhattan	Ms. Harris is the leader for DOE Charter School engagement. She will support LEEP…in line with her role.	Ms. Harris to draft support letter to DOE.	1
20-Jul-18	Charter school partners, educators, NYC families	Desiree Hunter and Jill Glassbrook, Envision Charter School applicants	Meeting at offices in Gowanus, Brooklyn	Desiree and Jill are strong advocates for model. Also applicants for new charter in Sunset park.	Seek partnership opportunities to serve more SPED children, between both our groups.	2
20-Jul-18	Educators, NYC families	Roberto Martinez, scholar	Phone call	Contacts to support LEEP model at CUNY	Increase LEEP scholars advisory board.	1
21-Jul-18	NYC families	Walkabout, postering and flyer distribution, signatures	Sunset Park (intentional) to remain in community to capture newcomer families	On the street interviews with local residents, presentations to each passerby and picnics in the park.	Affirm school model and need. Affirm overcrowding. Need strong dual language. "what took you so long…"	75
25-Jul-18	NYC families	Convivencia Familiar , Family Convenings; hosted	4824 4th Ave., Salon de Fiestas	Feedback from customers/parents/ stakeholders on parent needs:	Implementation of outreach to parents; open meeting to	15

		meetings at local party house in the center of the Latino community.		Thematic approach to each meeting to enlist support and volunteerism.	discuss model; volunteer names gathered. Volunteers organize future events.	
27-Jul-18	Educators	Elizabeth Howard, Center for Applied Linguistics (CAL)	Phone call	LEEP biliteracy model reviewed and questions assessed from CAL scholar. Advice on grade/language distribution	Input directly impacted model to ensure high performance, and opportunity for evaluation to 3rd grade assessments.	1
1-Aug-18	NYC Families	Convivencia Familiar , Family Convenings; hosted meetings at local party house in the center of the Latino community.	4824 4th Ave., Salon de Fiestas	Feedback from customers/parents/ stakeholders on parent needs: Thematic approach to each meeting to enlist support and volunteerism. TEMA: Por Que LEEP?	Implementation of outreach to parents; open meeting to discuss model; volunteer names gathered. Volunteers organize future events.	12
4-Aug-18	NYC families	VOLUNTARIAS: Walkabout, postering and flyer distribution, signatures	Upper Sunset Park community.	LEEP Volunteers now taking signatures for LEEP. Madres comprometidas, committed moms to support LEEP.	More materials needed. Families need to be educated on model. Change meeting platform to be more informative for organizing.	75
7-Aug-18	NYC families, elected officials, community leaders	Sunset Park Night Out, invited by David Estrada; brief Carlos Menchaca	Sunset Park Soccer Fields, annual event, hosted by 5th Ave. BID	Families engaged and interested in model. Need to have a Chinese component. Include more information for distribution to more communities.	Identify leadership in the Chinese community and provide additional support for translation materials to Chinese.	150
7-Aug-18	NYC families	Convivencia Familiar , Family Convenings;	4824 4th Ave., Salon de Fiestas	Feedback from customers/parents/ stakeholders on	Implementation of outreach to parents; open	15

		hosted meetings at local party house in the center of the Latino community.		parent needs: Thematic approach to each meeting to enlist support and volunteerism. TEMA: Organizados Para La Familia	meeting to discuss model; volunteer names gathered. Volunteers organize future events. Parents concerned about charter rules, provide more input and information to train families on choice.	
8-Aug-18	Educators, NYSED leadership	Lissette Colon-Collins is Assistant Commissioner for the Office of Bilingual Education and World Languages.	Ms. Colon-Collins called Roberto, per Dr. Luis Reyes suggestion.	Ensure that your research and data is aligned with New York . You need to have a strong communication with community and parents to educate them on the model. Who are your scholars? What body of research are you pulling from?	All questions answered in charter application. Good focus for our review of future questions to be asked.	1
8-Aug-18	Educators, Community leaders, NYC families	Community Board 7 Presentation on LEEP (Three additional charters presented)	Sunset Park, Community Board 7 Board Room.	How does offering provide services for autism, SPED? How will LEEP develop its facility needs? How is your model different?	Delineate our SPED support and programmatic offerings. Ensure communication on facilities needs and NOT competing with DOE commitments to neighbors.	35
9-Aug-18	Educators, NYSED leadership	Follow up with Dr. Cashin; review of program and questions to research	Phone call	How students perform when they are required to take the test; percent of students didn't do well, as opposed to those who weren't in dual language instruction. Details.	Review all application and model components for alignment to NYC standards and surpass.	1

13-Aug-18	Elected Officials	Follow up Chief of Staff, Carlos Menchaca: Socheatta Meng	Phone call	Discussion on local politics. Model for newcomers essential.	Presented request for support from the Councilman	1
14-Aug-18	Elected Officials	CEC Regular Business Meeting Presentation	Livingston, School Offices	Presented LEEP model and plan. Demographics discussed. Good model but can more collaboration be achieved with DOE? How can CEC know that LEEP will be sustainable?	Assure that LEEP will NOT occupy existing or planned DOE space. Affirm the public school nature of LEEP in and our sustainability. Provide future collaboration and communication with CEC.	IMPORTANT NOTE: Board attendance with three board members, Roberto's family, FOUR immigrant moms from the community in support of LEEP, 1 wearing LEEP shirt. Today , CEC posted LEEP page.
15-Aug-18		Convivencia Familiar , Family Convenings; hosted meetings at local party house in the center of the Latino community.	4824 4th Ave., Salon de Fiestas	Celebration of our work together, a review of the plan going forward; materials distributed for future planning and workshops for moms to engage enrollment	Implementation of outreach to parents; open meeting to discuss model; volunteer names gathered. Volunteers organize future events.	20

LEEP CEC Slides August 14 v2 2
Evidence Emails with Community Leaders 12
Sample Sign In August 2 2018 29
Sample Surveys 3 Total 30
Brooklyn Reporter Article 33
(9) LEEP Dual Language Academy - FB Posts ADS Brooklyn 36
Facebook Media Shots 38

LEEP

Dual Language Academy Charter School

Community Education Council 15

August 14, 2018

Quienes Somos—Our Team

Roberto Gutierrez

- Child of Mexican immigrants and Brooklyn resident for 13 years
- Spanish-language documentary filmmaker for 20 years
- Former executive at University of Notre Dame
- Founder, Latino Educational Equity Partnerships (LEEP) nonprofit organization

Michael Regnier

- Former leader with NYC Charter School Center and Turnaround for Children
- NYC public school parent; Brooklyn resident for 12 years

Academic advisors including dual language principals, teachers, and researchers

Founding principal to be hired after national search

The Basics—¿Donde y Cuando?

LEEP Dual Language Academy Charter School is being proposed to the New York State Board of Regents to….

- Open in August 2019 with grades K and 1
- Grow out to K-8 over time
- Serve the Sunset Park neighborhood in Community School District 15
- Provide an innovative educational program for language learning
- Offer up to 96 seats per grade with modest class sizes (up to 24 students)
- Locate in an independent facility, not an existing or newly constructed district building

Educational Program—Como se Dice?

Research-based Spanish language immersion

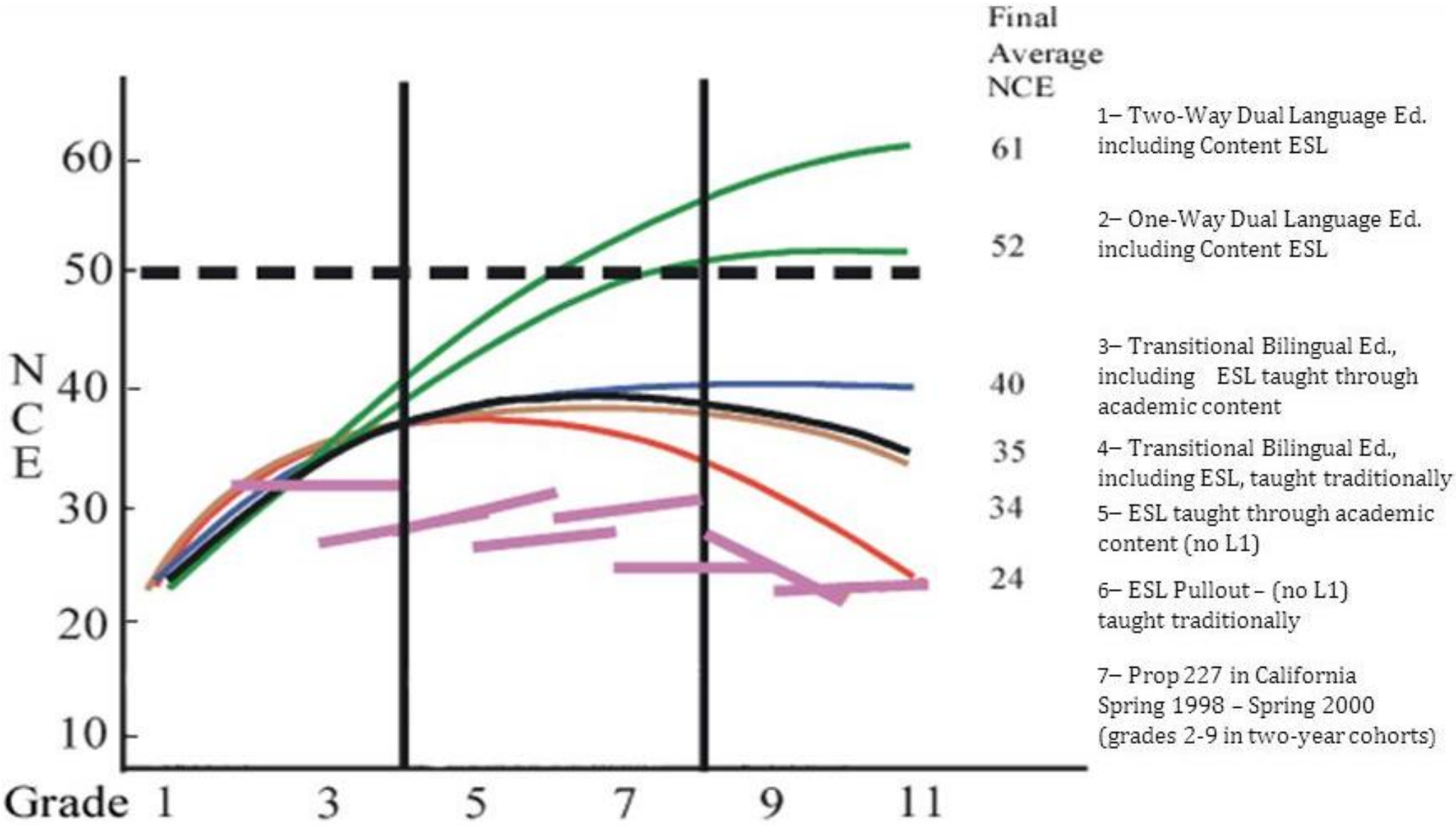
- Whole-school design, not a program or strand
- 90:10 model, in which 90% of the school day in K is in Spanish, evening out to 50-50 by grade 4
- Proven benefits for linguistically diverse students
- Effective around the nation but not available in NYC

Educational Program—Como se Dice?

What do researchers say?

- Collier & Thomas (2010) analysis of 6.2 million records in 16 states: **“90:10 programs [help students] reach the highest levels of achievement in the shortest amount of time”** compared to other dual language models, in both English and Spanish.

- RAND Corporation randomized control trial (Steele et al, 2017): **“Policymakers should note that the benefits of DLI [dual language immersion] programs — improved reading in English, increased English proficiency for English learners, and proficiency in two languages — did not come at the cost of performance in mathematics or science.** These outcomes may make the programs highly attractive to policymakers, administrators, educators, and families.”


Final
Average
NCE
61
52
40
35
34
24
1– Two-Way Dual Language Ed. including Content ESL
2– One-Way Dual Language Ed. including Content ESL
3– Transitional Bilingual Ed., including ESL taught through academic content
4– Transitional Bilingual Ed., including ESL, taught traditionally
5– ESL taught through academic content (no L1)
6– ESL Pullout – (no L1) taught traditionally
7– Prop 227 in California Spring 1998 – Spring 2000 (grades 2-9 in two-year cohorts)
NCE
60
50
40
30
20
10
Grade 1
3
5
7
9
11

Educational Program—Como se Dice?

Culturally responsive curriculum

Expanding *Core Knowledge* to include wide range of Latino history and culture

Character development built on a "Pedagogy of Cariño (Caring)"

Intentional structures of belonging, connection, and social-emotional skill-building

Welcoming to all

Robust SpEd services, bilingual outreach, and enrollment priority for ELLs/MLLs

Our Board—La Junta Directiva

Gabrielle Mosquera Former charter school authorizer, Brooklyn resident

Melissa Jarvis-Cedeno Veteran principal and teacher, Brooklyn resident

Joaquin Matias Public policy expert and attorney, Sunset Park resident

Magdalena Varela-Hand Clinical social worker, CSD 15 parent

Ashok Chandra Attorney and NYC public school parent

Our Approach—Lo Que Creemos

- We seek to serve Sunset Park Families
- Bilingual, grassroots outreach
- Soliciting community input
- Growing team of parent volunteers/advisors

Your questions or feedback?

www.LEEPacademies.org

www.Facebook.com/LEEPBrooklyn/

917-819-LEEP (5337)

7. Copies of Received Letters or Emails

(3) LEEP Dual Language | Brooklyn Dual Language | Round 1 2018 | (3) Facebook

[redacted]

Apps | ANNE GOOGLE DRIV | LEEP Dual Language | general | LEEP Slack | WillMyPhoneWork.ne | Other bookmarks

Google

Mail | More | 1,063 of 4,044

COMPOSE

Inbox (608)
Starred
Sent Mail
Drafts (34)
More

Roberto

Make a call

Also try our mobile apps for Android and iOS

Brooklyn Dual Language Inbox x

Roberto Gutierrez Dear Dr. Gutierrez, We connected via LINKEDin a couple of years ago. Would ve... May 25

Nancy Gutierrez [redacted] May 29
to Nancy, Juanita, me

Hi Roberto!

Would love to. Any availability tomorrow afternoon? Adding Juanita to help us get this scheduled.

Roberto Gutierrez [redacted] May 29
to Nancy, Nancy, Juanita

WOW....thank you for the quick reply. YES, I am available tomorrow, late in the day, after 3:30 PM.
Many thanks.,
Roberto

Click here to Reply, Reply to all, or Forward

3.52 GB (11%) of 30 GB used
Manage

Program Policies
Powered by Google

Last account activity: 1 hour ago
Details

11:18 AM
8/15/2018

[redacted] | LEEP Dual Language Aca

Secure [redacted]

Apps | ANNE GOOGLE DRIV | LEEP Dual Language | general | LEEP Slack | WillMyPhoneWork.ne | Other bookmarks

Google

Mail | More | 2 of 4,043

COMPOSE

Inbox (608)
Starred
Sent Mail
Drafts (34)
More

Roberto

Harris Melissa Aug 7 (8 days ago)
to Nagourney, me, Gabrielle, Michael

Roberto, it was great talking with you!

As we discussed, I am happy to provide a letter of support.

Including Jennifer Nagourney from me team who will work with you to finalize.

Thanks,

Melissa

Melissa Harris
Senior Executive Director, Office of School Design and Charter Partnerships at NYC Department of Education

From: Roberto Gutierrez [redacted]
Sent: Friday, August 3, 2018 2:08:14 PM

(1) Roberto Gutierrez | Rosita Gutierrez has sent | LEEP Dual Language Aca

Secure [redacted]

Apps | ANNE GOOGLE DRIV | LEEP Dual Language | general | LEEP Slack | WillMyPhoneWork.ne | Other bookmarks

Google

Mail | More | 2 of 4,043

COMPOSE

Inbox (608)
Starred
Sent Mail
Drafts (34)
More

Roberto

Make a call

Also try our mobile apps for Android and iOS

LEEP Dual Language Academies Introductory Meeting

Inbox x

Harris Melissa Good morning, I look forward to meeting with you this morning. Note, due to a... Jul 17

23 older messages

Roberto Gutierrez Hi Jennifer, did you have a chance to review the new version of the letter? A... Aug 14 (1 day ago)

Nagourney Jennifer 9:30 AM (40 minutes ago)
to me, Michael

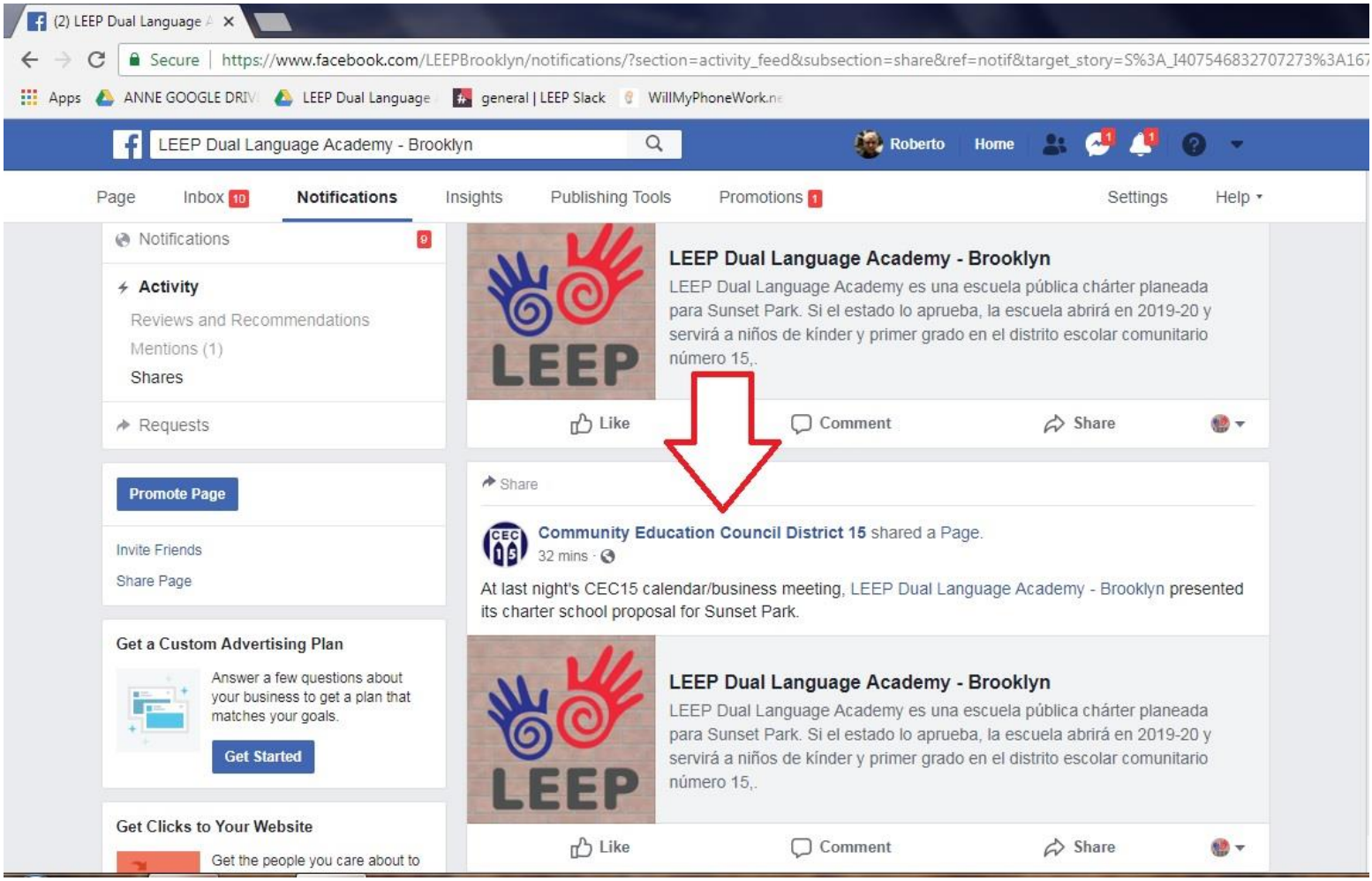
Hello, Roberto!

The DOE is working on a letter in support of the LEEP application. We do not anticipate that it will be ready by the application submission deadline. However, we work with the NYSED Charter School Office to submit and ensure its full consideration in the application process.

My very best,

Jennifer M. Nagourney, J.D.
Senior Director, Charter Policy & Strategy
Office of School Design and Charter Partnerships
100 Gold Street, New York, NY 10038
[redacted]
NYC Department of Education

10:10 AM
8/15/2018


(2) LEEP Dual Language A
Secure | https://www.facebook.com/LEEPBrooklyn/notifications/?section=activity_feed&subsection=share&ref=notif&target_story=S%3A_I407546832707273%3A167
Apps
ANNE GOOGLE DRIV
LEEP Dual Language
general | LEEP Slack
WillMyPhoneWork.ne
LEEP Dual Language Academy - Brooklyn
Roberto
Home
Page
Inbox 10
Notifications
Insights
Publishing Tools
Promotions 1
Settings
Help
Notifications 9
Activity
Reviews and Recommendations
Mentions (1)
Shares
Requests
Promote Page
Invite Friends
Share Page
Get a Custom Advertising Plan
Answer a few questions about your business to get a plan that matches your goals.
Get Started
Get Clicks to Your Website
Get the people you care about to
LEEP
LEEP Dual Language Academy - Brooklyn
LEEP Dual Language Academy es una escuela pública chárter planeada para Sunset Park. Si el estado lo aprueba, la escuela abrirá en 2019-20 y servirá a niños de kínder y primer grado en el distrito escolar comunitario número 15,.
Like
Comment
Share
Share
Community Education Council District 15 shared a Page.
32 mins
At last night's CEC15 calendar/business meeting, LEEP Dual Language Academy - Brooklyn presented its charter school proposal for Sunset Park.
LEEP
LEEP Dual Language Academy - Brooklyn
LEEP Dual Language Academy es una escuela pública chárter planeada para Sunset Park. Si el estado lo aprueba, la escuela abrirá en 2019-20 y servirá a niños de kínder y primer grado en el distrito escolar comunitario número 15,.
Like
Comment
Share

Amigos de Erika Toval - [redacted]

Roberto Gutierrez [redacted]
to wecandoitlider.

Aug 1

Communication with WeCanDoIt, Executive Director

Apreciable Sra. Janet,

Nuestra voluntaria y colega, Erika Toval, me dio su correo y me pidió que le escribiera directamente. Erika nos da buenas noticias sobre su liderazgo y servicio para/con la comunidad. Gracias, mil por su interés y apoyo tan importante para nuestra escuela planeada para Sunset Park, Brooklyn.

We request an opportunity to present to your groups/committees about our Dual Language program. I would be happy to meet with them to discuss the LEEP school model and how we want to serve families in Sunset Park Brooklyn. Important points:

- We are applying to the state for a public school charter. If approved, we will open next September 2019 with two grades Kinder and First.
- Then, we add a year every year to 8th grade.
- We will focus our program on ELL children, immigrant families and special education.
- LEEP do NOT plan to use existing or planned department of education facilities.

Esperamos cualquier oportunidad de hablar directamente con familias interesadas en nuestro model de aprendizaje de dos idiomas. Adjunto le envío un folleto en dos idiomas.

Can we please meet via phone at your convenience to discuss next steps? Gracias

Un fuerte abrazo,
Roberto Gutierrez
[redacted]

--

LEEP Dual Language Academy Charter School

Latino Educational Equity

in:sent felix ortiz

to me, rooneye

Communication, Assemblyman and Assistant Speaker, Felix O[redacted]

Hello,

Emma is our District Project Manager, you may schedule future meetings with her if it is to take place in Brooklyn.

I've cc'd her on this reply so you can see her email address.

Hope this helped.

Sincerely,

Office of Assistant Speaker Félix W. Ortiz
NYS Assembly
[redacted]

From: Roberto Gutierrez [redacted]
Sent: Wednesday, June 13, 2018 4:07 PM
To: Zantao Zhu
Subject: Re: Latino Educational Equity Partnerships

Thank you. We would like to meet the Assistant Speaker in Brooklyn.
Roberto Gutierrez

LEEP Dual Language Aca | (4) LEEP Dual Language A

Secure [redacted]

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Mail | Move to Inbox | More | 1 of 1

COMPOSE

Inbox (608)
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Drafts (34)
More

Roberto

Make a call

Also try our mobile apps for Android and iOS

LEEP Dual Language Academy Inbox x

Roberto Gutierrez Attn: Ms. Francisca Andino: Per instructions on the CECD15 webpage, please fo... Jun 14

Roberto Gutierrez [redacted] Jun 14
to askop, Michael

Communication, Superintendent Skop

Dear Superintendent Skop:

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

Our proposed school would be a K-8, Spanish language immersion model that allows all students -- whether they come from families who speak Spanish, English, or another language at home -- become fluent, confident learners in both English and Spanish. We plan to submit a second-round charter application to the Regents for consideration later this summer.

Here are some quick differentiators about the school and our model:

- LEEP Academy will use a rigorous "two-way, 90:10 Spanish immersion" academic model where students don't just take a Spanish class, they study **almost all subjects in Spanish**. Our program is not an elective or strand, but our sole focus.
- We've identified **Community School District 15** and specifically the neighborhood of **Sunset Park,** home to a richly diverse student population including a fast-growing population of kids recently immigrated from Mexico.
- Pending state approval, LEEP Academy will be a non-profit, public school opening in 2019 in an **independent facility** that doesn't compete with traditional public schools for space.
- We will recruit **native Spanish speaking teachers** with a track record of classroom success and a commitment to our "pedagogy of cariño (caring)."
- We will develop a tiered student support system to make sure **students with disabilities** can thrive in our school.
- We are committed to ensuring a diverse learning community through intensive, **grassroots outreach** to families most in need, including recent immigrants.

1:34 PM 8/15/2018

LEEP Academy for Sunset | (4) LEEP Dual Language A

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Roberto

Make a call

Also try our mobile apps for Android and iOS

LEEP Academy for Sunset Park

Roberto Gutierre [redacted] Jun 27
to lyekneller, Jennifer, Michael

Brieifing with Councilman Menchaca Staff

Dear Jennifer and Ling,

I am so grateful for the time yesterday with you, to learn more about the Councilman's educational goals for Sunset Park. You were both most helpful and well informed on our potential model for the community there. Many thanks.

As promised, I am attaching an overview of our plan (not the whole plan) to provide quick answers to your questions, as well as a deeper view of our proposed curriculum and pedagogy.

We look forward to a continuing conversation with you both.

Please let me know if you can help me connect with Mr. Cesar Zuniga and any other community leader who should know of our program. I also look forward to meeting the Councilman at his earliest convenience.

Gracias,
Roberto Gutierrez

--

LEEP Dual Language Academies

Latino Educational Equity Partnerships

Roberto Gutierrez | Founder and President

1:30 PM 8/15/2018

Request to meet - rgutie | (4) LEEP Dual Language

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COMPOSE

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Roberto

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Request to meet

Roberto Gutierrez [redacted]
to JBrockway, JJFrancois, Michael

Jun 22

Center for Family Life, SCO, Brooklyn

Dear Ms. Brockway:

We request an opportunity to brief you both on plans to establish a new, dual language public charter school in Sunset Park. Your colleague, Julia Jean-Francois suggested I contact you directly. Thanks Julia.

LEEP (Latino Educational Equity Partnerships) Dual Language Academy will serve a diverse population of approximately 250 in Grades K-1 in the 2019-20 school year in or near the neighborhood of Sunset Park, Brooklyn, and will expand annually until the school serves grades K-8, with a total of about 900 students.

The school's mission is to provide all students with a rigorous, content-rich program designed for college and career readiness, with the integration of a two-way, Spanish dual language instructional model; a content-rich, culturally responsive curriculum; and strong character development ("pedagogy of cariño") consistent with the traditional, positive cultural qualities of a diverse community.

We hope that our plans, shared with the community, can represent a new, high-quality charter school option for students in Brooklyn's Community School District 15. If possible, we would like to meet you at your earliest convenience.

Please let me know a convenient day and time we might visit with you.

Gracias,
[redacted]

--

LEEP Dual Language Academies

1:28 PM 8/15/2018

Introductions - rgutierrez | (4) LEEP Dual Language

[redacted]

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Roberto

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Introductions

Roberto Gutierrez [redacted]
to scruz, Michael

Jun 22

Communication, Dr. Samuel Cruz, Trinity Lutheran

Dear Dr. Cruz,
I am the former President of the Hispanic Telecommunications Network (Texas), and worked with religious leaders in the field of communications for the purpose of evangelization. Among colleagues was Rev. Luis Cortez of Philadelphia, who founded Esperanza Charter Schools.

I am now in Brooklyn, since 2005. I founded a new organization, Latino Educational Equity Partnerships for the purpose of addressing the literacy needs of Latino students through the use of dual language immersion instruction (Spanish).. My colleague Michael Regnier reached out to you last week. We went to your offices on Tuesday, I recall.

I am grateful for an opportunity to meet you and discuss our plans. Do you have some time for us this week? We also seek space to meet with a few families, and would appreciate any consideration to gather at Trinity Lutheran.

Gracias,

Roberto Gutierrez
[redacted]

--

LEEP Dual Language Academies

Latino Educational Equity Partnerships

Roberto Gutierrez | Founder and President

[redacted]

1:27 PM 8/15/2018

ATTN: Mr. Cesar Zuniga Re: Latino Educational Equity Partnerships

Roberto Gutierrez [redacted]
to bk07, Michael

Jun 14

Communication to CB7 President, Cesar Zuniga

ATTN: Mr. Cesar Zuniga

Dear Mr. Zuniga:

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

Our proposed school would be a K-8, Spanish language immersion model that allows all students -- whether they come from families who speak Spanish, English, or another language at home -- become fluent, confident learners in both English and Spanish. We plan to submit a second-round charter application to the Regents for consideration later this summer.

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- Pending state approval, LEEP Academy will be a non-profit, public school opening in 2019 in an **independent facility** that doesn't compete with traditional public schools for space.
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- We will develop a tiered student support system to make sure **students with disabilities** can thrive in our school.
- We are committed to ensuring a diverse learning community through intensive, **grassroots outreach** to families most in need, including recent immigrants.

Johnson, Coniqua [redacted]
to me, Michael

Jul 18

Communication with Councilman Brad Lander

Hi Roberto,

Thanks for reaching out. But unfortunately while our district is a part of District 15's school district, the Council Member represent Council District 39 which is Park slope, Carroll Gardens, A part of the Gowanus neighborhood, Cobble Hill and Kensington. Here is the contact information for the Council member who represents Sunset park which is District 38. The council Member is:

Council Member Carlos Menchaca
District Office
[redacted]

Legislative Office
[redacted]

I hope this helps.

Best,

Coniqua Johnson

From: Roberto Gutierrez [mailto:rgutierrez@leepschools.org]

Invitation: Jill, Desiree, and Roberto Touch Base @ Wed Jul 18, 2018 4pm - 5pm (EDT) [redacted]

[redacted]
to me, desiree

Meeting Charter School Partners, future applicant

Jul 16

Jul 18 Wed

Jill, Desiree, and Roberto Touch Base
View on Google Calendar

When Wed Jul 18, 2018 4pm – 5pm (EDT)
Where 157 13th Street, Suite 319, Brooklyn, NY 11215
Who [redacted]

Yes Maybe No

Jill, Desiree, and Roberto Touch Base more details »

Hi Roberto -

I hope you're well! We are hoping that 4pm on Wednesday works for you; if not, let us know and we will reschedule. We are located in a shared workspace called "The Yard" in the Gowanus area of Brooklyn (just north of Sunset Park).

Looking forward -
Jill

When Wed Jul 18, 2018 4pm – 5pm Eastern Time

LEEP Dual Language Academy

Roberto Gutierrez Hello Mr. Estrada, I called your office to arrange a time we may be able to m... Jul 11

David Estrada [redacted] Jul 11
to me

David Estrada, Executive Director, Sunset Park, Business Improvement District

Hello, Mr. Gutierrez,

I'd be happy to meet or speak on the phone -- whichever is easier for you. I look forward to learning more of LEEP and your work.

I'm generally familiar with school siting, and public, private, charter settings.

One question: Will the school be located on or very near to Fifth Avenue between 39th and 64th Streets in Sunset Park? (the confines of the BID)

LEEP Dual Language Acad | (3) LEEP Dual Language A

Roberto

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COMPOSE

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Roberto

LEEP Dual Language Academy Inbox x

Roberto Gutierrez Hello Mr. Estrada, I called your office to arrange a time we may be able to m... Jul 11

David Estrada[redacted] Jul 11
to me

David Estrada, Executive Director, Sunset Park, Business Improvement District

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I'm generally familiar with school siting, and public, private, charter settings.

One question: Will the school be located on or very near to Fifth Avenue between 39th and 64th Streets in Sunset Park? (the confines of the BID)

Re: Presentation at CB7 E | (3) LEEP Dual Language A

Roberto

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Roberto

Roberto Gutierrez Thank you, Ms. Cordero. We will be happy to present on Monday, August 6th. Pl... Jul 6

BK07 (CB) Dear Roberto: Are you available August 8 or August 9? Please reply no later t... Jul 6

Roberto Gutierrez Hello Ms. Cordero, OK. Either will work as well. Thanks. Jul 6

BK07 (CB)[redacted] Jul 9
to me

Community Board 7 Confirmation

Dear Roberto:

We are confirming that the Education Committee Meeting will be held on **Wednesday, August 8, 2018 @ 6:30 p.m. at the CB7 Office - 4201 4th Avenue (entrance on 43rd Street).**

You will make a brief presentation about the LEEP charter school.

I will forward you a copy of the meeting notice once it has become available.

Sincerely,

Natasha Cordero
Community Associate
Brooklyn Community Board #7

From: Roberto Gutierre[redacted]
Sent: Friday, July 06, 2018 4:13 PM

Make a call

Also try our mobile apps for Android and iOS

12:55 PM
8/15/2018

Fwd: Professor co-author | LEEP Dual Language Aca

Secure [redacted]

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Roberto

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Fwd: Professor co-authors book on dual language learning along US-Mexico border

Inbox x

Luis O Reyes
to me

Jul 7

Follow up from Dr. Luis Reyes, NYSED Regent

Thought you might be interested in these 2 articles.
Luis

Professor co-authors book on dual language learning along US-Mexico border

New Mexico State University
A professor in the New Mexico State University College of Education has co-authored a book exploring how binational students learn English and Spanish, and how they also contribute to dual language curriculum by applying their cross-border culture to lessons learned in the U.S. READ MORE

California aims to make (even) more students multilingual

Education Week
California plans to triple the number of students proficient in a language other than English over the next 12 years. Outgoing state Superintendent of Public Instruction Tom Torlakson described his new initiative, Global California 2030, as a "call to action" to increase opportunities for students to learn a second or third language at school and to train more bilingual teachers. READ MORE

Sent from my iPhone

Begin forwarded message:

From: Santiago Wood[redacted]
Date: July 6, 2018 at 11:36:22 PM EDT

From: **NABE Weekly eNews** <[redacted]
Date: Fri, Jul 6, 2018
Professor co-authors book on dual language learning along US-Mexico border

strongmail1.multiview.com/track?type=click&eas=1&mailingid=2240484&messageid=2240484&databaseid=Mailing.DS240484.2240484.223597&serial=17877456&emailid=drsantiagow@gmail.com&userid=42433092&targetid=&fl=&extra=Multivari...

12:49 PM
8/15/2018

Meeting Eric Adams - rg | LEEP Dual Language Aca

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Roberto

Meeting Eric Adams

Inbox x

Roberto Gutierrez [redacted]
to Michael

Jun 29

Roberto's notes: Call with Eric Adams, Brooklyn Borough President

Important and engaged meeting with Borough President Eric Adams today

Notes:
Questions: who is on your team, and where are they from? After a full introduction of our team, and our model, Mr. Adams commented on our program as being compelling for Brooklyn kids. We need to have diversity of children in the classroom. Applaud the fact that you are focused on the Spanish Speaking, roughly 60% of your population.

Having Multi Language skills si so important for every child to succeed on the global scene. More than important to embrace Spanish, which is essential here in NYC.

I do embrace Chancellor's spirit and energy. I want us to advocate for one system, we should embrace best practices from both, DOE and charters.

(LEEP's)

vision of extending the calendar and day is much more suited to our world and the needs of kids.

Your model is so Important on many levels;
schools are the only way to break free.

LEEP's message is correct. Population is correct. So needed.

Roberto Gutierrez Ok. Let's do it!😊 Jun 27

Roberto Gutierrez [redacted] Jun 27
to Karen

Executive Director of Strategy and Support for Advanced Leadership, NYC DOE

Dear Karen, gracias mil por tu tiempo hoy y por la amistad!
Grateful, for your good counsel. Strong leadership will be the future of LEEP. I trust you can guide us.
Attached is the overview of our first school planned for Sunset Park in Brooklyn. Our charter application will be submitted this summer, August 16th.

Look forward to your thoughts.
Un abrazo,
Roberto

LEEP Academy B...

Click here to Reply or Forward

Valladares, Ivan [redacted] Jun 25
to me, Zachariah

Meeting confirmation with Councilman Carlos Menchaca, District 38

Roberto, we look forward to meeting with you as well.

My colleague Zachariah can speak to the Council Member's availability.

Best,

Ivan Valladares
Constituent Services Liaison
Council Member Carlos Menchaca
New York City Council District 38
[redacted]

From: Roberto Gutierrez [redacted]
Sent: Monday, June 25, 2018 4:47 PM
To: Valladares, Ivan
Cc: Boyer, Zachariah
Subject: Re: LEEP Meeting with Council Member Menchaca

Click here to Reply, Reply to all, or Forward

Reunion de Familias - rgu | LEEP Dual Language Aca

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Roberto

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Reunion de Familias | Inbox x

Roberto Gutierrez [redacted]
to Marthamaria0116, Michael

Jun 20

Marta Jimenez, Manager at Tacos Matamoros, Sunset Park

Apreciable Sra. Marta,
Nos agrada que tendremos la oportunidad de presentar a padres de familia nuestros informes sobre la propuesta escuela LEEP ACADEMY--una escuela de doble idioma planeada para Sunset Park en 2019.

Sugerimos la reunion el dia 2 de Julio, Lunes por la tarde a las 6:00 PM.
Participantes esperados: 30 personas; sillas (sin mesas)

Gracias por conseguirnos el permiso de utilizar la sala de Tacos Matamoros. Solo necesitamos pequeñas copas de plastico para refrescos. Por favor de darnos un precio para 50 tazas. Si es posible, quiero traer unas galletitas para los niños. Gracias.

Por favor llameme para confirmar estos datos, que ya estamos listos para promocionar la fecha. También le quiero dejar folletos en el restaurante para su distribución a clientes con niños que tendrán 5 o 6 anos de edad el ano entrante.

Gracias de antemano, Marta. Favor de llamar con cualquier pregunta.
Un servidor,
Roberto Gutierrez
[redacted]

--

LEEP Dual Language Academies

Latino Educational Equity Partnerships

Roberto Gutierrez | Founder and President

12:28 PM
8/15/2018

Attn: Congresswoman Ny | LEEP Dual Language Aca | Leadership | Asian Ameri

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Roberto

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[redacted] leepacademies.org

Cruz, Evelyn [redacted]
to Daniel, me, Michael

Jun 13

Congresswoman Nydia Velasquez, NY 7th District

Dear Mr. Gutierrez,

Thank you for writing the Congresswoman with your request for a meeting. I would like to suggest that you first connect with Dan Wiley, District Director of South Brooklyn, to discuss your email. He represents the Sunset Park community and will be helpful.

Dan can be reached at :

Dan Wiley | District Director for Southwest Brooklyn

SW Brooklyn District Office [redacted]

Thanks Evelyn

From: Roberto Gutierre[redacted]

12:24 PM
8/15/2018

LEEP Dual Language Acad | (1) Facebook | Kimani Paul-Emile | Fordh

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Roberto

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LEEP Dual Language Academies

Inbox x

Roberto Gutierrez Hello Heidi, I have a favor to ask of you. I need 45 minutes of your time thi... Jun 4

Heidie Joo [redacted] Jun 6
to me, Michael

Hi Roberto,

Thanks so much for your email. I'd be happy to talk with you about the new charter school. I could do a phone call tomorrow morning (Thursday), though I'll be sorry to miss the wine and cheese! I can be available anytime between 9 and 11 and can be reached at [redacted]

Best,
Heidie

HEIDIE JOO BURWELL
Board Member, Asian Americans for Equality

Roberto Gutierrez [redacted] Jun 6
to Heidie, Michael

Thanks so much Heidie. Will call you at 10:00 AM.
Best regards,
Roberto

Heidie Joo Thanks, Roberto. I'll look forward to speaking with you tomorrow. Jun 6

11:42 AM
8/15/2018

LEEP Dual Language in B | Dara Rose | Facebook

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Roberto

LEEP Dual Language in Brooklyn

Inbox x

Roberto Gutierrez Hello Kimani, Erin was kind to share your email. Hope you don't mind. Good to... May 25

Kimani Paul-En [redacted] May 28
to me

Hi Roberto,

I hope you enjoyed the holiday weekend and it was great running into you last week. I am happy to e-introduce you to Rich. I would also enjoy chatting with you about your work. This week and next are difficult as I have a number of deadlines this week and will be in Toronto next week, but am free the week of June 11. Can we talk on the 12th or 13th?

Best,
Kimani

Fordham Law Professor Kimani Paul-Emile
Professor of Law, Brooklyn Resident

(3) LEEP Dual Language | Dual for Sunset Park - rg | Round 1 2018 | (3) Facebook

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Roberto

Roberto Gutierrez FYI. She lives in Sunset Park too. And is an attorney. RG Latino Educational ... May 3

Dara May 4
to me

Hi Roberto. I would but I'm afraid I don't have much to say since Zachary is still at home All I can say is that Sunset Park schools are horrendously overcrowded and don't do that well in terms of performance. The Chinese immigrant community is really driving he neighborhood's exploding growth but there's still a substantial Latino population including Central American and specifically Mexican immigrant families. I think bilingual schools - charter or not - would be welcome and great and encourage you to speak with our Councilman Carlos Menchaca or whoever in his office heads his education work. They got approval for construction of four new schools I think but it'll take time and even when built we'll likely still not have sufficient school facilities.

Other neighborhoods with high immigrant Latino school age population of course can be found through the DOE website and census data - The New School has great public data.

That said, my sense is that Mexicans specifically have also gravitated to East Harlem/El Barrio.

Best,
Dara

Dara Rose
Senior Vice President, Strategy & Programs, Horizons National

Sent from my iPhone

Introductions Brooklyn U | (7) LEEP Dual Language

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Roberto

Introductions Brooklyn Urban Gardens

Roberto Gutierre[redacted] 2:28 PM (17 minutes ago)
to susan.tenner, Gabrielle, Michael

Dear Ms. Susan Tenner:

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

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- We will recruit **native Spanish speaking teachers** with a track record of classroom success and a commitment to our "pedagogy of cariño (caring)."
- We will develop a tiered student support system to make sure **students with disabilities** can thrive in our school.
- We are committed to ensuring a diverse learning community through intensive, **grassroots outreach** to families most in need, including recent immigrants.

More about our proposed school is available in English and Spanish here: www.LEEPacademies.org

Make a call

Also try our mobile apps for Android and iOS

2:46 PM 8/15/2018

Introductions Hellenic Cl | (7) LEEP Dual Language

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Roberto

Introductions Hellenic Classical Charter School

Roberto Gutierrez[redacted] 2:25 PM (21 minutes ago)
to ctettonis, Gabrielle, Michael

Dear Ms. Christina Tettonis:

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

Our proposed school would be a K-8, Spanish language immersion model that allows all students -- whether they come from families who speak Spanish, English, or another language at home -- become fluent, confident learners in both English and Spanish. We plan to submit a second-round charter application to the Regents for consideration later this summer.

Here are some quick differentiators about the school and our model:

- LEEP Academy will use a rigorous "two-way, 90:10 Spanish immersion" academic model where students don't just take a Spanish class, they study **almost all subjects in Spanish**. Our program is not an elective or strand, but our sole focus.
- We've identified **Community School District 15** and specifically the neighborhood of **Sunset Park,** home to a richly diverse student population including a fast-growing population of kids recently immigrated from Mexico.
- Pending state approval, LEEP Academy will be a non-profit, public school opening in 2019 in an **independent facility** that doesn't compete with traditional public schools for space.
- We will recruit **native Spanish speaking teachers** with a track record of classroom success and a commitment to our "pedagogy of cariño (caring)."
- We will develop a tiered student support system to make sure **students with disabilities** can thrive in our school.
- We are committed to ensuring a diverse learning community through intensive, **grassroots outreach** to families most in need, including recent immigrants.

More about our proposed school is available in English and Spanish here: www.LEEPacademies.org

Make a call

Also try our mobile apps for Android and iOS

2:46 PM 8/15/2018

Introductions Pave Schoo | (7) LEEP Dual Language | Our Team | PAVE Schools

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Roberto

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Introductions Pave Schools Red Hook

Roberto Gutierre[redacted]
to info.rh, Michael, Gabrielle

2:38 PM (4 minutes ago)

Dear School Leader:

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

Our proposed school would be a K-8, Spanish language immersion model that allows all students -- whether they come from families who speak Spanish, English, or another language at home -- become fluent, confident learners in both English and Spanish. We plan to submit a second-round charter application to the Regents for consideration later this summer.

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More about our proposed school is available in English and Spanish here: www.LEEPacademies.org

2:43 PM 8/15/2018

Introductions Brooklyn P | (7) LEEP Dual Language

Secure [redacted]

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Introductions Brooklyn Prospect Charter

Roberto Gutierre[redacted]
to drubenstein, Gabrielle, Michael

2:24 PM (23 minutes ago)

Dear Mr. Rubenstein:

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

Our proposed school would be a K-8, Spanish language immersion model that allows all students -- whether they come from families who speak Spanish, English, or another language at home -- become fluent, confident learners in both English and Spanish. We plan to submit a second-round charter application to the Regents for consideration later this summer.

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More about our proposed school is available in English and Spanish here: www.LEEPacademies.org

2:47 PM 8/15/2018

Introductions to Success Academy Cobble Hill

Roberto Gutierre[redacted]
to SACH.MainOffice, Michael, Gabrielle

2:33 PM (10 minutes ago)

Dear School Leader:

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

Our proposed school would be a K-8, Spanish language immersion model that allows all students -- whether they come from families who speak Spanish, English, or another language at home -- become fluent, confident learners in both English and Spanish. We plan to submit a second-round charter application to the Regents for consideration later this summer.

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More about our proposed school is available in English and Spanish here: www.LEEPacademies.org

Introductions Summit Academy Charter

Roberto Gutierrez [redacted]
to info, Gabrielle, Michael

2:29 PM (15 minutes ago)

Attn: Ms. Natasha Campbell, Executive Director

Greetings. I lead the founding team of LEEP Dual Language Academy, a proposed charter school in Sunset Park, Brooklyn (CSD 15). We respectfully request an opportunity to meet with you to present our plans for the community.

Our proposed school would be a K-8, Spanish language immersion model that allows all students -- whether they come from families who speak Spanish, English, or another language at home -- become fluent, confident learners in both English and Spanish. We plan to submit a second-round charter application to the Regents for consideration later this summer.

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- We will develop a tiered student support system to make sure **students with disabilities** can thrive in our school.
- We are committed to ensuring a diverse learning community through intensive, **grassroots outreach** to families most in need, including recent immigrants.

More about our proposed school is available in English and Spanish here: www.LEEPacademies.org

LEEP
Dual Language Academies

Información que nos ayudará a formular nuestro programa

Califique las siguientes declaraciones en una escala de 1 a 5, donde marcando el numero **1** significa **"totalmente en desacuerdo"** y marcando el numero **5** significa **"totalmente de acuerdo"**. Gracias!

Los administradores de mi escuela deben de esforzarse a comunicar con los padres en el idioma de la familia.

1	2	3	4	5

Es esencial que las escuelas públicas tengan un programa académico en español para mis hijos.

1	2	3	4	5

Cuando recibo documentos de la escuela o el distrito SIEMPRE me llegan en español.

1	2	3	4	5

Es importante para mí que el personal de cada escuela sea cálido y acogedor.

1	2	3	4	5

Ya tenemos suficientes opciones y puestos escolares para los niños en Sunset Park, Brooklyn.

1	2	3	4	5

El uso de un uniforme escolar es esencial para mantener el orden y la disciplina.

1	2	3	4	5

Es esencial tener componentes extracurriculares como arte, deportes, música en mi escuela.

1	2	3	4	5

Para aprender bien el español, los niños deben permanecer un poco más de tiempo cada día en la escuela.

1	2	3	4	5

Para que cada niño lea y escriba bien en inglés, debemos extender el calendario escolar unos días más.

1	2	3	4	5

¿Qué crees que se podría hacer para hacer que LEEP Dual Language Academy sea más efectiva como una escuela comunitaria para tu comunidad?

Que le dediquen mas Tiempo a los niños que Nesesitan ayuda con el aprendisaje

Quiero mas información para ayudar como voluntario(a)
(Información opcional)

Si	No

[redacted]

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Non-profit Organization Leep Attempts to Bring Dual Language Charter School to Sunset Park

BROOKLYN REPORTER

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Photo courtesy of LEEP
A LEEP student.

By Jaime DeJesus / jdejesus@brooklynreporter.com / Friday, July 27, 2018 / 2:04 PM

Trying to get Sunset Park to the head of the class. the non-profit organization LEEP (Latino Education Equity Partnership) is currently pushing to bring a dual language public charter school to Sunset Park by fall, 2019.

"Public charter schools are making huge differences in local communities and particularly communities of color, where we could have more direct participation of the areas," contended Roberto Gutierrez, a Prospect Heights resident who has lived in Brooklyn since 2005, and who founded LEEP and is its executive director.

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AUGUST 14, 2018

AUG 15 EVENTS

"We want to create a school where every child is a language learner," said LEEP Chief Operating Officer Michael Regnier, who was the director of policy and research at the New York City Charter School Center for over five years. "Whether they're learning English or Spanish for the first time, that creates a unique kind of a community and Sunset Park is a great place to facilitate that.

"We know that Sunset needs more seats," he went on. "There are pretty overcrowded classrooms in schools which has parents very concerned, and we will be opening this school in an independent building. We won't be trying to fit into an existing school building. We want to alleviate the overcrowding rather than adding to it."

The initial plan is to begin with kindergarten and first grade, expanding eventually to eighth grade.

For Gutierrez, learning both Spanish and English is a key goal. "Research shows that kids that learn in multiple languages at the earliest stages of their life actually do much better in reading comprehension. They become better readers and communicators," he said, citing his personal experience. "My mother was from south

15 EVENTS
Yoga with Erica Ginger @ Owl's Head Park
6:30 PM
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Texas and my father was from Mexico. Even though we learned English at school, at home I had to speak Spanish, thankfully so. My father said when you get home, you speak Spanish right. So we spoke Spanish correctly for the purposes of making sure we could communicate with our aunts, uncles and grandparents."

"The concern you sometimes hear is that by speaking Spanish, students will be less skilled in English, but what the research is showing is that when you're immersed in language and thinking in multiple languages, you actually become better at communicating, aware of your own thinking," added Regnier. "Because of that, really well-run dual language schools across the country create graduates who speak two languages really well instead of neither language very well."

LEEP has already begun outreach to the community, to find out what its main priorities should be.

"Our first step is to ask for input from the community, and to ask for interest and support from families in Sunset Park and across Community School District 15," Regnier said. "It's been going really well. We've enjoyed hearing families' stories and reaction, and answering questions Sunset residents have. We want to know what

Add

reaction, and answering questions Sunset residents have. We want to know what families care about most and what they prioritize as a need for a new school in the area."

"Latino families are saying we want our kids to learn English really well but we don't want them to forget their Spanish or who they are," added Gutierrez. "We're trying to make speaking Spanish a matter of pride. What can we do to affirm that, build on that and use it as a way to accelerate learning for kids and also maintain that language over time?"

LEEP received early funding the Carnegie Corporation of New York, said Gutierrez, "that allowed us to do our first national strategic plan. We studied actual charter schools that were functioning around the country and doing this work and we put that into a business plan."

According to Regnier, LEEP — which will apply for a charter the New York State Board of Regents — has been working with a real estate broker and identified five possible locations.

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"Our hope is that the Regents will vote on a proposal this November which would mean we would be opening the school in August, 2019," said Regnier, acknowledging however that the process is difficult.

"New York has strict requirements for charter schools looking to open and it should," he went on. "It requires us to think very carefully about every single element in how this school is going to be run because we're asking to be entrusted with children and tax dollars, and it's important that we have everything tightly planned and we have a talented team to run the school. It's a high bar but we're trying very hard to meet it."

LEEP representatives will appear before Community Board 7 at its Education and Youth Committee meeting on Wednesday, August 8.

For more information on LEEP, visit www.leepacademies.org.

Topics:

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Recent Promotions on LEEP Dual Language Academy - Brooklyn
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	Boosted Post Nombramos "las fundadoras de LEEP"--vengan… Promoted by Roberto Gutierrez on Aug 9, 2018 Finishes in 9 hours	453 People Reached	18 Post Engagement
	Boosted Post Apunte en su calendario las fechas importantes… Promoted by Roberto Gutierrez on Aug 5, 2018 Completed	774 People Reached	24 Post Engagement
	Boosted Post Manténgase al tanto de nuestras noticias para … Promoted by Roberto Gutierrez on Aug 2, 2018 Completed	432 People Reached	2 Messaging Conver
	Event Promotion Reunión de Familias LEEP Thursday, August 2, 2018, 6:30 PM - 7:30 PM Promoted by Roberto Gutierrez on Aug 1, 2018 Completed	508 People Reached	4 Event Responses
	Boosted Post Honrar a nuestros ancestros es reclamar una fu… Promoted by Roberto Gutierrez on Jul 31, 2018 Completed	577 People Reached	24 Post Engagement
	Boosted Post Vean este articulo que se publicó hoy mismo en… Promoted by Roberto Gutierrez on Jul 27, 2018 Completed	1,901 People Reached	19 Link Clicks
	Boosted Post Nuestro fundador, Roberto Gutierrez presento e… Promoted by Roberto Gutierrez on Jul 25, 2018 Completed	573 People Reached	22 Post Engagement
	Event Promotion Sesión Informativa LEEP Wednesday, July 25, 2018, 6:30 PM - 7:30 PM Promoted by Roberto Gutierrez on Jul 21, 2018 Completed	1 People Reached	-- Event Responses
	Boosted Post Venga y únase a LEEP y conozca a mas familia… Promoted by Roberto Gutierrez on Jul 19, 2018 Completed	-- People Reached	-- Post Engagement
	Boosted Post Mañana, únete a nuestras familias de LEEP, un… Promoted by Roberto Gutierrez on Jul 12, 2018 Completed	2,920 People Reached	177 Post Engagement
	Boosted Post Bilingual by fifth grade? ¡Sí! LEEP Academy is … Promoted by Roberto Gutierrez on Jun 30, 2018 Completed	2,555 People Reached	46 Link Clicks

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Public awareness campaigns social media posting on Spanish Language FB: Total Reach 11, 500.

Parent Nights Posters

Total of 8 Parent Nights at Three Locations
Total Attendance Avg: 18/night
Founding Group of “LEEP Generalas”

Parent Volunteers

12 Mexican immigrant moms, Gathered over 100 signatures

Consistently attended parent engagement nights

Attended their first Distract 15 CEC meeting, August 14

Tabling at Night Out Sunset Park

Over 200 persons in attendance

Meet reps from 72nd Precinct Reps

Meeting with Councilman Carlos Menchaca

Staffers from District Attorney
Eric Gonzales

LEEP Dual Language Academy Charter School

Attachment 2C

LEEP Dual Language Academy is pleased to have the support of the New York City Department of Education's Office of School Design and Charter Partnerships. As of August 14, we have been informed that a formal letter is forthcoming directly to NYSED.

Harris Melissa Aug 7 (8 days ago)

to Nagourney, me, Gabrielle, Michael

Roberto, it was great talking with you!

As we discussed, I am happy to provide a letter of support.

Including Jennifer Nagourney from me team who will work with you to finalize.

Thanks,

Melissa

Melissa Harris
Senior Executive Director, Office of School Design and Charter Partnerships at NYC Department of Education

From: Roberto Gutierre[redacted]
Sent: Friday, August 3, 2018 2:08:14 PM

COURSE DESCRIPTIONS

Abbreviations: CKLA = Core Knowledge Language Arts

Spanish Language Arts (taught in Spanish):

Gr.	Reading and writing	Speaking, listening, vocabulary, and knowledge
K	Students learn fundamental pre-reading, reading and writing skills in Spanish. They develop content and skills including Phonological awareness, Print concepts, Phonics and word recognition / Fluency, Writing mechanics, and Early writing experiences (stories, opinions, facts). Students will receive whole group instruction followed by independent practice in centers during which time the teacher will work with small groups on targeted skills based on data collected. Resources: *Estrellita* curriculum; *Writing Revolution* strategies; Haggerty *Conciencia Fonemica*	Students learn to read, to follow texts read by others, and to analyze texts. Students engage in read-alouds with discussions, other kinds of speaking and listening practices, and home reading. In the process, they acquire content knowledge important for reading comprehension. Specific content and skills include: Spanish sounds High-frequency words and phrases Basic grammatical forms Integration of knowledge and ideas Literary and informational texts Resources: *Estrellita*; selected elements (e.g. vocabulary, discussion frames, spoken phrases) from *Benchmark Adelante*; Haggerty *Conciencia Fonemica;* exercises for oral language recording/listening software; curated classroom library books in varying levels; curated read-aloud discussion questions following adapted Core Knowledge *Sequence*.
1	Students will be in the instructional stage of reading development. They can read independently and they can read silently. Students move from phonological awareness to phonemic awareness, to phonics, and into a connected text. When student shows solid foundation in Spanish phonics they will move to more complex phonemic awareness including: Open syllables following consonant-vowel (CV) pattern	Students have foundational reading skills and begin to learn language forms and functions. Students engage in grammatical instruction, writing workshop, writing personal narratives, and verb conjugations. Specific content and skills include: Adjectives, pronouns, possessive words, interrogative and exclamatory words Resources: Same as above

	Closed syllables following the VC or CVC pattern Silent letters (**h** is always silent, **u** is silent after **g** or **q**) In their writing development students: Print legibly including spacing Students are able to differentiate between a letter, a word and a sentence. Correct punctuation including periods, exclamation marks and question marks Appropriate use of capitalization Resources: Same as above	
2	Students continue their trajectory as readers by engaging in more complex reading skills. By second grade students read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist. Students will draw upon a variety of comprehension strategies as needed--re-reading, self correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. Students are able to generate ideas for their writing and can engage in the beginning stages of the writing process. Students will write brief narratives based on personal experiences. With assistance they are able to revise their drafts. Resources: Same as above	Students know the meaning of simple prefixes and suffixes. Students understand the gender and number associated with words. They are able to use possessive words. Their use of verb tenses becomes more sophisticated including present, past, and future tenses. Resources: Same as above
3-5	By third grade students reading sophistication includes self-correction, use of context clues, making predictions, identifying main ideas and supporting details, and understanding author's purpose. In grades fourth and fifth students will continue to work on these	Students are able to compose complex and compound sentences. They use transitional words. Students are able to relate and retell events. They engage in conversations and dialogues to relay information. Students are able to give descriptions and relate them to time.

	concepts but the depth of complexity will be more sophisticated as students begin to apply the academic language that they are learning rather than simplistic language. In their writing students are able to write complete paragraphs, with topic sentence, supporting facts/details and conclusion. Resources: Same as above	As with the reading and writing progression, students' speaking, listening and vocabulary will become more complex as their knowledge of academic language expands. Resources: Same as above

CK Sequence:
https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2016/09/CKFSequence_Rev.pdf
CKLA Listening and Learning Strand:
https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/General-Overview-LL-k-2.pdf

Kindergarten Sequence domains: Nursery Rhymes and Fables, The Five Senses, Stories, Plants, Far, Native Americans, Kings and Queens, Seasons and Weather, Columbus and the Pilgrims, Colonial Towns and Townspeople, Taking Care of the Earth, Presidents and American Symbols

Grade 1 Sequence domains: Fables and Stories, The Human Body, Different Lands / Similar Stories, Early World Civilizations, Astronomy, The History of Earth, Animals and Habitats, Fairy Tales, A New Nation, Frontier Explorers

Grade 2 Sequence domains: Fairy Tales and Tall Tales, Early Asian Civilizations, Greek Myths, The War of 1812, Cycles in Nature, Westward Expansion, Insects, The U.S. Civil War, Human Body: Building Blocks and Nutrition, Immigration, Fighting for a Cause

Grade 3 Sequence domains: Class Tales: Wind in the Willows, Classification of Animals, Human Body: Systems and Senses, The Ancient Roman Civilization, Light and Sound, The Viking Age, Astronomy: Our Solar System and Beyond, Native Americans: Regions and Cultures, European Exploration of North America, Colonial America, Ecology

Grade 4 Sequence domains: Personal Narratives, The Middle Ages, Poetry, Islamic Empires, Quest: Eureka!, Geology, the American Revolution, Treasure Island

Grade 5 Sequence domains: Personal Narratives, Early Amrican Civilizations, Poetry, The House on Mango Street, Adventures of Don Quixote, The Renaissance, The Reformation, Quest: A Midsummer Night's Dream, Native Americans

Diagnostic / formative / interim / summative assessments: Purpose / Design / Format

Sources [remove and add to curriculum attachment later]:
Estrellita:
http://estrellita.com/wp-content/uploads/2014/09/K-1_ScopeAndSequence_FINAL_Web.pdf

English Language Arts:

Gr.	Lang.	Reading and writing	Speaking, listening, vocabulary, and knowledge
K	ENG	None**	[topics] Understanding literary and informational texts (texts in history, science, music, and visual arts) Poetry Fiction Sayings and Phrases *CKLA - Kindergarten - Listening & Learning strand*

1	ENG	To build students' phonemic awareness in English they will begin to be exposed to sounds that are similar in both languages. Students will sound recognition and production of similar sounds then move towards recognizing and producing different sounds for the same letter or letter combination in each language. Using literature and content material, students will learn: letter recognition beginning and ending sounds blends rhyming words silent letters homonyms Cursive handwriting Resources: *Fundations,* Cursive handwriting curriculum	Students will focus on the interpersonal communication use of English forms and functions. They will describe, classify and compare. In the second half of the year students will also learn to predict and infer as well as express cause and effect. The development of students' vocabulary will facilitate their reading and writing development. They will need to be exposed to academic language in context then given the opportunity to practice utilizing the words in context. This will be accomplished through: Focusing on cognates Role playing Using gestures Using pictures and graphic organizers [Grammatical forms topics from CoI] [Vocabulary topics from *CoI* including academic language] Understanding literary and informational texts Resources: *Carousel of Ideas* (Set 1/Year 1) *CKLA - Grade 1 - Listening & Learning*
2	ENG	As the complexity of the English language deepens students will receive instruction in word attack skills and decoding using English phonetic skills (note: metalinguistic	The forms of functions students will focus on developing include: expressing needs and likes, asking informational questions, describing places/people/things, describing

		instruction begins as teachers will need to explicitly instruct students as to the differences between English and Spanish phonemic structures). By the end of their second grade year students will need to identify and read at least 300 high-frequency words from a commonly used list By second grade, students' writing should include a beginning, middle and end. They are able to use correct spelling, capitalization and punctuation. As they have received instruction in Spanish, the focus on writing in English is on the mechanics of the language; ensuring that students are using grammar appropriately. *Fundations,* Cursive handwriting curriculum	actions, describing spatial/temporal relations, comparing, contrasting and drawing conclusions. Skills will be taught in the context of listening and interpreting oral histories, creating a personal timeline and a personal hero; link to writing through biographies and autobiographies. *Carousel of Ideas* (Set 1/Year 2)
3-5	ENG	Students will develop reading skills to understand a wide variety of literary and informational texts. Students will work on developing their fluency, grammar, and grammatical conventions using academic language in context. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Students will begin to identify and use contractions. *Fundations*	Students will have developed sufficient English language to be able to listen and respond to the ideas of others while contributing their own ideas in academic conversations and in groups. Students will learn English rhetoric differs from Spanish rhetoric. Linguistic skills of focus will be: Distinguish among multiple meaning words and homographs Identify and use antonyms, synonyms, homographs, and homophones *Carousel of Ideas* (Set 2/Year 1)

NYS ELA standards:
http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf

Core Knowledge Sequence:
https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2016/09/CKFSequence_Rev.pdf

https://www.coreknowledge.org/wp-content/uploads/2017/03/ReadAloud_Checklist_072013.pdf

http://www.ballard-tighe.com/carousel-of-ideas/common-core/carouselccss.pdf

	Kindergarten	**Grade 1**
Math	Introducing and Developing Numbers 0-5 and Reciting Numbers to 30 Introducing Contextual Sums and Minuends to 5 Introducing and Developing Numbers 6-10 and Reciting Numbers to 60 Contextual Sums and Minuends to 5 Data Analysis with Numbers 0-10 Introducing and Developing Numbers 11-15 and Reciting Numbers to 90 Introducing Contextual Sums and Minuends to 10 Introducing and Developing Numbers 16-20 and Reciting Numbers to 100 Geometry - Two Dimensional Shapes Geometry - Three Dimensional Shapes Coin Identification *Bridges in Mathematics* (Spanish), *Eureka Math* (Spanish), OR *Ready Matemáticas.**	*switch to English* Numeracy Using Data Analysis Addition and Subtraction up to 10 Time to the Hour Addition and Subtraction up to 20 Foundation of Numbers up to 99 Number Relationships up to 120 and Coins
Social Studies	[Content and skills] Core Knowledge – supplemented and amended for Spanish and to include the Pan-American Experience Geography: Spatial Sense Geography:	[Content and skills] *FOSS* by Delta Education (Spanish)

Science	[Content and skills] *FOSS* by Delta Education (Spanish) Brain science mini-units: growth (from growth mindset research); understanding that our effort makes our brain grow and we learn through effort, strategy, and persistence; links to core values of GROWTH, DETERMINED EFFORT Core Knowledge **Plants and Plant Growth** **Animals and Their Needs** **The Human Body** **Introduction to Magnetism** **Seasons and Weather** **Taking Care of the Earth** **Science Biographies**	[Content and skills] *FOSS* by Delta Education (Spanish)
SEL	Understanding and identifying emotions Learning and practicing "12 Tools": Breathing ("I calm myself and check-in.") Quiet/Safe Place ("I remember my quiet/safe place.") Listening ("I listen with my eyes, ears, and heart.") Empathy ("I care for others. I care for myself.") Personal Space ("I have a right to my space and so do you.") Using Our Words ("I use the 'right' words in the 'right' way.") Garbage Can ("I let the little things go.") Taking Time ("I take time-in and time-away.") Please and Thank You ("I treat others with kindness and appreciation.") Apology and Forgiveness ("I admit my mistakes and work to forgive yours.") Patience ("I am strong enough to wait.") Courage ("I have the courage to do the right thing.") Understanding of Tools' links to core values: CARE, TRUST, RESPECT, GROWTH, COURAGE Resource: *Toolbox* by Dovetail Learning (Spanish)	Brain science of growth and effort Emotions and 12 Tools, with more sophisticated explanations Self-reflection through journal writing Resource: *Toolbox* by Dovetail Learning (Spanish)

*Founding Principal will make final decision. These three curricular packages meet our criteria as: highly rated by EdReports.org for Focus & Coherence, Rigor & Mathematical Practices, and Usability; aligned to New York State standards; and available entirely or almost entirely in Spanish.

LEEP Dual Language Academy Charter School

Attachment 3a

A Day in the Life of a LEEP Dual Language Academy Student

On a bright February morning, María Cristina Martínez walks with her mother to school. She's a kindergarten student at LEEP Dual Language Academy Charter School in Sunset Park, Brooklyn. Maria's family moved to the neighborhood from Puebla, Mexico, three years ago. Her father washes dishes at a local restaurant; her mother cleans houses and pulls shifts at the laundromat. Maria, her parents and two brothers share a two-bedroom apartment with an uncle who sleeps on the couch.

The hour is early but the energy is predictably high. The principal greets them at the school entrance with a smile and a routine question: "¿Cómo pensamos, Maria?" *How do we think?* She grins. "¡Pensamos duro!" *We think hard!* With a fist bump for the principal and a kiss from her mother, Maria makes her way in to breakfast.

Maria's mother chuckles at the exchange. She remembers the year's first family workshop, when Maria's teacher explained what the kids were learning in science: about how their brains get stronger with effort, just like muscles. She likes how the school finds ways to reinforce these lessons, and how everything is spoken in terms of "we."

After breakfast, Maria and classmates walk to class. Their line is orderly but chatty, with her friends talking in Spanish, English, and sometimes Chinese. From the teachers, though, they hear only Spanish. "Buenos días, Maria." Ms. Ortiz shakes Maria's hand at the doorway. Maria drops her homework folder in a basket, hangs her coat, and finds her seat. Ms. Ortiz asks for quiet in "tres… dos… uno" and the chatter has stopped.

After the Pledge of Allegiance ("...con libertad y justicia para todos"), the students gather in a circle on the carpet for *ronda popular*, a morning check-in. Maria shares something from life outside of school and how it makes her feel, as the teacher takes notes on a large note paper. *We got a new pet fish,* she says in Spanish, *and I'm feeling… excited about it.* Her classmates think that's cool, and take their own turns to share. Calling on the last volunteer, Ms. Ortiz praises him for using his "Patience tool," their focus in social-emotional learning this month. The class recites the definition: "Soy lo suficiente fuerte para esperar." *I am strong enough to wait.*

The children dance and stretch while Ms. Ortiz plays part of "Brinca La Tablita," a short Mexican children's song about adding. Then, fifteen minutes into the day, it's time for math.

The students have been practicing decomposing numbers less than 10 into multiple parts, and visualizing that process in multiple ways. Ms. Ortiz projects the number 9 on her document camera and asks the students to think about how to break it down. Maria raises her hand but Ms. Ortiz nonverbally signals her to put it down. She calls on Tanya, whose hand was not raised. *Tanya, how can we break down the number 9?*, she asks in Spanish.

"Siete… siete y ocho?" ventures Tanya. *Seven and eight?* She's confused.

Ms. Ortiz reminds the class that decomposition is about breaking up a larger number. She uses her fingers to show an example: 3 breaking up into 1+2. So, *Tanya says 7 can come out of 9. That is true! Now listen carefully: what is a strategy Tanya can use to find the other number, the distance between 7 to 9? Not the answer -- I'm looking for a strategy? Juan?*

"Contar de arriba hacia abajo, oséa de mayor a menor," suggests Juan. *Counting on.*

Thank you, Juan. Let's try it, says Ms. Ortiz. *Tanya?*

Tanya nods, unflustered. Mistakes are part of the process here and she feels the class supporting her. “Ok, siete... ocho, nueve.” She looks at her two fingers. “Dos. So… I mean, entonces... siete más dos es igual a nueve.” *Seven plus two equals nine.*

Ms. Ortiz smiles and leads a quick chant. “Clap, clap, clap-clap-clap, ella-lo-resolvió!” *She worked it out.* María and her classmates repeat it back, honoring Tanya’s hard thinking. The principal will later add a clip of this exchange to the school’s video library, tagging it with three terms from the *Teach Like a Champion* system: Cold Call, No Opt Out, and Culture of Error. In the moment, though, the lesson immediately continues.

María and her class continue their morning with Spanish Language Arts. Ms. Ortiz reads aloud from *El Gallo de Bodas*, a Cuban folk tale about a bossy rooster going to a wedding. After the story, she leads a discussion with the class about what they noticed in the story. The class talks about the rooster character, and how he treated the other characters at the beginning of the book. Tanya says he wasn’t using his Please and Thank You tool, which they learned back in October. Juan liked the elaborate chain of events, which reminded him of the idea of “cause and effect” from science class. *Good point. So is this a science book?*, asks Ms. Ortiz.

In my opinion, it could be a science book because we study animals in science, says María; *in my opinion* is a discussion phrase she has been practicing. Kevin raises his hand and is called on. “I disagree con María,” he says.

Ms. Ortiz smiles in affirmation. “Podrías decirme por qué,” she tells him -- *you could say* -- “No estoy de acuerdo porque…" She points to that phrase on a poster nearby.

“No estoy de acuerdo con María,” he repeats. “Porque, los animales no hablan en la ciencia.” *Animals don’t talk in science.* It’s a point about which genre of text they are reading. The students explore that for several more minutes, thinking of ways in which this book is similar to other folk tales they have read. Some of the examples are from Spanish Language Arts, others from English Language Arts, where they use the same format for read-alouds and discussions.

After the read-aloud, Spanish Language Arts continues. The students go to work at literacy centers, practicing different skills. María didn’t read before kindergarten and is proud that she now can. As someone from a Spanish-speaking home, she also likes the “buddy” activities that pair her with her with Kevin, whose family speaks English and Chinese at home. They work well together, and she feels proud when she can help him remember the right word in Spanish, but sometimes he corrects her Spanish, too.

Next up is art class. María likes visiting the art room, where older children’s studied sketches hang next to their attempts at different styles from across history and around the world. (Her favorite is a fifth grader’s artistic fusion: a Japanese-style landscape scene made in the tiny dots of the French pointilists.) María is working on the third version of a patterned rectangular design, which she has made brighter and bolder in two successive drafts. By the Spring Exhibition, her rectangle will be a frame for a picture of a “hero” she admires in her family.

María goes to lunch next, sitting with friends from her class and telling silly jokes. They go back and forth between Spanish and English, sometimes gently correcting each other. María’s oldest brother refuses to speak Spanish at home, which hurts their parents’ feelings. Maybe his school is different; María loves the way her friends and teachers all speak Spanish, in their different national accents, and they always reminder how helpful it will be when she grows up to speak both languages.

The playground is next. María spends most of the time on hopscotch, but other days she will climb on the play structure or jump rope. An older kids’ soccer game breaks down a few

times, but they children work out their problems and get back to playing, under the watchful eye of two teachers. There is no tolerance for bullying or exclusion at the school, but the teachers know children need free play--and a chance to practice using their social-emotional skills.

On the way back to the classroom, María sees the principal again "María, ¿supe que tu papi te dio una mascota?" *Did you get a pet?* María's eyes get wide. How did the principal know that? *Yes*, she answers, *a fish!* A few years later she'll finally understand: the school staff pay attention the notes from each morning meeting, looking to provide support and connection.

After lunch Ms. Ortiz calls for quiet time: a few minutes of rest and slow breathing. When everyone is ready to focus, English Language Arts begins. María joins her reading group to practice some phrases. They're working on "renaming people," which María reminds her groupmates about: "I can call Ms. Ortiz Ms. Ortiz, but later on I can call her 'she.'" Next is another Read-Aloud session – *The Snowy Day*, with a discussion about the five senses -- which neatly leads into their social studies lesson on the national anthem.

After a break, science class rounds out the day's schedule; other days María will have physical education and music. Ms. Ortiz gets out a magnet and leads the children in a series of predictions and observations: ¿Qué va a pasar?," she asks, again and again. *What's going to happen?* After watching a few objects stick, they try to figure out the rule. Magnets attract everything. No, magnets attract hard things. No, metal things. Or *some* metal things. This class is over too soon, and Ms. Ortiz leaves them with a question: Could a magnet pick up another magnet? That's for tomorrow.

María follows her class out for dismissal. Her mother signs her out and they walk to the laundromat together, talking about magnets and that bossy rooster. María's homework is never long and always involves practice and review; today, it's about breaking up numbers.

This week's parent bulletin, in multiple languages, explains that math concept and why it matters, directing interested parents to explainer videos on the school's YouTube channel. María's mother likes that the school always keeps her up to date on what's being taught and how she can help. Even with her limited English and evening work hours, she always feel like someone important when she visits the school or hears from Ms. Ortiz, who returns emails quickly and calls regularly to share a quick update about María.

When her mother's shift is over, María and her brothers play outside with friends from the neighborhood. Then it's time for dinner, reading a few books from her backpack with her father, and bedtime. Happy and worn out, María dreams in two languages.

A Day in the Life of a LEEP Dual Language Academy Teacher

Mr. Jose Garcia is a fourth-grade teacher at LEEP Dual Language Academy Charter School. It is November, in his sixth year of teaching and his third at LEEP. He wakes up early and buys coffee after his morning run. By the time the N train reaches Sunset Park, he's caffeinated.

Mr. Garcia reviews his lesson plans for the day, reading over the tweaks he decided on the night before. Lesson planning never starts from scratch; he receives a standard lesson plan for every class he teaches, which he is expected to review and detail and thoughtfully adjust for his particular class. Mr. Garcia makes one last adjustment and then heads to huddle with his *grupo*: the close-knit team of four fourth-grade classroom teachers. As always, they speak Spanish, which with few exceptions is the school's language of business.

Mr. Garcia goes to pick up his class from the cafeteria and shakes each student's hand at the classroom door. They are old enough to know the school's classroom routines, but it's early in the year and the class is still gelling. The morning meeting helps. For Mr. Garcia, what the kids say about their lives (and how they) say it is informative data, and just as relevant to academic success as the formative assessments he gives each month. He makes a mental note to check in with two particular students privately during lunch.

Math is first. Working his students through a fractions problem, Mr. Garcia makes use of a critical technology: personal whiteboards. He poses a question, the students write their answers, then hold them up, allowing him to scan the room for understanding. It's the same implicit question he'll have when marking homework that night: who's not getting it, and why?

Following math is science, then English Language Arts. The class speaks English for this first half of the day, the languages having gradually balanced out to 50-50 since kindergarten. Mr. Garcia knows which students were originally English Language Learners, but a casual observer couldn't tell; they debate a poem with the academic vocabulary they've been steadily building and practicing since they arrived. A group of visitors stops in to watch, as happens frequently. The students hardly notice.

Lunch time arrives and Mr. Garcia has a break, but not before he connects with two students. Yadiel's stepfather has just returned to the Dominican Republic for reasons unclear; Sophia's older sister returned from her expensive private college battling an eating disorder. Even at such a diverse school, Mr. Garcia marvels, human kids have human needs and worries.

After lunch, Mr. Garcia has a planning block while his students go to special subjects. Several of Mr. Garcia's came to LEEP Academy from other high-performing charter schools. They are driven and well trained, but wanted a stronger sense of community. Others came from traditional public schools, but were drawn to a school where the teachers make each other better, and being observed is an opportunity instead of a punishment.

The fourth grade *grupo* meets in one of the team rooms with their instructional coach. One of the writing strategies they teach isn't sticking; why? They go to the exit tickets, then to the digital videos they've captured themselves. Mr. Garcia had bookmarked a key moment from his own class, so they watch that first. Ms. Perez pulls out a stack of homework examples--more evidence. They reach a working theory and plan some adjustments; the discussion will continue later, online.

Mr. Garcia and Ms. Perez are peer partners, so they pair off for a weekly meeting. They talk about their lives for a few minutes, then discuss their "backhands": the specific area they're focused on improving. Ms. Perez tends to stand in front of her class instead of walking around to observe work and get close to distracted students. Mr. Garcia teaches at an energetic pace, but misses opportunities to linger on a question or savor an idea. They're both making progress.

The rest of the day flies by: back to the class for Spanish Language Arts, dismissal, then more lesson planning. The evening will bring, grading, a few parent calls, Thai wide noodles for dinner, and part of a Netflix documentary about the Beatles. The old lyrics echo in his head as Mr. Garcia drifts off to sleep: "Getting better all the time…"

LEEP Dual Language Academy

Attachment 3C – Exit Standards

New York state standards require that all ELLs/MLLs be "expected to meet the same grade level standards as all other students—and each ELL/MLL is therefore entitled to instructional supports, scaffolds and services that support him or her to get there." Necessary supports and scaffolds at LEEP Dual Language Academy Charter school will promote academic, social, and/or cultural development for every child learning English, as well as an immersion in Spanish.

To appropriate develop such standards LEEP, will consider age academic development, English and home language proficiency, as well as culture and background knowledge to lead all students toward a n academic preparation for lifelong readers, writers, and speakers of English and Spanish.

Students at LEEP will be prepared to respond to the Standards in our school through:

- Instruction that is culturally and linguistically appropriate for diverse learners, including those with Individualized Education Programs (IEP).
- Integrated language and content instruction to support language development through language-focused scaffolds.
- Materials and instructional resources that are culturally responsive, linguistically age/grade appropriate and aligned to the standards.

Second Grade Exit Standards - English Language Arts, Mathematics, Science for LEEP Dual Language, as as adapted from Core Knowledge and CC standards. LEEP will also develop companion standards in Spanish, on Core Knowledge platform.

Students demonstrate competency in the following core content strands in ELA, Math and Science: The competencies conform to Common Core. In addition, for ELA, Reading and Math, the Measures of Academic Progress (MAP) assessments (grades 1-5) and NYS standardized test scores (including Science) will also inform LEEP strategies for student promotion. (grades 3-5).

Second Grade English Language Arts- Core Knowledge' Aligned to CC/cross Latin American Stories and Poetry (standards are still in development for the partner language in Spanish; CC sequence on insects for example, will focus on the terrains and environments of home countries, like Mexico, Columbia and Cuba.)

- Demonstrate familiarity with a particular fairy tale consonant with *Beauty and the Beast in Latin America (TBD)*
- Describe the characters, plot, and setting of a particular fairy tale

https://www.coreknow1edge.org/curriculum/language-arts
2: http://www.singaporemath.com/Schools

- Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of a particular fairy tale
- Identify fairy tales as a type of fiction
- Understand a particular poem or poems
- Recall some of the ideas expressed and some of the memorable words or phrases in these poems
- Understand the difference between lyric and narrative poems
- Recognize that narrative poems have characters, settings, plot, and dialogue
- Identify lyric poems as short, musical works that express ideas and feelings of one speaker
- Recognize that some poems contain rhyme that is not exact
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell or touch
- Understand that poems often include similes or metaphors that compare two or more things
- Demonstrate familiarity with specific tall tales
- Identify the characters, plot, and setting of specific tall tales
- Identify tall tales as a type of fiction
- Identify exaggerations as a characteristic of tall tales
- Identify the exaggerations in specific tall tales

Charlotte’s Web for ELA and Cross cultural reference in Spanish

- Understand that stories are one type of fiction
- Understand that fiction comes from the author’s imagination
- Understand why some stories are called *classics*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Charlotte’s Web*
- Describe some aspects of life on a farm
- Define and identify the elements of narration and dialogue

Second Grade Mathematics 2- Singapore Mathematics Aligned to NYS CC/NGLS Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication
- Number and Operations in Base Ten Geometry
- Reason with shapes and their attributes.

Second Grade Science Core Knowledge Aligned to NYS CCLS/Ciclos de la Naturaleza

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2: http://www.singaporemath.com/Schools

- Define the term *cycle*
- Define the term *seasonal cycle*
- Recognize that Earth orbits the sun and the sun does not move
- Understand that it takes one year for Earth's orbit of the sun
- Explain the cause for seasons
- Identify four seasons in the U.S.: spring, summer, autumn (fall), winter
- Explain effects of seasonal changes on plants and animals
- Describe plant and animal processes in spring, summer, autumn, winter
- Define the term *life cycle*
- Identify four stages of the life cycle; birth, growth, reproduction, and death
- Describe the life cycle of a flowering plant (seed to seed); chicken, frog and butterfly (egg to egg)
- Define the term *metamorphosis*
- Recognize that most of the Earth's surface is covered by water
- Identify the three states of matter in which water exists: solid, liquid, and gas
- Define the term *water cycle*
- Understand that there is a limited amount of water on Earth
- Describe evaporation and condensation
- Identify forms of precipitation

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2: http://www.singaporemath.com/Schools

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- Recall that spiders are not insects
- Recall the seasons and the order in which they occur
- Understand how seasons affect life on a farm
- Have a general understanding of spiders and their anatomy

Charlotte's Web II

- Understand that stories are one type of fiction
- Understand that fiction comes from the author's imagination
- Describe the characters, plot (problems and solutions), and setting of *Charlotte's Web*
- Have a general understanding of orb spiders and their webs
- Have a general understanding of how crickets make a chirping sound
- Describe some aspects of life on a farm
- Understand how seasons affect life on a farm
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Describe some aspects of a fair
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe changes in characters
- Understand that an author sometimes gives the reader hints of things to come

Fighting for a Cause

- Explain that members of one (most powerful) group have tended to exclude members of other groups from certain rights
- Identify the causes that Susan B. Anthony fought for during her lifetime

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2: http://www.singaporemath.com/Schools

- Describe the life and contributions of Susan B. Anthony
- Understand that fighting for the right to vote was an important cause for many women throughout the United States
- Understand that organizations and movements were created as women protested their inequality and unfair treatment
- Describe the life and contributions of Eleanor Roosevelt

https://www.coreknow1edge.org/curriculum/language-arts
2: http://www.singaporemath.com/Schools

LEEP Dual Language Academy
Attachment 4

One of the central pillars upon which LEEP Dual Language Academy Charter School is being founded is the establishment of a pedagogy of cariño—which in Spanish and through the various countries and communities where it is spoken has a meaning that ranges from care, love, attention. We find that a well-intentioned loving environment focused on every child's growth and development wherever they are behaviorally, academically, linguistically, culturally and physically is tantamount to our success.

The alignment of our mission of empowering and educating our students along a dual-language high standard curriculum, a pedagogy of cariño, a reinforcement and flowering of cultural appreciation fits well with the statutory framework adopted in New York State. We are committed to conforming to both the spirit of the N.Y. Education Law, Title 1, Article 2 embodied in its naming as Dignity for Students Act (Dignity Act)[1] and by N.Y. Education Law, Section 2851(2)(h) that requires our "rules and procedures by which students may be disciplined, including but not limited to expulsion or suspension from the school, which shall be consistent with the requirements of due process and with federal laws and regulations governing the placement of students with disabilities."

Safe, Secure, Respectful Learning Environment

As we establish a school culture around our mission, core beliefs, and core values where everyone belongs, everyone has important work to do, we work together and we grow together, we seek to identify, strengthen and reinforce what motivates each student towards growth, excellence and participation. Starting from our pedagogy of cariño, we intentionally work to establish caring, respectful relationships between our teachers and students, and between students in their peer experiences with each other. Through these caring relationships, we create, impart and reinforce a sense of safety, order, and predictability. Communicating clearly our general values and specific classroom rules and procedures and our expectations of student and, in turn, what they can expect of their teachers and their fellow peers, we provide the emotional and physical guard-rails for a safe, secure and respectful learning environment where our staff, teachers and students can thrive.

As we build together, maintain and foster an intentional school culture, our teachers, administrators and staff seek to manage student behavior in ways that are warm and firm while promoting an orderly and productive classroom environment. With the overall objective that moment, each hour, each day, each week and each month, we must encourage our students to grow into dignified, self-directed individuals; we are cautioned against creating an environment where micro-management, undue regulation and a regime of compliance only engenders resentment, duplicity and acting out.

Our approach to addressing the socio-behavioral needs of our students starts with and will always reflect our values but will follow and a scaffolding structure which recognizes the evolving needs and development stages of our students.

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[1] "The Dignity Act." The Dignity for All Students Act, NYSED, www.p12.nysed.gov/dignityact/. Accessed 4 Feb. 2018.

Tools for Behavioral Management

At LEEP we will utilize a range of tools and foundational practices—some of which are drawn from *Responsive Classroom*—guided by these precepts: (1) allow for the free expression of spirit and energy of each child where he / she is at developmentally, culturally and behaviorally; (2) communicate and relate care, order and clarity; and (3) utilize the least invasive method of correction but always with respect. Our tools include:

- encouraging polite and inclusive conversations;
- teachers utilizing warm and firm reminding redirecting language as needed;
- teachers employing shared protocols of appropriate voice levels, quiet signals, silence to guide students;
- communicating with students in a caring, encouraging, respectful but rigorous manner;
- celebrating children's behavior when it is attentive and respectful, while allowing it for free flow of expression;
- employing "logical consequence" practices that are "non-punitive responses" that establish clear limits for students to reflect, manage and center their behavioral responses;
- allowing students to fix and learn their mistakes while maintaining their dignity; and
- helping them frame their experiences and challenges in positive ways as part and parcel of the growing, learning process.

Our teachers will utilize these tools preferring least invasive over more invasive ones along the following hierarchy:

- non-verbal gestures,
- positive group anonymous correction,
- proximity,
- private individual correction, and
- lightening quick correction.

We recognize that in this process each child, each student is possessed of physical energy that exhibits itself differently and idiosyncratically. We employ and develop physical expectations that are both age-appropriate, sustainable and reflective of each student. We give our students physical exercise, movement breaks, opportunities for high- and low-sensory input in the classroom, and reasonable tolerance for wiggling and fidgeting, without lowering our expectations for their attention and engagement.

During our professional development training, teachers will share with each other the success or challenges with utilizing these tools, as well as through guided expertise of the professional learn to better employ these tools and refine their deployment.

Student Misbehavior

Despite this preparation, there will still be moments when students misbehave. When this happens, teachers will respond with emotional constancy. They will give corrections privately and nonverbally if possible, or use *Responsive Classroom* techniques including Reminding,

Reinforcing, and Redirecting Language and Logical Consequences such as repairing harm or losing related privileges.

In cases of repeated misbehavior, teachers will use timeouts. If there is extreme misbehavior (continual disruption, extreme disrespect, or a physical altercation), students will be removed from the class and referred to the school leaders for additional communication, consequences and parent involvement. As in academic matters, parents will be enlisted as partners in behavior management, with regular communications about positive as well as negative trends. These measures will be consistent with our policies on escalating forms of discipline and zero-tolerance policies as provided below.

Our approach to behavior management will be generally consistent for students in the general population and those receiving special education services, although teachers' awareness of each student's Individual Education Plan will naturally inform their practice of behavior management. In some cases, students with lower-incidence disabilities may require classrooms with adjusted routines or rules. Our paraeducators and education aides will be trained in *Responsive Classroom* techniques so they can contribute to a consistent student experience.

MTSS

Every student, and particularly many of our students, has faced or will face some distinctive challenges in their early formative years will enter into periods of their time here at LEEP where their actions, behaviors and responses begin to exhibit a pattern outside of the behavioral and physical actions expected of children at their respective age groups.

The cariño relationship that is central in the LEEP approach between teachers and their aides and our students will permit us to recognize and identify when any one of our students begins to enter into these difficult stages, where if the student is left unguided, unsupported and unnurtured can grow and escalate into zero-tolerance behaviors or attitudes. At this stage, the student's behavior will be analyzed daily by his teacher, the Counselor, and the Principal or Dean of Students as part of the school's Multi-Tiered Support System (MTSS). As a team, the MTSS looks for patterns in behavior, assigns interventions, and follows up with adjustments as needed—recognizing that a student-focused view often shows how behavioral and academic challenges intertwine.

As in classroom instruction, the MTSS procedure is commonplace, but high-quality implementation (pace, presence, documentation, follow-through, etc.) make all the difference in effectiveness for students.

The MTSS members will also seek to understand other drivers underlying the student's behavior by conferring with the student's parents / caregivers and the student as well. Often such drivers can be occurring at home with certain changes or responding to new stressors entering the home life; other drivers can be among peer relationships in the form of both physical and emotional bullying; still others can be that student's evolving learning challenges and disabilities; and there are the drivers emanating from psychological, medical and self-perceptual in nature.

Discipline

If a student does not respond to the Tier 2 and 3 interventions and is also disrupting the learning of others and the safety and security of the classroom and open, common areas, disciplinary action will be taken. At this point, the Dean of Students will meet with the student to determine the next steps. In less egregious offenses, the Dean will prioritize the student's academic success seeking with the MTSS the development of actions that permit the student to remain in the classroom.

Where there is a more egregious offense, for example, physical or verbal harassment, fighting, threats, the student may be assigned an In-or-Out of School suspension. In this event, the Dean of Students will meet with the guardians and the student to outline the incident and give the rationale for the consequences.

Short-Term Suspension

A short-term suspension is a suspension equal to or fewer than 10 school days. When a short-term suspension is given, LEEP will provide the student and parents / caregivers with oral and / or written notice with an explanation of the behaviors that led to the consequence. Parents / caregivers have a right to an informal hearing during which a school staff member explains the reason for the suspension. The student can use this opportunity to deny the charge, at which time, the school staff member must share evidence for the school's decision regarding the student's behavior. We intend for all informal hearings to occur prior to the suspension, unless the student poses a threat to students or to the learning environment. If this is the case, the student is granted an opportunity for the informal conference as soon as possible. The Executive Director and Principal will attend all informal hearings.

Checklist for Short-Term Suspension

LEEP will provide written and / or oral notification of short-term suspension where such notification will contain the following information:

- number of days of suspension,
- the behavior that led to the suspension,
- the prior corrective measures or warnings, and
- the date during which an informal hearing occurred between the Executive Director, Principal, student and parents / caregivers giving both have opportunity to share their version of the incident and provide proof or explanation.
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Long-Term Suspension/Expulsion

A long-term suspension is a suspension longer than 10 school days. LEEP will provide the student and parents with written notice of the long-term suspension, including the behaviors that led to the consequence. The written notice from LEEP will include information about the suspension including instructions regarding how to schedule a hearing, if the student or parents / caregivers chooses to do so, including their right to secure counsel, confront, and cross examine witnesses, and call his or her own witnesses to verify his / her version of the incident. A record of the hearing will be maintained, and the hearing officer's decision is appealable to the Board of Trustees and then to the authorizer, pursuant to Education Law Section 2855(4).

The Long-Term Suspension shall comply with the following requirements:

- A written notification of long-term suspension including:
  - number of days of suspension,
  - the behavior that led to the suspension,
  - the prior corrective measures or warnings, and
  - information on how the student/parent can appeal the long-term suspension.

- A formal hearing conducted with the Executive Director, Principal and the student and parents / caregivers where the student is allowed counsel and the opportunity to confront and cross examine witnesses to verify his / her version of the incident and where:
  - a hearing Officer is an impartial figure, selected by the Head of School,
  - if available, attendance by the Board Chair or the Vice Board Chair if the Board Chair is not available, and
  - hearing records must be documented and saved by the school.

Expulsion

Zero-tolerance / behavioral infractions that can lead to expulsion include:

- possessing a dangerous or illegal weapon or anything intended to be used as a weapon including, including but not limited to, a knife or gun;
- possessing a controlled substance including, but not limited to, illegal drugs or alcohol;
- repeated suspensions;
- assault (i.e. threatening assault, hitting, kicking, punching, slapping, pushing) against fellow students or members of the school community including teachers, staff and administration; and
- theft or destruction (attempted or actual) of personal or school property, including arson.

Long-term Suspension and Expulsion Due Process Procedures and Appeal Process

In the case of long-term suspension or expulsion, we will follow as provided below a set of due process procedures (Due Process) that comply with all applicable laws:

- remove the student immediately from class / school as needed;
- inform the student of the charges against him / her as well as the evidence of those charges; giving the student, when applicable, the student has the opportunity to explain his / her version of events; and
- immediate notice by the Executive Director to the guardian of the child (parents / caregivers) in person or on the phone and send written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel, along with
  - the date for a formal hearing, the time and place of the hearing,
  - the charges against the student,
  - a summary of the supporting evidence and prior measures, and
  - their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.
- The Executive Director will preside at the hearing and make a decision as to the student's status and issues a written decision which is sent to the student's guardians (parents / caregivers), the Board of Trustees, and placed in the student's permanent file. If the Head of School finds that long-term

suspension or expulsion is indicated, the guardians of the student may appeal this decision to the Board of Trustees within 10 days of the decision to suspend or expel.

- Such appeal is heard at the discretion of the Board Chair; in such cases the guardians are once again notified in writing of the date, time, and place of the hearing, as well as:
  - the charges against the student,
  - a summary of the supporting evidence and prior measures, and
  - their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.
  -

Alternative Instruction

LEEP will provide alternative instruction in accordance with New York's compulsory education law when students are removed from school. All suspended students are eligible for alternative instruction for one-hour per day for students in grades K-5. To arrange this instruction, the school will reach out to the parents / caregivers with proposed dates, times, and locations, and the parents / caregivers is required to follow-up to confirm.

Gun Free Act

LEEP adheres to the Gun-Free Schools Act, which requires a student who is determined to have brought a firearm to school, or possessed a firearm at school, to be suspended for no less than one year. The school and / or Board of Trustees may modify such suspension requirement on a case-by-case basis.

Carrying out the provisions of the Gun-Free Schools Act shall comply with the following:

- should a student brings a firearm, it shall fit into the definition provided in 18 U.S.C. § 921(a)), to school, the student will receive a suspension for at least one full calendar year if it is determined; and
- such student shall receive a due process hearing.

Students with Disabilities

LEEP will provide "methods and strategies for serving students with disabilities in compliance with all federal laws and regulations relating thereto."[2] We expect that all LEEP students, including students with disabilities, to follow our school culture expectations and code of conduct, with the understanding that violations will cause the school to respond with relevant discipline procedures. LEEP will adhere to all federal policies and regulations regarding students with disabilities as noted in Education Law §2854(1)(b) and IDEA, and will discipline students with behavior plans in accordance with those plans.

If the student is being suspended for less than or equal to 10 consecutive or cumulative days, the student is subject to the same due process requirements as short-term suspension (see above). If, however, a student with a disability is receiving a suspension for longer than 10 cumulative days throughout the school year, LEEP must make a determination as to whether a pattern of removal exists constituting a change of placement. If we determine that there is a pattern of removal, a Manifestation Determination Review is required. As the Local Education Agency (LEA) for special education students in charter schools, NYC DOE

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[2] Education Law §2851(2)(s).

must send a representative from the Committee of Special Education (CSE) to get involved and review the situation.

Policies Against Harassment, Bullying, and Discrimination

LEEP is committed to creating a safe space for all students and will abide by the New York State Dignity for All Students Act (DASA): "The Dignity Act seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function."[3] This includes cyberbullying. To create and maintain a safe and supportive school community, LEEP will:

- engage the local Youth Officers at Precinct 73 to host anti-bullying sessions;
- explicitly share with students during Student Orientation our definitions and examples of harassment, bullying, and discrimination and express the seriousness of these behaviors and our policies for responding to these behaviors;
- explicitly share with families during Family Orientation our definitions and examples of harassment, bullying, and discrimination and express the seriousness of these behaviors and our policies for responding to these behaviors; and
- create an anonymous way for students to report harassment, bullying, and discrimination.

Definition of Harassment, Bullying, and Discrimination

"Harassment" and "Bullying" are the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying shall include, but not be limited to, those acts of discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and nonverbal actions."[4]

Response to Harassment, Bullying, and Discrimination

If harassment, bullying, or discrimination are reported to any teacher, we will respond accordingly with the following actions:

- all relevant information will be passed to the Dean of Students;
- the Dean of Students will conduct an investigation and inform all students and their parents that they are part of a case regarding harassment, bullying, and/or discrimination;

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[3] "The Dignity Act."

[4] Dignity for All Students Act Policy. www.mamkschools.org/uploaded/District_Files/0000-0999/0116_DASA_policy.pdf. Accessed 5 Feb. 2018.

- once the investigation is complete, the Dean of Students will assign a consequence to the student(s) accused of the harassment, bullying, and / or discrimination where such consequence will depend on the behavior and is at the discretion of the Dean of Students and Executive Director, subject to:
    - if the consequence is to exceed a 5-day suspension, the Head of School must be informed and give consent;
    - if the consequence is to exceed a 10-day suspension, the Head of School must be informed, give consent, and share with the Board of Trustees;
    - the accused student(s) may not return to school until they have had a parent conference with the Dean of Students and written and presented a formal apology to the student they wronged; and
- The incident must be documented for the school and, if requested, shared with the local Police Precinct.

Student/Parent Harassment, Bullying, and/or Discrimination Report

LEEP encourages any student or parents / caregivers to report harassment, bullying, and/or discrimination their child is facing at school. To report, a student or parents / caregivers must follow the following guidelines:

- report the incident to the Dean of Students, and includes details of incident (name of students, location, time, behaviors);
- the Dean of Students will document the information and save it in school files; and
- the Dean of Students will conduct an investigation and be in contact with the reporting parent within 5 school days with next steps.

Harassment, Bullying, and/or Discrimination Retention Policy

LEEP will not tolerate any form of retaliation in response to a student who has filed a harassment, bullying and/or discrimination report. "Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited."[6] Retaliation will lead to additional consequence determined by the Executive Director and Principal.

LEEP Dual Language Academy Charter School

Attachment 4a

Sample Student Schedule: Kindergarten									
Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**	
7am Student Arrival & Breakfast	Mins.	*7am Student Arrival & Breakfast*	Mins.	*7am Student Arrival & Breakfast*	Mins.	*7am Student Arrival & Breakfast*	Mins.	*7am Student Arrival & Breakfast*	Mins.
7:40am SEL Assembly	45	7:40am SEL / Morning Meeting	30	7:40am SEL / Morning Meeting	30	7:40am SEL / Morning Meeting	30	7:40am SEL / Morning Meeting	30
Math	80	Math	80	Math/Science Block	125	Math	80	Math	80
SLA: Whole Class	70	SLA: Whole Class	70			SLA: Whole Class	70	SLA: Whole Class	70
SLA: Literacy Centers	50	SLA: Literacy Centers	50	SLA	45	SLA: Literacy Centers	50	SLA: Literacy Centers	50
Lunch/Recess/ Bathroom	40	Lunch/Recess/ Bathroom	40	Lunch/Recess/ Bathroom	45	Lunch/Recess/ Bathroom	40	Lunch/Recess/ Bathroom	40
Social Studies	45	Social Studies	45	Social Studies	45	Social Studies	45	Social Studies	45
English Language Arts	50	English Language Arts	50	English Language Arts	35	English Language Arts	50	English Language Arts	50
Recess/Bathroom	20	Recess/Bathroom	20	Music*	55	Recess/Bathroom	20	Recess/Bathroom	20
Science	45	Art*	45	***2pm Dismissal***		Music*	45	Science	45
Music*	55	Physical Education*	70	Teacher and Parent Meetings		Physical Education*	70	Art*	70
4pm Dismissal		***4pm Dismissal***				***4pm Dismissal***		***4pm Dismissal***	
School Day Minutes	500	School Day Minutes	500	School Day Minutes	380	School Day Minutes	500	School Day Minutes	500
* speciality classroom		*SEL = Social-Emotional Learning*		*SLA = Spanish Language Arts*				Taught in Spanish, English	

	Sample Student Schedule: Grade 6				
Mins	Mon	Tue	Wed	Thu	Fri
40	Math	Math	Math	Math	Math
40		Science		Science	
40	Social Studies		SLA		Social Studies
40	SLA	Social Studies		Social Studies	SLA
40			Science		
40	Advisory	Advisory	Lunch	Advisory	Advisory
40	Lunch	Lunch	ELA	Lunch	Lunch
40	ELA	XDI		XDI	ELA
40		Technology	Technology	Technology	
20	Music	Art	2pm Dismissal	Music	Music
20					
40				Art	
40	XDI (Cross-Disciplinary Inquiry)	PE		PE	XDI
20					
	4pm dismissal	4pm dismissal	4pm dismissal	4pm dismissal	4pm dismissal
	500 minutes	500 minutes	380 minutes	500 minutes	500 minutes
					Taught in Spanish, English

LEEP Dual Language Academy Charter School

Attachment 4b

Sample Teacher Schedule: Grade 3 (Not to timescale)

Red: taught in Spanish | Blue: taught in English | Professional Time | SEL = Social-Emotional Learning | SLA = Spanish Language Arts

Monday		Tuesday		Wednesday		Thursday		Friday	
6:45am Staff Arrival	Minutes	*6:45am Staff Arrival*	Minutes	*6:45am Staff Arrival*	Minutes	*6:45am Staff Arrival*	Minutes	*6:45am Staff Arrival*	Minutes
Pro Time: Prep	15	Pro Time: Prep	15	Pro Time: Prep	15	Pro Time: Prep	15	Pro Time: Prep	15
Arrival Greeting / Teacher Huddles	40	Arrival Greeting / Teacher Huddles	40	Arrival Greeting / Teacher Huddles	40	Arrival Greeting / Teacher Huddles	40	Arrival Greeting / Teacher Huddles	40
With class at SEL Assembly	45	**Lead SEL morning mtg**	30	**Lead SEL morning mtg**	30	**Lead SEL morning mtg**	30	**Lead SEL morning mtg**	35
Math	80	**Math**	80	**Math & Science Block**	95	**Math**	80	**Math**	80
SLA: Whole Class	70	**SLA: Whole Class**	70			**SLA: Whole Class**	70	**SLA: Whole Class**	70
SLA: Literacy Centers	50	**SLA: Literacy Centers**	50	**SLA**	45	**SLA: Literacy Centers**	50	**SLA: Literacy Centers**	50
Pro Time: Lunch with Peer Partner	40	Co-supervise Lunch/Recess	40	Pro Time: Team Lunch	45	Co-supervise Lunch/Recess	40	Pro Time: Leader Lunch	40
Social Studies	45	**Social Studies**	45	**Social Studies**	40	**Social Studies**	50	**Social Studies**	45
English Language Arts	50	**English Language Arts**	50	**English Language Arts**	40	**English Language Arts**	50	**English Language Arts**	45
Co-supervise Recess	20	Co-supervise Recess	20	Pro Time: Co-Planning and Instructional Coaching (students in Music and PE)	85	Co-supervise Recess	20	Co-supervise Recess	20
Science	45	Pro Time: Planning (students in Art and PE)	115			Pro Time: Planning (students in Music and PE)	110	**Science**	45
Pro Time: Planning (students in Music)	55			Facilitate 2pm dismissal	15			Pro Time Planning (students in Art)	70
Facilitate 4pm dismissal	15	Facilitate 4pm dismissal	15	Grade Team Collaboration	60	Facilitate 4pm dismissal	15	Facilitate 4pm dismissal	15
Pro Time: Co-Planning, Marking, Parent Outreach	45	Pro Time: Co-Planning, Marking, Parent Outreach	45	MTSS, Parent Mtgs	60	Pro Time: Co-Planning, Marking, Parent Outreach	45	Pro Time: Co-Planning, Marking, Parent Outreach	45
				Pro Time (Marking, Parent Outreach)	45				
Teacher Minutes	615	Teacher Minutes	615	Teacher Minutes	615	Teacher Minutes	615	Teacher Minutes	615
Student Minutes	500	Student Minutes	500	Student Minutes	380	Student Minutes	500	Student Minutes	500

Sample Teacher Schedule: Middle School ELA (Not to timescale)

Red: taught in Spanish **Blue: taught in English** Professional Time

Mins	Monday	Tuesday	Wednesday	Thursday	Friday
	6:45am Staff Arrival	*6:45am Staff Arrival*	*6:45am Staff Arrival*	*6:45am Staff Arrival*	*6:45am Staff Arrival*
	Pro Time: Prep	Pro Time: Prep	Pro Time: Prep	Pro Time: Prep	Pro Time: Prep
	Arrival Greeting / Teacher Huddles	Arrival Greeting / Teacher Huddles	Arrival Greeting / Teacher Huddles	Arrival Greeting / Teacher Huddles	Arrival Greeting / Teacher Huddles
40	ELA	Pro Time: Planning	ELA	Pro Time: Planning	ELA
40		ELA		ELA	
40	Pro Time: Planning		ELA		Pro Time: Co-Planning and Instructional Coaching
40	ELA	ELA		ELA	
40			Pro Time: Team Lunch		
40	**Advisory**	**Advisory**	Co-supervise lunch	**Advisory**	**Advisory**
40	Co-supervise lunch	Pro Time: Lunch with Peer Partner	ELA	Pro Time: Leader Lunch	Co-supervise lunch
40	ELA	ELA		ELA	ELA
40			ELA		
20	ELA	Pro Time: Planning		ELA	ELA
20					
40			***Facilitate 2pm dismissal***		
40	Pro Time: Co-Planning, Marking, Parent Outreach		Department Collaboration	Pro Time: Planning	Pro Time: Co-Planning, Marking, Parent Outreach
20		**Activity Coaching: Speech Club**	MTSS, Parent Mtgs	**Activity Coaching: Speech Club**	

2019-20 School Calendar: LEEP DLACS

Month	Mo	Tu	We	Th	Fr	Dates of Note
	29	30	31	1	2	
Aug 2019	5	6	7	8	9	**Staff training**
	12	13	14	15	16	**Staff training**
	19	20	21	22	23	**Staff training**
	26*	27*	28*	29*	30*	**First Day of School** *Early dismissal week for K-1* Reading tests
Sep	**2**	**3**	4*	5	6	**Labor Day (No School); Teacher Training (No School)**
	9	10	11*	12	13	MAP tests
	16	17	18*	19	20	Family Workshop
	23	24	25*	26	27	
	30	1	2*	3	4	
Oct	7	8	9*	10	11	Oral language tests
	14	**15**	16	17	18	**Columbus Day (No School); Teacher Training (No School)**
	21	22	23*	24	25	Family Workshop
	28	29	30*	31	1	
Nov	4	5	6*	7	8	
	11	12	13*	14	15	**Veterans Day**
	18	19	20*	21	22	Family Workshop
	25	26	**27**	**28**	**29**	**Thanksgiving (No School)**
Dec	2	3	4*	5	6	
	9	10	11*	12	13	
	16	17	18*	19	20	Family Workshop
	23	**24**	**25**	**26**	**27**	**Winter Recess (No School)**
	30	**31**	**1**	**2**	**3**	
Jan 2020	**6**	7	8*	9	10	**Teacher Training (No School)** Reading tests
	13	14	15*	16	17	MAP tests
	20	21	22*	23	24	**Martin Luther King Day (No School)**
	27	28	29*	30	31	Family Workshop
Feb	**3**	4	5*	6	7	**Second Semester Begins**
	10	11	12*	13	14	Oral language tests
	17	**18**	19*	20	21	**Presidents' Day (No School); Teacher Training (No School)**
	24	25	26*	27	28	
Mar	2	3	4*	5	6	Family Workshop
	9	10	11*	12	13	
	16	17	18*	19	20	
	23	24	25*	26	27	
	30	31	1*	2	3	Family Workshop
Apr	6	7	8*	9	**10**	**Teacher Training (No School)**
	13	**14**	**15**	**16**	**17**	**Spring Recess (No School)**
	20	21	22*	23	24	
	27	28	29*	30	1	
May	4	5	6*	7	8	Family Workshop, MAP tests
	11	12	13*	14	15	Reading tests
	18	19	20*	21	**22**	**Teacher Training (No School)**
	25	26	27*	28	29	**Memorial Day (No School)**
	1	2	3*	4	5	
Jun	8	9	10*	11	12	Oral language tests
	15	16	17*	18	19	Family Workshop
	22	23	24*	25	**26***	**Last Day of School** *Early dismissal*
	29	30	1	2	3	

* indicates early dismissal (usually 2pm)

Note: Lunar New Year will also be observed with no school in years when it falls on a weekday.

Table 1: Applicant Group Additions and Deletions

Created: 08/15/2018 • Last updated: 08/16/2018

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?	Yes

Changes to 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)	Change (Add or Remove?)
1	J. Roberto Gutierrez See prior submission	See prior submission	See prior submission	Employee (removed from board)		Removed
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group 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).

(No response)

Attachment 5b

LEEP DUAL LANGUAGE ACADEMY BOARD BYLAWS

ARTICLE I
NAME AND OFFICE

Section 1. Name and Formation. LEEP Dual Language Academy Charter School (the "Corporation") is a not-for-profit corporation organized under the Not for-Profit Corporation law of the State of New York (the "NPCL"). The Corporation is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York (the "NYEL"). The Corporation is to be operated to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code").

Section 2. Purposes. The purposes of the Corporation are to: (a) operate a public charter school in the City of New York (the "School") subject at all times to the NYEL and the NPCL; (b) exercise all rights and powers of not-for-profit corporation under the NPCL; and (c) engage in any other activity that is connected with or in advancement of the foregoing purposes; provided that the Corporation shall at all times operate in conformance with 501(c)(3) of the Code.

Section 3. The principal office of the Corporation shall be at the address of the School. The Corporation may also have offices at such other places as the board of trustees of the School (the "Board," and each member thereof, a "Trustee") may from time to time determine.

Section 4. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

ARTICLE II
MEMBERS

The Corporation shall have no members.

ARTICLE III
BOARD OF TRUSTEES

Section 1. Authority. The business and affairs of the Corporation shall be managed and controlled under the general direction of the Board in accordance with the purposes and limitations set forth herein and in the charter, dated as of [DATE] between the Corporation and the New York State Education Department and as approved by the New York State Board of Regents on [DATE] (the "Charter"). The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Section 2. Powers and Duties. The Board shall have general power to control and manage the affairs and property of the Corporation subject to the NYEL, the NPCL, New York General Municipal Law (the "GML"), New York Open Meetings Law ("the OML"), and other applicable

laws and regulations (collectively, "Laws"), and in accordance with the purposes and limitations set forth in the Charter and herein.

a. The Board may:

i. Appoint and discharge advisors and consultants who have skills necessary or helpful to the Corporation.

ii. Employ and discharge persons for the furtherance of the purposes of the Corporation.

iii. Exercise all other powers necessary to manage the affairs and further the purposes of the Corporation in conformity with the Charter and these Bylaws.

b. The Board shall:

i. Direct the President and Treasurer of the Corporation to present at the annual meeting of the Board a financial report, verified by the President and Treasurer or a majority of the Trustees, or certified by an independent public accountant or certified public accountant or a firm of such accountants selected by the Board. This report shall be filed with the records of the Corporation and a copy or abstract thereof entered in the minutes of the proceedings of the annual meeting of the Board.

ii. Select all Officers for the Corporation and approve the members of any committee appointed by the President.

Section 3. Number. The number of Trustees constituting the entire Board shall be not less than five (5) and not more than nine (9). Subject to such minimum, the number of Trustees may be increased or decreased from time to time, by resolution of the Board, but such action by the Board shall require a vote of a majority of the entire Board and no decrease shall shorten the term of any incumbent Trustee. In the case of a vacancy, if the Board determines to decrease of the number of Trustees, such decrease must be approved by an affirmative vote of at least two-thirds (2/3) of the entire Board. The "entire Board" shall consist of the number of Trustees that were elected or appointed as of the most recently held election of Trustees.

Section 4. Election and Term of Office. The Trustees shall hold office for two (2) or less year terms; provided, however, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office until the next annual meeting at which the election of Trustees is in the regular order of business and until his or her successor is elected or appointed and qualified. Trustees may be eligible for election to any number of consecutive terms; however, each term is subject to and contingent upon re-election by majority vote. To become a Trustee, a person shall be nominated by a Trustee and elected by a majority of the Board at any meeting for such purpose at which a quorum is present.

Section 5. Qualification for Trustees. Each Trustee shall be at least 18 years of age, and no Trustee shall be an employee of the School.

Section 7. Removal. The Board, by vote of a majority of the entire Board, may remove or suspend from office any Trustee, on examination and due proof of the truth of a written complaint by any other Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each other Trustee.

The Regents may also remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of Regents that the corporation has failed or refuses to carry into effect its educational purposes.6

Section 8. Resignation. Any Trustee may resign from the Board at any time. Such resignation shall be made in writing, and shall take effect at the time specified therein, and if no time be specified, at the time of its receipt by the Corporation or the President. The acceptance of a resignation by the Board shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. A Trustee who misses three consecutive meetings of the Board, unless a majority of the Trustees has excused such Trustee from attendance, shall be deemed to have resigned.

Section 9. Vacancies and Newly Created Trusteeships. Any newly created Trusteeships and any vacancies on the Board arising at any time and from any cause may be filled at any meeting of the Board by a majority of the Trustees then in office, regardless of their number. The Trustees so elected shall serve until the next annual meeting at which the election of Trustees is the regular order of business and his successor is elected or appointed or qualified. A vacancy in the Board shall be deemed to exist on the occurrence of any of the following:

a. the death, resignation or removal of any Trustee;
b. an increase in the authorized number of Trustees by resolution of the Board; or
c. the failure of the Trustees, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the full authorized number of Trustees to be voted for at that meeting.

Section 10. Meetings. Meetings of the Board may be held at any place as the Board may from time to time fix. The annual meeting of the Board shall be held in July of each year or at a date, time and place fixed by the Board at such time the Board shall receive an annual report. Other regular meetings of the Board shall be held monthly, at a time and place fixed by the Board.

Section 11. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be specifically identified at such time, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the OML, as amended from time to time. No action for the appropriation of public monies shall be made in executive session. The Board may vote while in executive session on matters related to the reason for such a session and when a vote is taken, minutes of the executive session shall be taken and made public in accordance with the OML.

Section 12. Notice of Meetings. Notice of all meetings of the Board shall be mailed given to all Trustees via mail, email or facsimile at least five (5) days but not more than ten (10) days prior to the date set for such meeting to the home and/or business address of every Trustee. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting. An annual or other waiver of notice in writing, signed by the person or persons entitled to such notice and filed with the records of the meeting, whether before or after the time stated therein, shall be equivalent to the giving of such notice. In addition, if a Trustee who does not receive notice attends a meeting without objection, or approves the minutes of such a meeting, the notice will be deemed waived and consent to the meeting given.

Section 13. Notice to the General Public. Notice of all meetings shall be made in accordance with the OML. If a Board's meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations and on the School's website at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting.

Section 14. Quorum. The quorum shall be a majority of the entire Board.

Section 15. Voting. Except as otherwise provided by law or these Bylaws, at any meeting of the Board at which a quorum is present, the affirmative vote of a majority of the Trustees present at the time of the vote shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained. Consistent with the OML, one or more Trustees of the Board or any committee thereof may participate in a meeting of the Board or committee by means of video conference or similar video communications equipment provided that all persons participating in the meeting can hear and see each other at the same time and can participate in all matters before the Board. Participation by such means shall constitute presence in person at a meeting. The following acts of the Board require the affirmative vote of at least two-thirds (2/3) of the entire Board:

a. a purchase, sale, mortgage or lease of real property of the Corporation if the property constitutes all or substantially all of the assets of the Corporation;
b. a sale, lease, exchange or other disposition of all or substantially all of the assets of the Corporation; or
c. an alteration to these Bylaws that would increase the quorum requirement to greater than a majority of the entire board or would increase the vote requirement to greater than a majority of the Board present at the time of the vote.

Section 16. Compensation. No compensation of any kind shall be paid to any Trustee for the performance of his or her duties as Trustee. This shall in no way limit the reimbursement of reasonable expenses incurred in connection with board service. Subject to the Corporation's Conflicts of Interest Policy, provided that there is full disclosure of the terms of such compensation and the arrangement has been determined to be fair and reasonable and approved by the Board, a Trustee may receive payment for services provided to the Corporation in any capacity separate from his or her responsibilities as a Trustee.

ARTICLE IV
OFFICERS, EMPLOYEES AND AGENTS

Section 1. Number and Qualifications. The Officers of the Corporation shall be a Chair, a Secretary, a Treasurer and such other Officers, if any, including one or more Vice-Chairs, as the Board may from time to time appoint. One person may hold more than one office in the Corporation except that no one person may hold the offices of President and Secretary. The Chair shall be a Trustee of the Corporation and shall not be an employee of the Corporation. The other Officers may, but need not, be Trustees of the Board. No instrument required to be signed by more than one Officer may be signed by one person in more than one capacity.

Section 2. Election and Term of Office. The Officers of the Corporation shall be elected for a one-year term at the annual meeting of the Board, and each shall continue in office until his

or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 3. Employees and Other Agents. The Board may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office at the pleasure of the Board, and shall have such authority and perform such duties and shall receive such reasonable compensation, if any, as the Board may from time to time determine. To the fullest extent allowed by law, the Board may delegate to any employee or agent any powers possessed by the Board and may prescribe their respective title, terms of office, authorities and duties.

Section 4. Removal. Any Officer, employee or agent of the Corporation may be removed with or without cause by a vote of the majority of the Board.

Section 5. Vacancies. In case of any vacancy in any office, a successor to fill the unexpired portion of the term may be elected by the Board.

Section 6. Chair: Powers and Duties. The Chair shall preside at all meetings of the Board and the Executive Committee. The Chair shall have general supervision of the affairs of the Corporation and shall keep the Board fully informed about the activities of the Corporation. He or she has the power to sign and execute alone in the name of the Corporation all contracts authorized either generally or specifically by the Board, unless the Board shall specifically require an additional signature. The Chair shall perform all the duties usually incident to the office of the Chair and shall perform such other duties as from time to time may be assigned by the Board.

Section 7. Vice-Chair: Powers and Duties. A Vice-Chair shall have such powers and duties as may be assigned to him or her by the Board. In the absence of the Chair, the Vice-Chair, in the order designated by the Board, shall perform the duties of the Chair.

Section 8. Secretary: Powers and Duties. The Secretary shall keep the minutes of the annual meeting and all meetings of the Board in books provided for that purpose. He or she shall be responsible for the giving and serving of all notices of the Corporation, receiving the annual disclosure statements required by the Corporation's conflict of interest policy and shall perform all the duties customarily incidental to the office of the Secretary, subject to the control of the Board, and shall perform such other duties as shall from time to time be assigned by the Board.

Section 9. Treasurer: Powers and Duties. The Treasurer shall keep or cause to be kept full and accurate accounts of receipts and disbursements of the Corporation, and shall deposit or cause to be deposited all moneys, evidences of indebtedness and other valuable documents of the Corporation in the name and to the credit of the Corporation in such banks or depositories as the Board may designate. At the annual meeting, he or she shall render a report of the Corporation's accounts showing in appropriate detail: (a) the assets and liabilities of the Corporation as of a twelve-month fiscal period terminating not more than six months prior to the meeting; (b) the principal changes in assets and liabilities during that fiscal period; (c) the revenues or receipts of the Corporation, both unrestricted and restricted to particular purposes during said fiscal period; and (d) the expenses or disbursements of the Corporation, for both general and restricted purposes during said fiscal period. Such report shall be filed with the minutes of the annual meeting of the Board. The report to the Board may consist of a verified or certified copy of any report by the Corporation to the Internal Revenue Service or the Attorney General of the State of New York which includes the information specified above. The Treasurer shall, at all reasonable times, exhibit the Corporation's books and accounts to any Officer or Trustee of the Corporation, and

whenever required by the Board, render a statement of the Corporation's accounts and perform all duties incident to the position of Treasurer, subject to the control of the Board.

Section 10. Compensation. Any Officer who is not a Trustee but is an employee or agent of the Corporation is authorized to receive a reasonable salary or other reasonable compensation for services rendered to the Corporation as an employee or agent when authorized by a majority of the entire Board, and only when so authorized.

Section 11. Sureties and Bonds. In case the Board shall so require, any Officer or agent of the Corporation shall execute for the Corporation a bond in such sum and with such surety or sureties as the Board may direct, conditioned upon the faithful performance of his or her duties to the Corporation and including responsibility for negligence and for the accounting for all property or funds of the Corporation that may come into his or her hands.

ARTICLE V

COMMITTEES

Section 1. Appointment of Committees. The Board may create committees of the Board for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees (except as indicated below), subject to the approval of the Board. A Committee will consist of not fewer than two (2) Trustees, or not fewer than five (4) Trustees in the case of the Executive Committee, which is composed of Board officers.

Section 2. Standing Committees. The Board shall have five (5) standing Committees: The Executive Committee (chaired by the Chair), The Finance Committee (chaired by the Treasurer), The Academic Committee, the Governance Committee, and the Outreach Committee.

Section 3. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to: (a) The election of Trustees; (b) Filling vacancies on the Board or any Committee which has the authority of the Board; (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and (d) The appointment of other Committees, or the members of the Committees.

Section 4. Election of Committee Members. The members of each committee of the Board shall be elected by a majority of the entire Board. The Board may, at the time of such election, choose to elect alternate committee members.

Section 5. Subcommittees. Every Committee shall, at the discretion of the Committee chairperson, be able to appoint such subcommittees (each, a "Subcommittee") as may be necessary to carry out the function of the Committee. Committees and Subcommittees shall meet at such times and places as the chair of each committee shall determine and the notice of the meeting shall specify.

Section 6. Notice. Reasonable notice of meetings of Committees and Subcommittees shall be provided by the chair of each such Committee or Subcommittee. To the extent applicable, public notice of any and all meetings of Committees and Subcommittees of the Board shall be given as required by the OML or other Laws.

ARTICLE VI

COMMITTEES OF THE CORPORATION

Section 1. Powers. The Board by resolution may appoint from time to time any number of persons as advisors of the Corporation to act as a committee or committees of the Corporation. No such committee shall have the authority to bind the Board. Each advisor shall hold office during the pleasure of the Board and shall have only the obligations as the Board may from time to time determine.

Section 2. No Compensation. No advisor to the Corporation shall receive, directly or indirectly, any salary or compensation for any service rendered to the Corporation as a member of a committee of the Corporation, except that the Board may authorize reimbursement of expenditures reasonably incurred on behalf of activities for the benefit of the Corporation.

ARTICLE VII

CONTRACTS, CHECKS, BANK ACCOUNTS AND INVESTMENTS

Section 1. Checks, Notes and Contracts. The Board is authorized to select the banks or depositories it deems proper for the funds of the Corporation and shall determine who shall be authorized on the Corporation's behalf to sign checks, drafts or other orders for the payment of money, acceptances, notes or other evidences of indebtedness, to enter into contracts or to execute and deliver other documents and instruments.

Section 2. Investments. The funds of the Corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, including stocks, bonds or other securities, as the Board may deem desirable.

ARTICLE VIII

BOOKS

There shall be kept at the office of the Corporation correct books of account of the activities and transactions of the Corporation including the minute book, which shall contain a copy of the Charter, a copy of these Bylaws, and all minutes of meetings of the Board.

ARTICLE IX

FISCAL YEAR

The fiscal year of the Corporation shall be determined by the Board.

ARTICLE X

INDEMNIFICATION AND INSURANCE

Section 1. Indemnification. The Corporation shall, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she or his or her testator was a Trustee, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney fees. No indemnification may be made to or on behalf of any such person if (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding or (b) he or she personally

gained in fact a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

Section 2. Insurance. The Corporation shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the Corporation including insurance to indemnify the Corporation for any obligation which it incurs as a result of its indemnification of Trustees, Officers and employees pursuant to Section 1 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 1 above.

ARTICLE XI
AMENDMENTS

These Bylaws, or any part hereof, may be amended or repealed by the majority (⅔) vote of the Trustees present at any meeting of the Board, so long as a quorum is present, except as otherwise noted herein. Any amendment or repeal of these Bylaws is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given. No amendment to these By-Laws may be made if such amendment is not in accordance with Laws and the Charter.

Any material amendment of the Bylaws shall not be effective without the approval of the New York State Education Department.

ARTICLE XII
NON-DISCRIMINATION

In all of its dealings, neither the Corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, color, creed, sex, age, ethnicity, national origin, marital status, sexual orientation, gender identity, mental or physical disability or any category protected by state or federal law.

ARTICLE XIII
REFERENCES TO CHARTER AND LAW

References in these Bylaws to the Charter shall include all amendments thereto or changes thereof unless specifically excepted by these Bylaws. In the event of a conflict between the Charter and these Bylaws, the Charter shall govern. In the event of a conflict between these Bylaws and the provisions of any Laws, the Laws shall govern.

ARTICLE XIV
DEFINITIONS

Section 1. Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, or in control of the Corporation.

Section 2. Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving the Corporation.

Section 3. Independent Trustee. A member of the Board of Trustees (the "Board") who:

d. Has not been an employee or Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;

e. Does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;

f. Has not received and does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);

g. Does not have a substantial Financial Interest in and is an employee of, and does not have a Relative who has a substantial Financial Interest in or is an Officer of, any entity that has provided payments, property or services to, or received payments, property or services from, the Corporation or an Affiliate of the Corporation if the amount paid by the Corporation to the entity or received by the Corporation from the entity for such property or services, in any of the last three fiscal years, exceeded:

- the lesser of $10,000 or 2% of such entity's consolidated gross revenues if the entity's consolidated gross revenue was less than $500,000;
- $25,000 if the entity's consolidated gross revenue was $500,000 or more but less than $10,000,000; or
- $100,000 if the entity's consolidated gross revenue was $10 million or more; (for the purposes of this subparagraph (d), "payment" does not include charitable contributions, dues or fees paid to the Corporation for services which the Corporation performs as part of its nonprofit purposes, or payments made by the corporation at fixed or non-negotiable rates or amounts for services received; provided, however, that such services by and to the corporation are available to individual members of the public on the same terms and such services received by the corporation are not available from another source);

h. Is not in an employment relationship under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;

i. Is not and does not have a Relative who is a current owner, whether wholly or partially, Trustee, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three (3) years; or

j. Does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.

Section 4. Key Person. A Key Person is a person who (a) has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of Trustees and officers; (b) manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or (c) alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

Section 5. Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

a. Trustees, Officers, or Key Persons of the Corporation or an Affiliate of the Corporation;

b. Relatives of Trustees, Officers, or Key Persons;

c. any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;

d. Founders of the Corporation;

e. Substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years);

f. Persons owning a controlling interest (through votes or value) in the Corporation;

g. Any non-stock entity controlled by one or more Key Persons.

Section 6. Relative. A Relative is a spouse or domestic partner (as defined in section 2994-A of the New York Public Health Law), ancestor, child (whether natural or adopted), grandchild, great grandchild, sibling (whether whole or half blood), or spouse or domestic partner of a child (whether natural or adopted), grandchild, great grandchild or sibling (whether whole or half blood).

LEEP Dual Language Academy Charter School

Attachment 5c

CODE OF ETHICS
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The LEEP Dual Language Academy Charter School Board of Trustees ("The Board") recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts*: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information*: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. *Representation before the Board for a contingent fee*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be

dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board*: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties*: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment*: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. *Future employment*: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

9. Distribution of Code of Ethics: The School Leader shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

10. Penalties: In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

LEEP Dual Language Academy Charter School

ATTACHMENT 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES

1. Qualifications and hiring procedures for LEEP Dual Language staff:
   LEEP Dual Language Academy is poised to navigate a new dual language model for Brooklyn's Sunset Park. The most challenging aspect of our model is the identification and recruitment of experienced teachers who are fluent in English and Spanish. The objectives for our teachers are clear: we will hire teachers with a New York State teaching credential and at least two years of experience. LEEP teachers will seek to be certified in bi-lingual instruction, as required by state laws. LEEP will also hire non-certified teachers and assist them in obtaining New York State certification, as available for our specialized instruction. We are keenly aware of the potential to hire DACA teachers for our model and the challenges facing these strong young people. We also hope to partner with Teach for America.

   Our Pedagogy of Cariño, including specific training in social-emotional learning strategies, will provide strong instructional support for future applicants and most especially for applicants for Special Education teaching positions (which will require Special Education certification). Our LEEP teachers will know that language acquisition and diversity go hand in hand. The ideal LEEP teacher will have a passion for serving urban students and will be prepared to bring culturally-responsive pedagogy to our learning community. Each teacher will be working with an instructional coach or the Instructional leader and will receive real time coaching, using technology to record actual practice in the classroom, resulting in videos that can be reviewed and critiqued the same day. LEEP will employ all means to evaluate, evolve, and perfect the LEEP model.

   Our leadership team has already begun getting inquiries from veteran teachers and newer teachers seeking a culturally responsive environment to begin their careers. We will recruit teachers via recognized websites in the dual language field including NABE, La Cosecha, WIDA and similar professional associations, as well as through mainstream employment sites such as Idealist, Indeed, and LinkedIn. We will work with nationally-recognized Latino educational groups such as ALAS, the Association for Latino Superintendents, to help us identify potential leaders for our school. We have already enlisted Dr. Nancy Gutierrez, the recently named CEO of the NYC Leadership Academy, as a strong partner for our leadership and teacher recruitment.

   LEEP's founding leadership team, led by the Instructional Leader, will serve as the initial year's hiring committee. The Instructional Leader will chair the committee for all teacher hires. The committee will include the Executive Director and the Deputy Executive Director. The Instructional Leader will gauge an applicant's qualifications and relevant

experience to determine the applicant's compatibility with the LEEP model. This process will include potential interview questions to determine a candidate's cultural understanding and knowledge of the diversity of the Brooklyn community ("the fit"). Applicants who are submitted for review by the committee will be invited to come to a "merienda," a light meal of coffee and snacks, where candidates will engage in a thoughtful discussion on various relevant issues. They will be asked questions about pedagogy and will be given the opportunity to explain how they will incorporate cariño into their own style and art. Exercises to determine team work and support for one another will be used as play and also to create stress-management scenarios. Successful candidates will be invited back for an additional interview with the Executive Director and a member of the Board of Trustees (Academic Advisor). The candidate will meet with the Instructional Leader and will provide a demonstration lesson, observed by the Deputy Executive Director and Instructional Leader. Ultimately, hiring decisions for teachers will be made by the Principal, who will check the candidate's references and will obtain the consent of the Executive Director and/or Deputy. All potential hires will subject fingerprinting and applicable clearances.

2. LEEP will seek to draw additional leadership from internal candidates in time. Our community will be instrumental in helping to call (as in vocation) out leadership potential in the school building. Parents will be surveyed and asked to rate teachers for a higher opportunity to serve. All teachers and administrators who desire to take on a leadership position within LEEP will undergo a period of discernment and reflection, to include specific exercises and training. Persons who have shown that they can meet these criteria and exhibit a higher affinity to the founding mission will be asked to serve the Instructional Leader and Executive Director.

3. LEEP will undertake a rigorous process for hiring non-teaching staff. All applicants must demonstrate a love of languages and a commitment to serve all communities with justice and a zeal for academic excellence. LEEP will identify applicants for these positions through advertising and also by leveraging the Latino community of workers to bring Spanish-speaking talent to the school.

4. The Instructional Leader of the LEEP Dual Language Academy Charter School will be responsible, subject to the overall supervision of the Executive Director and the Board of Trustees, for determining and implementing the academic program in accordance with LEEP's founding curriculum. The Instructional Leader has a unique task In the founding year: to implement and execute with care and precision a dual language model that must be evaluated daily, improving constantly to serve the needs of every individual child. In like manner, the Instructional Leader will serve to brand the organization and through the LEEP program establish the 90-10 model as an exemplar in the city. The Instructional Leader will execute all professional development and prepare the budget (see Job Description).

5. The Teaching Assistants will provide the necessary scaffolding support for all teachers. As They will serve as apprentices within the dual language model and as necessary will assist the teacher to ensure that all groups are monitored and that support given to children needing it. LEEP will make every effort to train our Teaching Assistants in our model, ensuring a pipeline of teachers to grow our school.

6. The Chief Operating Officer (COO) and Deputy Executive Director will be responsible for the effective and compliant design and implementation of the school's model and its multiple operational functions, including but not limited to data analysis, human resources, student transportation, food services, communications, IT management, student health services, property management, school safety and student enrollment. The COO will supervise the Operations Manager, on-site health care professionals, and several major vendors. The COO will report to the Executive Director.

All personnel issues, including complaints and supervisory issues, will be guided by the LEEP Dual Language Academy Personnel Handbook. Individual teachers will have a review process with the Instructional leader who will address all issues for teaching staff.

New York State Education Department

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

Budget and Cash Flow Templates for the 2018 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 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

	LEEP Dual Language Academy Charter School
Contact Name:	[redacted]
Contact Email:	
Contact Phone:	
District of Location	
Pre-Opening Period	September 1, 2018 to June 30, 2019
Operational Year ONE	July 1, 2019 to June 30, 2020

LEEP Dual Language Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
September 1, 2018 to June 30, 2019

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.

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		**300,000**
Total Expenses		**299,612**
Net Income		**388**
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		300,000
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		300,000
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		**300,000**

$550,000 allocated over 3 years including pre-opening year

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management	2.00	137,500	1.0 FTE Exec Director (6 months), 1.0 FTE Deputy Exec Director (6 months)
Instructional Management	1.00	21,667	0.17 Principal (2 months)
Deans, Directors & Coordinators	-	-	

CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	159,167	
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	3.00	159,167	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		14,325	9% of salaries
Fringe / Employee Benefits		11,917	13% of salaries, declined by 1 staff member
Retirement / Pension		3,183	2% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		29,425	
TOTAL PERSONNEL SERVICE COSTS	3.00	188,592	
CONTRACTED SERVICES			
Accounting / Audit		30,000	accounting services and setup (CSBM)
Legal		3,000	contract and policy reviews (supplemented by pro bono services)
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		300	6 mo. payroll expense
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		35,500	$30k curriculum development and translation; $5,500 startup training (NYC Charter Center)
TOTAL CONTRACTED SERVICES		68,800	
SCHOOL OPERATIONS			
Board Expenses		500	training expense
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture			
Telephone		-	
Technology		4,000	$1k per new staff member, plus $1k shared cameras/projectors for recruitment
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		1,400	basic supplies
Staff Development		-	
Staff Recruitment		18,000	staff and principal recruitment
Student Recruitment / Marketing		10,000	bilingual advertising and outreach campaign
School Meals / Lunch		-	
Travel (Staff)		1,500	recruiting travel

Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	35,400	
FACILITY OPERATION & MAINTENANCE		
Insurance	2,500	D&O and general liability
Janitorial	-	
Building and Land Rent / Lease	4,320	incubation space rental
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	6,820	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**299,612**	
NET INCOME	**388**	

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	-

LEEP Dual Language Academy Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
September 1, 2018 to June 30, 2019

* This section sho

Total Revenue	-	-	-	300,000	-	-	300,000	-	-	-
Total Expenses	46,274	38,544	39,044	70,044	54,978	50,728	299,612	-	-	-
Net Income	(46,274)	(38,544)	(39,044)	229,956	(54,978)	(50,728)	388	-	-	-
Cash Flow Adjustments	300,000	-	-	-	(300,000)	-	-	-	-	-
Beginning Cash Balance	-	253,726	215,182	176,137	406,093	51,116	-	-	-	-
Net Income	253,726	215,182	176,137	406,093	51,116	388	388	-	-	-

		January	February	March	April	May	June	TOTAL	July	August	September
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
District of Location		-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
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		-	-	-	300,000	-	-	300,000	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	300,000	-	-	300,000	-	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
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		-	-	-	300,000	-	-	300,000	-	-	-
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	2.00	22,917	22,917	22,917	22,917	22,917	22,917	137,500	-	-	-
Instructional Management	1.00	-	-	-	-	10,834	10,834	21,667	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	22,917	22,917	22,917	22,917	33,750	33,750	159,167	-	-	-

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	3.00	22,917	22,917	22,917	22,917	33,750	33,750	159,167	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		2,063	2,063	2,063	2,063	3,038	3,038	14,325	-	-	-
Fringe / Employee Benefits		1,517	1,517	1,517	1,517	2,925	2,925	11,917	-	-	-
Retirement / Pension		458	458	458	458	675	675	3,183	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		4,038	4,038	4,038	4,038	6,638	6,638	29,425	-	-	-
TOTAL PERSONNEL SERVICE COSTS	3.00	26,954	26,954	26,954	26,954	40,388	40,388	188,592	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	30,000	-	-	30,000	-	-	-
Legal		500	500	500	500	500	500	3,000	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		50	50	50	50	50	50	300	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		5,000	5,000	5,000	5,000	10,500	5,000	35,500	-	-	-
TOTAL CONTRACTED SERVICES		5,550	5,550	5,550	35,550	11,050	5,550	68,800	-	-	-
SCHOOL OPERATIONS											
Board Expenses		-	-	500	-	-	-	500	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-
Supplies & Materials other			-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-
Technology		4,000	-	-	-	-	-	4,000	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-			-	-	-	-	-	-	-
Office Expense		1,400	-	-	-	-	-	1,400	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-
Staff Recruitment		3,000	3,000	3,000	3,000	3,000	3,000	18,000	-	-	-
Student Recruitment / Marketing		2,500	2,500	2,500	2,500	-	-	10,000	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	1,500	-	-	1,500	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		10,900	5,500	6,000	7,000	3,000	3,000	35,400	-	-	-
FACILITY OPERATION & MAINTENANCE											

Insurance	1,250	-	-	-	-	1,250	2,500	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	1,620	540	540	540	540	540	4,320	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	2,870	540	540	540	540	1,790	6,820	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**46,274**	**38,544**	**39,044**	**70,044**	**54,978**	**50,728**	**299,612**	-	-	-
NET INCOME	**(46,274)**	**(38,544)**	**(39,044)**	**229,956**	**(54,978)**	**(50,728)**	**388**	-	-	-
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										
Add Expected Proceeds from a Loan or Line of Credit	300,000	-	-	-	-	-	300,000	-	-	-
Other	-	-	-	-	(300,000)	-	(300,000)	-	-	-
Total Financing Activities	300,000	-	-	-	(300,000)	-	-	-	-	-
Total Cash Flow Adjustments	**300,000**	**-**	**-**	**-**	**(300,000)**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**253,726**	**(38,544)**	**(39,044)**	**229,956**	**(354,978)**	**(50,728)**	**388**	**-**	**-**	**-**
Beginning Cash Balance	-	253,726	215,182	176,137	406,093	51,116	-	-	-	-
ENDING CASH BALANCE	**253,726**	**215,182**	**176,137**	**406,093**	**51,116**	**388**	**388**	**-**	**-**	**-**

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

September 1, 2018 to June 30, 2019

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

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October	November	December	January	February	March	April	May	June	TOTAL
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LEEP Dual Language Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2019 to June 30, 2020

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

Total Revenue	**3,537,649**	**132,146**	**-**	**-**	**-**	**3,669,795**
Total Expenses	**2,757,207**	**202,120**	**-**	**-**	**690,956**	**3,650,283**
Net Income	**780,442**	**(69,974)**	**-**	**-**	**(690,956)**	**19,513**
Actual Student Enrollment	**175**	**17**				**192**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	14,527	2,341,986		-	-	-	2,341,986
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		2,341,986	-	-	-	-	2,341,986
Special Education Revenue			128,146	-	-	-	128,146
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		702,596	-	-	-	-	702,596
TOTAL REVENUE FROM STATE SOURCES		3,044,582	128,146	-	-	-	3,172,728
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	4,000	-	-	-	4,000
Title I		57,375	-	-	-	-	57,375
Title Funding - Other		4,590	-	-	-	-	4,590
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		200,000	-	-	-	-	200,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		261,965	4,000	-	-	-	265,965
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		14,400	-	-	-	-	14,400
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		203,850	-	-	-	-	203,850
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		12,852	-	-	-	-	12,852
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		231,102	-	-	-	-	231,102
TOTAL REVENUE		**3,537,649**	**132,146**	**-**	**-**	**-**	**3,669,795**

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	2	-	-	-	-	274,000	274,000

Instructional Management	2	215,000	-	-	-	-	215,000
Deans, Directors & Coordinators	1	60,000	-	-	-	-	60,000
CFO / Director of Finance	0		-	-	-	-	-
Operation / Business Manager	1	-	-	-	-	60,000	60,000
Administrative Staff	1	45,000	-	-	-	-	45,000
TOTAL ADMINISTRATIVE STAFF	7.00	320,000	-	-	-	334,000	654,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8	462,000	-	-	-	-	462,000
Teachers - SPED	2.00	-	136,000	-	-	-	136,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	3.00	102,000	-	-	-	-	102,000
Aides	6.00	137,500	-	-	-	-	137,500
Therapists & Counselors	1.00	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	20.00	701,500	136,000	-	-	-	837,500
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,021,500	136,000	-	-	334,000	1,491,500
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		91,935	12,240	-	-	30,060	134,235
Fringe / Employee Benefits		132,795	17,680	-	-	43,420	193,895
Retirement / Pension		10,325	1,375	-	-	3,376	15,075
TOTAL PAYROLL TAXES AND BENEFITS		235,055	31,295	-	-	76,856	343,205
TOTAL PERSONNEL SERVICE COSTS	27.00	1,256,555	167,295	-	-	410,856	1,834,705
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	23,000	23,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		30,000	-	-	-	-	30,000
Food Service / School Lunch		15,150	-	-	-	-	15,150
Payroll Services		3,600	-	-	-	-	3,600
Special Ed Services		-	19,525	-	-	-	19,525
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		20,000	-	-	-	141,700	161,700
TOTAL CONTRACTED SERVICES		68,750	19,525	-	-	174,700	262,975
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	1,500	1,500
Classroom / Teaching Supplies & Materials		76,500	-	-	-	-	76,500
Special Ed Supplies & Materials		-	15,300	-	-	-	15,300
Textbooks / Workbooks		38,250	-	-	-	-	38,250
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		100,300	-	-	-	-	100,300
Telephone		14,600	-	-	-	-	14,600
Technology		42,200	-	-	-	-	42,200
Student Testing & Assessment		45,900	-	-	-	-	45,900
Field Trips		11,475	-	-	-	-	11,475
Transportation (student)		8,415	-	-	-	-	8,415
Student Services - other		22,950	-	-	-	-	22,950
Office Expense			-	-	-	15,300	15,300
Staff Development		14,000	-	-	-	-	14,000
Staff Recruitment			-	-	-	33,600	33,600
Student Recruitment / Marketing		7,200	-	-	-	-	7,200

School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	30,000	-	-	-	-	30,000
TOTAL SCHOOL OPERATIONS	411,790	15,300	-	-	50,400	477,490
FACILITY OPERATION & MAINTENANCE						
Insurance	35,000	-	-	-	35,000	70,000
Janitorial	109,013	-	-	-	-	109,013
Building and Land Rent / Lease	741,285	-	-	-	-	741,285
Repairs & Maintenance	21,803	-	-	-	-	21,803
Equipment / Furniture	-	-	-	-	-	-
Security	4,000	-	-	-	-	4,000
Utilities	109,013	-	-	-	-	109,013
TOTAL FACILITY OPERATION & MAINTENANCE	1,020,113	-	-	-	35,000	1,055,113
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	20,000	20,000
TOTAL EXPENSES	**2,757,207**	**202,120**	-	-	**690,956**	**3,650,283**
NET INCOME	**780,442**	**(69,974)**	-	-	**(690,956)**	**19,513**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
District of Location	175	17		192
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**175**	**17**	-	**192**
REVENUE PER PUPIL	**20,215**	**7,773**	-	**19,114**
EXPENSES PER PUPIL	**15,755**	**11,889**	-	**19,012**

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.

Y1 increase reflects announced 2019 PPR of $15,307; excludes 2019 supplementals

Assumes 9% SpEd population (40 @ 20-60%, 30% @ over 60%)

Facility funding support: 30% of Per Pupil Revenue

$1,000 per student receiving over 60% services
$500/FRPL student - Title I - 75%
$40/FRPL student - Title II - 75%

$550,000 allocated over 3 years including pre-opening year

$150 per newly enrolled student

$135,000 plus $450/student in Y1

$84/student (NYSTL, NYSSL, NYSLIBL)

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

1.0 FTE Executive Director @140k salary, 1.0 Deputy Executive Director @ $135k

1.0 FTE Principal @ $130k, 1.0 Instructional Coach @$85k; Coaches added in Y3, Y5
1.0 FTE Director of Family Experience;
CSBM
1.0 FTE Operations Manager
1.0 FTE Office Assistant

7.0 FTE Teachers in Y1;
2.0 FTE SpEd Teachers

Teacher Fellows added in Y2 (+1), Y3 (+2), Y4 (+4), Y5 (+5)
0.5 each of Art, Music, PE in Y1; convert to 1.0 in Y2; Reading Specialist added in Y3
5.0 FTE; 3 added each year as school adds grade levels
1.0 FTE Counselor in Y2;
Additional stipends for activity coaching by existing staff, starting in Y3

9% of salaries (social security, unemp., medicare)
13% of salaries (health/dental/vision, life ins., worker's comp, metro card)
2% match in Y1-2, 3% in staffer's third year, 4% in fourth+ year, 90% participation

annual audit with 2% annual increase
legal fees, supplemented with pro bono services when possible

2% annual increase
consultant for initial application
$150 per payroll
SpEd Collaborative plus $500 per SpEd student (9% of enrollment)
included in backoffice services (row 103)
$140k CSBM backoffice; <$10k for copier lease, translation, E-rate, teacher cert

board training and meetings
$500 / student
$100 / student
$500 / student

$100 / student for desks plus $5k per new classroom; $4k/year adult furniture
$1100/mo for VOIP/Internet; $50/mo per staffer for cell phones
$18k comp lab (+2 by Y5); $400/staffer for tech incl Swivl; software incl SchoolMint
$300 / student
$75 / student
Metrocards for students on 10 days beyond DOE calendar
$150 / student for uniforms, family outreach, and assemblies
$100 / student
$500 / staffer for Teach Like a Champion, Responsive Classroom, others
$1200 per new staff (incl. language tests)
$75 / new student

$30k flat license fee to LEEP for brand and school design

$5 / sq ft
$34 / sq ft @ 95 sq ft / student
$1 / sq ft

2% annual increase
$5 / sq ft

$75k spread across three years

LEEP Dual Language Academy Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2019 to June 30, 2020

Total Revenue		**611,633**	**-**	**611,633**	**-**	**611,633**	**-**	**611,633**	**-**	**611,633**	**-**
Total Expenses		**605,880**	**-**	**605,880**	**-**	**605,880**	**-**	**605,880**	**-**	**605,880**	**-**
Net Income		**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Colum Assumptions'.**									
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	**CY** Per Pupil Rate										
District of Location	14,527	390,331	-	390,331	-	390,331	-	390,331	-	390,331	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		390,331	-	390,331	-	390,331	-	390,331	-	390,331	-
Special Education Revenue		21,358	-	21,358	-	21,358	-	21,358	-	21,358	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		117,099	-	117,099	-	117,099	-	117,099	-	117,099	-
TOTAL REVENUE FROM STATE SOURCES		528,788	-	528,788	-	528,788	-	528,788	-	528,788	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		667	-	667	-	667	-	667	-	667	-
Title I		9,563	-	9,563	-	9,563	-	9,563	-	9,563	-
Title Funding - Other		765	-	765	-	765	-	765	-	765	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants				-							
Charter School Program (CSP) Planning & Implementation		33,333	-	33,333	-	33,333	-	33,333	-	33,333	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		44,328	-	44,328	-	44,328	-	44,328	-	44,328	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		2,400	-	2,400	-	2,400	-	2,400	-	2,400	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		33,975	-	33,975	-	33,975	-	33,975	-	33,975	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		2,142	-	2,142	-	2,142	-	2,142	-	2,142	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		38,517	-	38,517	-	38,517	-	38,517	-	38,517	-
TOTAL REVENUE		**611,633**	**-**	**611,633**	**-**	**611,633**	**-**	**611,633**	**-**	**611,633**	**-**
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	45,667	-	45,667	-	45,667	-	45,667	-	45,667	-
Instructional Management	-	35,833	-	35,833	-	35,833	-	35,833	-	35,833	-
Deans, Directors & Coordinators	-	10,000	-	10,000	-	10,000	-	10,000	-	10,000	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	10,000	-	10,000	-	10,000	-	10,000	-	10,000	-
Administrative Staff	-	7,500	-	7,500	-	7,500	-	7,500	-	7,500	-
TOTAL ADMINISTRATIVE STAFF	-	109,000	-	109,000	-	109,000	-	109,000	-	109,000	-
INSTRUCTIONAL PERSONNEL COSTS											

Teachers - Regular	-	77,000	-	77,000	-	77,000	-	77,000	-	77,000	-
Teachers - SPED	-	22,667	-	22,667	-	22,667	-	22,667	-	22,667	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	17,000	-	17,000	-	17,000	-	17,000	-	17,000	-
Aides	-	22,917	-	22,917	-	22,917	-	22,917	-	22,917	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	139,583	-	139,583	-	139,583	-	139,583	-	139,583	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	248,583	-	248,583	-	248,583	-	248,583	-	248,583	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		22,373	-	22,373	-	22,373	-	22,373	-	22,373	-
Fringe / Employee Benefits		32,316	-	32,316	-	32,316	-	32,316	-	32,316	-
Retirement / Pension		2,513	-	2,513	-	2,513	-	2,513	-	2,513	-
TOTAL PAYROLL TAXES AND BENEFITS		57,201	-	57,201	-	57,201	-	57,201	-	57,201	-
TOTAL PERSONNEL SERVICE COSTS	-	305,784	-	305,784	-	305,784	-	305,784	-	305,784	-
CONTRACTED SERVICES											
Accounting / Audit		3,833	-	3,833	-	3,833	-	3,833	-	3,833	-
Legal		1,667	-	1,667	-	1,667	-	1,667	-	1,667	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		5,000	-	5,000	-	5,000	-	5,000	-	5,000	-
Food Service / School Lunch		2,525	-	2,525	-	2,525	-	2,525	-	2,525	-
Payroll Services		600	-	600	-	600	-	600	-	600	-
Special Ed Services		3,254	-	3,254	-	3,254	-	3,254	-	3,254	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		30,283	-	30,283	-	30,283	-	30,283	-	30,283	-
TOTAL CONTRACTED SERVICES		47,163	-	47,163	-	47,163	-	47,163	-	47,163	-
SCHOOL OPERATIONS											
Board Expenses		250	-	250	-	250	-	250	-	250	-
Classroom / Teaching Supplies & Materials		12,750	-	12,750	-	12,750	-	12,750	-	12,750	-
Special Ed Supplies & Materials		2,550	-	2,550	-	2,550	-	2,550	-	2,550	-
Textbooks / Workbooks		6,375	-	6,375	-	6,375	-	6,375	-	6,375	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		16,717	-	16,717	-	16,717	-	16,717	-	16,717	-
Telephone		2,433	-	2,433	-	2,433	-	2,433	-	2,433	-
Technology		7,033	-	7,033	-	7,033	-	7,033	-	7,033	-
Student Testing & Assessment		7,650	-	7,650	-	7,650	-	7,650	-	7,650	-
Field Trips		1,913	-	1,913	-	1,913	-	1,913	-	1,913	-
Transportation (student)		1,403	-	1,403	-	1,403	-	1,403	-	1,403	-
Student Services - other		3,825	-	3,825	-	3,825	-	3,825	-	3,825	-
Office Expense		2,550	-	2,550	-	2,550	-	2,550	-	2,550	-
Staff Development		2,333	-	2,333	-	2,333	-	2,333	-	2,333	-
Staff Recruitment		5,600	-	5,600	-	5,600	-	5,600	-	5,600	-
Student Recruitment / Marketing		1,200	-	1,200	-	1,200	-	1,200	-	1,200	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		5,000	-	5,000	-	5,000	-	5,000	-	5,000	-
TOTAL SCHOOL OPERATIONS		79,582	-	79,582	-	79,582	-	79,582	-	79,582	-
FACILITY OPERATION & MAINTENANCE											
Insurance		5,833	-	5,833	-	5,833	-	5,833	-	5,833	-

Janitorial	18,169	-	18,169	-	18,169	-	18,169	-	18,169	-
Building and Land Rent / Lease	123,548	-	123,548	-	123,548	-	123,548	-	123,548	-
Repairs & Maintenance	3,634	-	3,634	-	3,634	-	3,634	-	3,634	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	667	-	667	-	667	-	667	-	667	-
Utilities	18,169	-	18,169	-	18,169	-	18,169	-	18,169	-
TOTAL FACILITY OPERATION & MAINTENANCE	170,019	-	170,019	-	170,019	-	170,019	-	170,019	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	3,333	-	3,333	-	3,333	-	3,333	-	3,333	-
TOTAL EXPENSES	**605,880**	**-**	**605,880**	**-**	**605,880**	**-**	**605,880**	**-**	**605,880**	**-**
NET INCOME	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**
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	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**	**5,752**	**-**

611,633	**-**	**3,669,795**
605,880	**-**	**3,635,283**
5,752	**-**	**34,513**
-	**-**	**-**
-	**-**	**-**
5,752	**-**	**34,513**

May	June	TOTAL

n N) on tab '4.) Year Budget &

390,331	-	2,341,986
-	-	-
-	-	-
-	-	-
-	-	-
390,331	-	2,341,986
21,358	-	128,146
-	-	-
-	-	-
117,099	-	702,596
528,788	-	3,172,728
667	-	4,000
9,563	-	57,375
765	-	4,590
-	-	-
33,333	-	200,000
-	-	-
-	-	-
44,328	-	265,965
-	-	-
2,400	-	14,400
-	-	-
33,975	-	203,850
-	-	-
2,142	-	12,852
-	-	-
38,517	-	231,102
611,633	**-**	**3,669,795**

45,667	-	274,000
35,833	-	215,000
10,000	-	60,000
-	-	-
10,000	-	60,000
7,500	-	45,000
109,000	-	654,000

77,000	-	462,000
22,667	-	136,000
-	-	-
-	-	-
17,000	-	102,000
22,917	-	137,500
-	-	-
-	-	-
139,583	-	837,500
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
248,583	-	1,491,500
22,373	-	134,235
32,316	-	193,895
2,513	-	15,075
57,201	-	343,205
305,784	-	1,834,705
3,833	-	23,000
1,667	-	10,000
-	-	-
5,000	-	30,000
2,525	-	15,150
600	-	3,600
3,254	-	19,525
-	-	-
30,283	-	181,700
47,163	-	282,975
250	-	1,500
12,750	-	76,500
2,550	-	15,300
6,375	-	38,250
-	-	-
16,717	-	100,300
2,433	-	14,600
7,033	-	42,200
7,650	-	45,900
1,913	-	11,475
1,403	-	8,415
3,825	-	22,950
2,550	-	15,300
2,333	-	14,000
5,600	-	33,600
1,200	-	7,200
-	-	-
-	-	-
-	-	-
5,000	-	30,000
79,582	-	477,490
5,833	-	35,000

18,169	-	109,013
123,548	-	741,285
3,634	-	21,803
-	-	-
667	-	4,000
18,169	-	109,013
170,019	-	1,020,113
-	-	-
3,333	-	20,000
605,880	-	3,635,283
5,752	**-**	**34,513**
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	**-**	**-**
5,752	**-**	**34,513**
-	-	-
5,752	**-**	**34,513**

LEEP Dual Language Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*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		3,669,795	5,374,922	7,190,354	8,953,846	10,635,784
Total Expenses		3,635,283	4,741,772	6,318,139	7,798,598	9,404,823
Net Income (Before Cash Flow Adjustments)		34,513	633,150	872,215	1,155,248	1,230,961
Actual Student Enrollment		153	249	337	420	499
Total Paid Student Enrollment		153	249	337	420	499
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2020	**2021**	**2022**	**2023**	**2024**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**5.4%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
District of Location	14,527	2,341,986	3,811,468	5,158,493	6,428,982	7,638,243
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		2,341,986	3,811,468	5,158,493	6,428,982	7,638,243
Special Education Revenue		128,146	226,853	296,121	365,389	434,657
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		702,596	1,143,440	1,547,548	1,928,695	2,291,473
TOTAL REVENUE FROM STATE SOURCES		3,172,728	5,181,761	7,002,161	8,723,066	10,364,373
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		4,000	7,000	9,000	11,000	13,000
Title I		57,375	93,375	126,375	157,500	187,125
Title Funding - Other		4,590	7,470	10,110	12,600	14,970
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		200,000	50,000	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		265,965	157,845	145,485	181,100	215,095
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		-	-	-	-	-
Erate Reimbursement		14,400	14,400	14,400	14,400	14,400
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		203,850	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		12,852	20,916	28,308	35,280	41,916
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		231,102	35,316	42,708	49,680	56,316
TOTAL REVENUE		**3,669,795**	**5,374,922**	**7,190,354**	**8,953,846**	**10,635,784**

EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	2	274,000	274,200	291,748	300,500	309,515
Instructional Management	2	215,000	221,450	318,270	327,818	433,321
Deans, Directors & Coordinators	1	60,000	111,800	115,154	118,609	192,167
CFO / Director of Finance	0	-	-	-	47,500	97,850
Operation / Business Manager	1	60,000	61,800	63,654	65,564	67,531
Administrative Staff	1	45,000	46,350	47,741	98,345	101,296
TOTAL ADMINISTRATIVE STAFF	7.00	654,000	715,600	836,566	958,336	1,201,679
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Teachers - Regular	8	462,000	747,780	1,050,291	1,370,280	1,708,522
Teachers - SPED	2.00	136,000	210,120	288,565	371,527	459,208
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	48,000	98,880	203,693	262,254
Specialty Teachers	3.00	102,000	210,120	286,424	295,016	303,867
Aides	6.00	137,500	220,000	302,500	385,000	467,500
Therapists & Counselors	1.00	-	66,000	67,980	70,019	144,240
Other	-	-	-	8,000	16,000	24,000
TOTAL INSTRUCTIONAL	20.00	837,500	1,502,020	2,102,639	2,711,535	3,369,591
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	75,000	77,250	79,568
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	32,000	32,960	67,898	69,935
TOTAL NON-INSTRUCTIONAL	-	-	32,000	107,960	145,148	149,502
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,491,500	2,249,620	3,047,165	3,815,019	4,720,772
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		134,235	202,466	274,245	343,352	424,870
Fringe / Employee Benefits		193,895	292,451	396,132	495,952	613,700
Retirement / Pension		15,075	27,036	43,525	73,211	90,979
TOTAL PAYROLL TAXES AND BENEFITS		343,205	521,953	713,901	912,516	1,129,549
TOTAL PERSONNEL SERVICE COSTS	27.00	1,834,705	2,771,573	3,761,066	4,727,534	5,850,321
CONTRACTED SERVICES						
Accounting / Audit		23,000	23,460	23,929	24,408	24,896
Legal		10,000	10,000	10,000	10,000	10,000
Management Company Fee		-	-	-	-	-
Nurse Services		30,000	30,600	31,212	31,836	32,473
Food Service / School Lunch		15,150	19,950	24,350	28,500	32,450
Payroll Services		3,600	3,672	3,745	3,820	3,897
Special Ed Services		19,525	27,501	35,171	42,747	50,295
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		181,700	164,774	170,915	142,128	80,420
TOTAL CONTRACTED SERVICES		282,975	279,957	299,323	283,439	234,430
SCHOOL OPERATIONS						
Board Expenses		1,500	1,500	1,500	1,500	1,500
Classroom / Teaching Supplies & Materials		76,500	126,990	175,307	222,854	270,067
Special Ed Supplies & Materials		15,300	25,398	35,061	44,571	54,013
Textbooks / Workbooks		38,250	63,495	87,654	111,427	135,033
Supplies & Materials other						
Equipment / Furniture		100,300	59,900	68,700	77,000	134,900
Telephone		14,600	15,143	15,791	16,557	17,211
Technology		42,200	27,800	49,800	36,200	57,400
Student Testing & Assessment		45,900	76,194	105,184	133,712	162,040
Field Trips		11,475	19,049	26,296	33,428	40,510
Transportation (student)		8,415	16,434	25,661	36,685	50,751
Student Services - other		22,950	37,350	50,550	63,000	74,850
Office Expense		15,300	25,398	35,061	44,571	54,013

Staff Development	14,000	18,500	23,500	29,000	33,000
Staff Recruitment	33,600	14,443	16,769	19,217	16,891
Student Recruitment / Marketing	7,200	7,344	7,491	7,641	7,794
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	30,000	30,000	30,000	30,000	30,000
TOTAL SCHOOL OPERATIONS	477,490	564,937	754,326	907,362	1,139,974
FACILITY OPERATION & MAINTENANCE					
Insurance	35,000	36,750	38,588	40,517	42,543
Janitorial	109,013	118,275	160,075	199,500	237,025
Building and Land Rent / Lease	741,285	804,270	1,088,510	1,356,600	1,611,770
Repairs & Maintenance	21,803	23,655	32,015	39,900	47,405
Equipment / Furniture	-	-	-	-	-
Security	4,000	4,080	4,162	4,245	4,330
Utilities	109,013	118,275	160,075	199,500	237,025
TOTAL FACILITY OPERATION & MAINTENANCE	1,020,113	1,105,305	1,483,424	1,840,262	2,180,097
DEPRECIATION & AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	20,000	20,000	20,000	40,000	-
TOTAL EXPENSES	**3,635,283**	**4,741,772**	**6,318,139**	**7,798,598**	**9,404,823**
NET INCOME	**34,513**	**633,150**	**872,215**	**1,155,248**	**1,230,961**

ENROLLMENT - *School Districts Are Linked To Above Entries*					
District of Location	**153**	**249**	**337**	**420**	**499**
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**153**	**249**	**337**	**420**	**499**
REVENUE PER PUPIL	**23,986**	**21,586**	**21,336**	**21,319**	**21,314**
EXPENSES PER PUPIL	**23,760**	**19,043**	**18,748**	**18,568**	**18,847**

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	**34,513**	**633,150**	**872,215**	**1,155,248**	**1,230,961**
Beginning Cash Balance	-	34,513	667,663	1,539,878	2,695,126
ENDING CASH BALANCE	**34,513**	**667,663**	**1,539,878**	**2,695,126**	**3,926,087**

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.

Y1 increase reflects announced 2019 PPR of $15,307; excludes 2019 supplementals

Assumes 9% SpEd population (40 @ 20-60%, 30% @ over 60%)

Facility funding support: 30% of Per Pupil Revenue

$1,000 per student receiving over 60% services
$500/FRPL student - Title I - 75%
$40/FRPL student - Title II - 75%

$550,000 allocated over 3 years including pre-opening year

$150 per newly enrolled student

$135,000 plus $450/student in Y1

$84/student (NYSTL, NYSSL, NYSLIBL)

List exact titles included in the position category, if different from description,

and staff FTE"s (Full time eqiuilivalent)
State number of postions for years 2 thru 5 in assumptions if differ from year
1.0 FTE Executive Director @140k salary, 1.0 Deputy Executive Director @ $135k
1.0 FTE Principal @ $130k, 1.0 Instructional Coach @$85k; Coaches added in Y3, Y5
1.0 FTE Director of Family Experience; In Y2, Dean of Students, Data Coord. Added
work done by backoffice partner CSBM; CFO trained @ 0.5 in Y4, full-time in Y5
1.0 FTE Operations Manager
1.0 FTE Office Assistant; additional 1.0 Office Assistant added in Y4
7.0 FTE Teachers in Y1; 4 added each year as school adds grade levels
2.0 FTE SpEd Teachers; 1 added each year as school adds grade levels
Teacher Fellows added in Y2 (+1), Y3 (+2), Y4 (+4), Y5 (+5)
0.5 each of Art, Music, PE in Y1; convert to 1.0 in Y2; Reading Specialist added in Y3
5.0 FTE; 3 added each year as school adds grade levels
1.0 FTE Counselor in Y2; additional Counselor or Social Worker added in Y5
Additional stipends for activity coaching by existing staff, starting in Y3
1.0 FTE Librarian added in Y3
1.0 FTE Cafeteria Attendant added in Y2; second added in Y4
9% of salaries (social security, unemp., medicare)
13% of salaries (health/dental/vision, life ins., worker's comp, metro card)
2% match in Y1-2, 3% in staffer's third year, 4% in fourth+ year, 90% participation
annual audit with 2% annual increase
legal fees, supplemented with pro bono services when possible
2% annual increase
consultant for initial application in Y1 + subsidy beyond fed aid
$150 per payroll, 2% annual increase
SpEd Collaborative plus $500 per SpEd student (9% of enrollment); 2% increases
included in backoffice services (row 104)
$140k CSBM backoffice; <$10k each for copier lease, translation, E-rate, teacher cert
board training and meetings
$500 / student
$100 / student
$500 / student
$100 / student for desks plus $5k per new classroom; $4k/year adult furniture
$1100/mo for VOIP/Internet; $50/mo per staffer for cell phones with 2% increase
$18k comp lab (+2 by Y5); $400/staffer for tech incl Swivl; software incl SchoolMint
$300 / student, 2% annual increase
$75 / student
Metrocards for students on 10 days beyond DOE calendar
$150 / student for uniforms, family outreach, and assemblies
$100 / student, 2% annual increase

$500 / staffer for Teach Like a Champion, Responsive Classroom, others
$1200 per new staff (incl. language tests); 10% turnover; 2% annual increase
$75 / new student, 2% annual increase
subsidy @ $40 / student plus startup consultant

$30k flat license fee to LEEP for brand and school design

5% annual increase
$5 / sq ft
$34 / sq ft @ 95 sq ft / student
$1 / sq ft

2% annual increase
$5 / sq ft

$75k spread across three years

LEEP Dual Language Academy Charter School

Attachment 11: Draft Preopening Plan

Note: All public and parent communications are bilingual.

Student Recruitment and Admission		
Marketing		
Design, translate and produce in digital and print format informational packet / flyer; post on website, social media, community channels and locations throughout community locations	ED / Community Staff	June 2018—March 2019
Identify and work with head-starts, pre-k programs, library, faith, civic organizations to generate interest / enrollment	ED / Community Staff	June 2018—March 2019
Initiate recruiting / marketing campaign via ads in local stores, newspapers, social media	DED	Oct 2018 —March 2019
Secure invitations to kindergarten transition fairs at pre-k and head start programs	DED	June 2018—Dec 2018
Enrollment form		
Design, translate and create student enrollment form	ED	July 2018
Register with NYC charter school common application	ED / DED	July 2018
Post enrollment form on website, social media, community channels	ED / DED	Nov 2018—Mar 2019
Information Sessions		
Secure locations for information sessions	ED / Community Staff	June 2018
Mobilize and work through bilingual volunteers for community canvassing	ED / Community Staff	Aug 2018—Mar 2019
Host Bilingual Information Sessions	ED / DED	Oct 2018—Mar 2019
Admissions Lottery and Enrollment		
Collect enrollment forms through final enrollment (April 1, 2019)	ED / Community Staff	Nov 2018—April 2019
Secure lottery location and translator(s)	ED	Mar 2019
Post bilingual notice advising lottery date on website, social media, in newspapers and locations throughout community	ED / Community Staff	Mar 2019
Dry-run of lottery protocol	ED	Mar 2019
Conduct admissions lottery	ED	April 2019
Notify families / caregivers of status	ED /	April 2019

	Community Staff	
Establish waitlist or repeat lottery as is necessary with public notice	ED / Community Staff	April 2019
Send NYC DOE Enrollment Report	ED / DED	May—August 2019
Confirm acceptances through home visits	ED / Principal	May—August 2019
Request, receive and process student records	ED / Principal	May—August 2019
Create documents and compile student welcome packet and orientation info	ED / DED / Principal	May—August 2019
Facilities		
Research private space	ED / DED	May—Aug 2018
Secure third party professional service re evaluating site, determining operations costs and negotiating lease terms (under conditional term sheet)	ED / DED	May—Aug 2018
Convert conditional term sheet to final negotiations, review, approval and execution of lease	ED / DED / Board	Jan 2019
Landlord renovations and retrofitting as needed	ED / DED	Feb—June 2019
Secure property insurance pursuant to lease terms	DED	Jan 2019
Undertake and seek final inspection and certificate of occupancy	ED / DED	June 2019
Procurement		
Purchase supplies and materials	ED	April 2019
Secure janitorial and maintenance services	DED	April 2019
Design Swivl configuration and purchase equipment	DED	June 2019
Governance		
Development of Governance Structure		
Define general responsibilities of the board as a Governing Authority	Board	Dec 2018—Jan 2019
Define relationship between board and ED	Board	Dec 2018—Jan 2019
Develop and define internal and external communications protocols and decision-making process	Board	Dec 2018—Jan 2019
Secure third party insurance for board members and define parameters of such insurance	Board	Dec 2018—Jan 2019
Draft policies	ED	Dec 2018—Jan 2019
Develop and implement plan for transitioning Founding Board to Governing Authority	ED	Dec 2018—Jan 2019
Clarify incorporation status, tax exemption status of charter school entity and parent company being a 501(c)(3) entity	ED	Dec 2018—Jan 2019

Board Structure		
Finalize and adopt any amendments to by-laws	Board	Dec 2018—Jan 2019
Develop job, role and purpose descriptions for the Board, specific Board position, committee chairs and each committee; then adopt	Board	Dec 2018—Jan 2019
Define relationship between board and Principal	Board	Dec 2018—Jan 2019
Develop and adopt Board Handbook	Board	Dec 2018—Jan 2019
Submit Trustee information to NYC DOE including financial disclosures, contact information and resume	ED	Dec 2018—Jan 2019
Board Meetings		
Select set meeting days and time for board meetings; print and post meeting schedules on website; publish consistent with New York Open Meeting Law	Board	Dec 2018—Jan 2019
Develop format and protocol for board meeting packets to be distributed 2 weeks prior to a board meeting	Board / ED	Dec 2018—Jan 2019
Develop mechanism for tracking board member attendance, committee meetings and as needed outside participation	Board	Dec 2018—Jan 2019
Develop list of critical tasks and decision-making required at each board meeting consistent with a board calendar	Board / ED	Dec 2018—Jan 2019
Develop a Board Trustee Minute Board that contains all official actions, policies, decisions	Board / ED	Dec 2018—Jan 2019
Develop comprehensive list of policies to be formulated by school opening and monitor their development	Board / ED	Dec 2018—Jan 2019
Principal		
Develop job description for Principal	Board	Dec 2018—Jan 2019
Hire Principal	Board	March 2019
Board Development		
Create / list / compile on-boarding materials	Board / ED	July 2018—Jan 2019
Series of meet and greet Board introduction and visioning meetings	Board / ED	June—August 2019
Board Retreats—two to three	Board / ED	No 2018—July 2019
Fundraising		
Develop strategy: goals and plan	Board / ED	August—Dec 2018
Develop collaterals	Board / ED	August 2018
Identify, cultivate and activate potential individual donors	Board / ED	August 2018—July 2019
Develop strategies and guidelines for cultivation both general, specific and targeted	Board / ED	August 2018—July 2019

Secure Public / Private Grant Money & Donations		
Identify sources	ED / Board	March 2018—July 2019
Develop statement and grant request materials	ED / Board	March 2018—July 2019
Development statement and grant proposals to foundations	ED / Board	March 2018—July 2019
Secure Donations from Individuals	ED / Board	August 2018—July 2019
Plan and host events for securing donations	ED / Board	August 2018—July 2019
Administrative		
Data Management		
Create filing / organization / management systems	ED / DED	Mar—Apr 2019
Develop database for student reporting and attendance, integrating exports from proprietary formats	ED / DED	Mar—Apr 2019
Develop dashboard system to track key performance metrics including attendance, discipline, academics and assessments	ED / DED / Principal	Mar—Apr 2019
Family Outreach		
Develop bilingual letter to families with packets for family orientation – also include in other languages as needed	ED / Principal	Apr 2019
Complete Home Visits	ED / Community Staff	May 2019
Contact all families for Family Orientation	ED / Community Staff	April 2019
Prepare pre-opening Family Orientation materials	ED / Principal	June 2019
Host pre-opening Family Orientation materials	ED / Principal	July 2019
Instructional Program		
Curriculum Development		
Refine original curriculum models for core subjects and dual language methodologies building upon two years of research and program development	ED	August-December 2018
Continue site visits and analyses of "best practice" school models building upon two years of research and program development	ED	August-December 2018
Hire curriculum consultant	ED / Principal	March 2019
Finalize curriculum plans and timelines, and later refine to reflect class cohorts	ED / Principal / Curriculum Consultant	June 2018—April 2019
Finalize IAs aligned with state standards and	ED /	June 2018—April 2019

curriculum frameworks	Principal	
Formulate scope, sequence and vertical alignment documents	ED / Principal	June 2018—April 2019
Formulate organizational system for unit and lesson plans	ED / Principal	Oct 2018—April 2019
Finalize curriculum	ED / Principal / Curriculum Consultant	June 2018—April 2019
Procurement		
Purchase materials and standardized testing materials	ED	May 2019—July 2019
Contract with MAP, Pearson, and other assessment providers	ED	Nov 2018—April 2019
Assessment		
Finalize assessment strategy and timeline	ED	June 2018—April 2019
Create dashboard for data analysis	ED	June 2018—April 2019
Develop class configuration and classroom model	ED	June 2018
Conduct NYSITELL testing	ED	July 2019
Special Education		
Reach out and build relationship with the CSE	ED	June 2018
Identify and secure specific texts and materials	ED	Oct 2018—Apr 2019
Collaborate with CSE on IEP review schedule	ED	May—Aug 2019
Define service requirement for all SPED students	ED	May—Aug 2019
Create training sessions for teachers on SPED modifications and accommodations	ED	June—Aug 2019
School Culture and Climate		
Finalize daily schedule, discipline policy and school calendar	ED	June 2018
Establish school-wide systems, procedures and routines consistent with "Carino" System	ED	June 2018
Create report templates	ED / School Principal	June 2019
Create classroom / hallway resources and materials	ED / School Principal	June 2019
Fiscal Management		
Contract with back-office provider (CSBM)	ED / Board	November 2018
Identify signatories with check issuing authority and finalize signatory policies	Board / ED	December 2018
Develop financial reporting templates (budget vs. actual) and policies	Board / CSBM / ED	June 2018
Design process form (purchase orders, expense forms) and policies	ED / CSBM	November 2018
Develop fund segregation fund consistent with standards for public and private funding sources	Board / ED	December 2018

Establish payroll	ED / DED	December 2018
Develop schedule of board financial reviews	Board	December 2018
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	ED /DED / CSBM	December 2018
Set up bank accounts	ED / DED	December 2018
Define investment / savings / reserve strategies	ED / DED	December 2018
Finalize cash flow plan	ED / DED	January 2018
Personnel		
Finalize organization chart and job descriptions	ED / DED / Board	June 2018
Design interview process based on models of high-performing organizations	ED	July—Sept 2018
Advertise jobs through partner organizations and website		Aug 2018—July 2019
Coordinate benefits enrollment	DED	Sept 2018—May 2019
Recruit and hire staff and teachers	ED	Aug 2018—July 2019
Negotiate and sign agreements for contracted services	ED /DED	Sept 2018l—May 2019
Finalize policies and procedures for staff evaluations	ED / DED	April—May 2019
Develop professional plans	ED / DED	April—May 2019
Perform background checks on employees	DED	April—May 2019
Fill out forms to enroll teachers in payroll and benefits	DED	July—Aug 2019
Plan and hold staff onboarding and orientation	ED / DED / Principal	July—Aug 2019
Have new staff fill out Employee Information Forms	ED / DED	July—Aug 2019
Staff Handbook		
Draft, edit and translate handbook	ED	Aug 2018
Legal review of handbook	ED	Aug 2018
Board review of handbook following legal review	ED	Aug 2018
Print and distribute final hard copes to staff members; post on website	ED	July—Aug 2019
Transportation		
Determine transportation needs	ED / DED	May 2019
Submit transportation request form to NYC Office of Pupil Transportation	ED / DED	May 2019
Develop transportation routes, schedules and emergency contacts	ED / DED	May—July 2019
Food Service		
Issue RFP for outside food vendor	ED	March 2019
May 2019	May 2019	May 2019
Determine food service arrangement	ED / DED	May 2019

Select vendor and draft and execute contract	ED / DED	May—July 2019
Develop food service plan	ED / DED	May—July 2019
Complete FRL forms	ED / DED	May—July 2019
Health and Safety		
Identify doctor / nurse resources and first aid resources	ED / DED	Jan—Feb 2019
Develop policy for non-compliance by parents	ED / DED	Jan—Feb 2019
Acquire medical forms	ED / DED	Jan—Feb 2019
Undergo fire and building inspection	ED / DED	June 2019
Contact Board of Health	ED / DED	June 2019
Develop fire drill policy, schedule, route and School Safety Plan	ED / DED	June 2019
CPR and AED training	ED / DED	July 2019
Purchase and install AED	ED / DED	July 2019
Community Partnerships		
Identify community partnership opportunities	ED / Community Staff	Ongoing
Devise performance measures for each strategic alliance	ED / Community Staff	Ongoing
Parents and Community		
Draft, edit and translate and provide bilingual content of Parent / Family / Caregiver Handbook	ED	Nov 2018
Secure legal review of handbook	ED	April 2019
Board approval of handbook following legal review	ED	
Print and distribute hard copies to parents, families and caregivers at Family Orientation; post on website; provide explanatory follow-up sessions as needed	ED / Community Staff	June—July 2019
Communications		
Work with graphic designer to update website for approved school	ED	Nov 2018
Filing system for student academic, disciplinary and health records	DED	March 2019
Develop and define procedures for visitors entering the building	DED	April 2019
Develop forms necessary to track and monitor visitors	DED	April 2019
Select provider for internet access	DED	April 2019
Set up intranet	DED	April 2019
Define communication protocols and system for staff	DED	June 2019
Set up phone system and answering services	DED	June 2019
Set up school email	DED	June 2019

Purchasing		
Create a comprehensive purchasing list through December 2019	DED	April 2019
Purchase classroom and office equipment and furniture	ED / DED	May—July 2019
Lease postage meter	DED	Oct 2018
Purchase cleaning products and restroom supplies	DED	June 2019
Purchase science class materials and PE equipment	DED	June 2019
Purchase classroom library materials	DED	Mar—June 2019
Purchase classroom and office supplies and medical supplies and furniture	DED	June 2019
Design and purchase signage for building interior	ED / DED	June 2019
Set up asset tracking system	DED	Nov 2018
Contract Personnel		
Line up related service providers	DED	May—June 2019
Contract with nursing services	DED	May—June 2019
Technology		
Issue RFP for technology	ED / DED	Nov 2018
Finalize plans for purchasing technology; test sample audio and video equipment in mockup setting	ED / DED	Jan 2019
Computers for students and teachers	DED	May 2019

LEEP Dual Language Academy Charter School

Attachment 12

Dissolution Plan

LEEP Dual Language Academy Charter School ("the School") understands the significant adverse impact that dissolution or closure of the school would have on its stakeholders, including, most significantly, its enrolled students. In the event of dissolution of the School, the Board of Trustees and the Executive Director has developed this Dissolution Plan, whose procedures provided below follow the dissolution procedures established under and otherwise comply with Education Law §2851(2)(t), 219 and 220, and the Closing Procedures and Guidelines' specified by the New York State Education Department ("SED") (collectively "Governing Laws and Procedures"). As further required by SED, the School has budgeted and set aside $20,000 for each of the first three years and $40,000 for its fourth year for a total of $100,000 during its first five-year charter term. These proceeds shall be maintained in escrow in perpetuity for use only in the event of a dissolution or closure of the school. Such funds shall be utilized, specifically, for the purposes of paying legal and audit expenses associated with this event, along with any debts or unmet financial obligations that may have accrued at the time of closure.

- **Within 24 hours of SED vote to close the school**:
  - A Transition Team shall be established and comprised of a SED staff member, the Board Chair, Executive Director, Deputy Executive Director, one teacher and one parent from the family advisory council. This team is responsible for ensuring the orderly closure of the school in accordance with the steps outlined in this Dissolution Plan. The Board Chair will solicit the assistance of external partners to fulfill all responsibilities associated with dissolution and otherwise comply with the Governing Laws and Procedures.
  - The SED staff member and Board Chair will also create and distribute a press release that includes the following: history of the school; SED closure policies; reason(s) for school closure; support resources for students, parents, and staff; and contact information for the SED and school media liaison.
- **Within 48 hours of SED vote to close the school**:
  - The Transition Team shall identify and assign the closure actions and responsibilities to be undertaken by each member of the team, or collectively by the team or by its external

partners ("Action Plan"). The Action Plan shall provide a calendar indicating the dates for meetings that must occur pursuant to the Governing Laws and Procedures and the dates of completion for each closure action.

- The Transition Team will develop a Student Transition Plan that focuses on enrolling students in an existing school that is appropriate to each student. Such Transition Plan will include clear deadlines for key activities and will not be considered complete until every student engaging in transitional services has been enrolled in a new school.
- The Transition Team will also appoint a School Closure Coordinator who will serve as a direct line of support for families and, in this capacity, provide them with guidance throughout the transition process.
- The SED staff member and Board Chair will distribute an initial closure notification letter to faculty, staff and parents that provides the closure decision, transition timeline and help line as well as online information responsive to general inquiries pertaining to records, enrollment, lottery procedures and names and locations of other public schools.

- **Within 72 hours of SED vote to close the school**:
  - SED staff member and Board Chair will send a closure letter to state and local agencies, including the local school district. The closure letter shall include: notification materials distributed to parents, faculty and staff; SED decision materials; a copy of any termination agreements (if applicable); and a copy of local public school districts.
  - The Transition Team will create talking points for parents, faculty, community members, and the press.
  - The Executive Director will secure all student records while the Deputy Executive Director of Operations will secure all financial records.

1 Closing Procedures Guide and Checklist for New York State Charter Schools Authorized by the Board of Regents. New York State Education Department, 2012, www.p12.nysed.gov/psc/documents/nysed-charter-school-closing-procedures.pdf.

2018 PHASE I: Letter of Intent

Created: 07/06/2018 • Last updated: 07/09/2018

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the naming).

Proposed School Name	LEEP Dual Language Academy Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	K-5
Max Number of Students During Initial 5 year Term	576

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Gabrielle Mosquera	[redacted]	
Public/Media Contact Person	Roberto Gutierrez		

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	Dual Language Instruction via 90:10 Spanish Language Immersion
2	Coherent, content-rich, culturally responsive curriculum
3	Character development built on a "pedagogy of cariño (caring)"
4	Focus on teacher technique and practice development
5	(No response)
6	(No response)
7	(No response)

If available, please provide the URL to the website established for the proposed school or existing education corporation.	www.LEEPacademies.org

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date 2018/07/08

Thank you for completing this form.

LEEP Dual Language Academy Charter School

Dear Mr. Frank:

We are pleased to submit this Letter of Intent for the LEEP Dual Language Academy Charter School, a Spanish language immersion elementary/middle school for the Sunset Park neighborhood of Brooklyn (NYC CSD 15).

I. APPLICANT GROUP INFORMATION

a. Applicant Group Members: See attachment (Table 1: Applicant Group Information)
b. Public Contact: Telephone: [redacted]
c. Application History: As a group, we have not previously applied to open any school in New York State or elsewhere. In 2016, Roberto Gutierrez applied to the Texas Education Agency to open a similar school in Texas to be named "LEEP Academies of Texas," which was not approved. This LOI reflects significant modifications since that application, including an entirely different applicant group (other than Mr. Gutierrez); a focus on the Sunset Park, Brooklyn demographic context; a clearer description of the academic model; and more detailed plans for literacy instruction, curricula, and teacher development. Mr. Gutierrez was also a proposed trustee of the proposed New York Flex Charter School, which submitted a full application to the New York State Board of Regents in March 2011 that was not approved. That proposal for a blended-learning high school is entirely unrelated to LEEP Dual Language Academy. Proposed trustee Melissa Jarvis-Cedeno is also a former founding board member of charter schools in the SUNY portfolio.

II. PROPOSED CHARTER SCHOOL INFORMATION

a. Proposed School Name: LEEP Dual Language Academy Charter School
b. Proposed Mission Statement: Our mission is to help all students experience school as a place of belonging and effortful achievement; attain full academic fluency in the Spanish and English languages while meeting or exceeding New York State standards; and develop the cultural understanding and virtuous habits necessary to thrive as learners, workers, family members, and citizens.
c. Proposed School Location: LEEP Dual Language Academy intends to locate in New York City's Community School District 15 (CSD 15), in the Sunset Park neighborhood of Brooklyn. The school will not apply to co-locate in an existing DOE facility and will seek independent space.
d. Target Population/Community Served: Our school will serve students who speak Spanish at home, a group often at risk for academic failure in conventional school situations; as well as students who speak English and other languages and appreciate the cultural and economic value of becoming multilingual in English and Spanish. We are committed to educating recent immigrants, economically disadvantaged students, and students with special needs and in unstable circumstances. Statistically, the school will be representative of the CSD 15 student population in terms of students with disabilities (21%) and students who are economically disadvantaged (55%), and overrepresented in terms of multilingual learners classified as English Language Learners (50% in the school vs. 18% in CSD 15). We also seek diversity within our Spanish-speaking families, drawing from families with varied immigration histories and national backgrounds.

e. Planned Ages, Grades and Enrollment:

Projected Enrollment Table Over the Charter Term						
Grades	**Ages**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
K	5-6	96	96	96	96	96
1st	6-7	96	96	96	96	96
2nd	7-8		96	96	96	96
3rd	8-9			96	96	96
4th	9-10				96	96
5th	10-11					96
Totals		192	288	384	480	576

f. Proposed Management and/or Partner Organizations: None proposed.
g. Replication: Not applicable.
h. School Overview:
LEEP Dual Language Academy Proposed Charter School ("the school") will be an independent charter elementary school, growing over time to serve the middle grades. Our school model synthesizes a set of highly effective, research-based practices in dual language education, with an intensive Spanish language immersion approach that has proven successful around the country but is not offered in New York City. We will surround this challenging pedagogy with an educational experience that builds caring teacher-student relationships, explores Latino and world cultures, and attends to the development of each child as *una persona completa*: a whole person. To make this possible, we will carry out our work through the organizational structures and staff development practices of high-performing charter schools, so that our staff and students are always spending their time effectively and being supported to improve every day.

This school design was developed by Latino Educational Equity Partnerships (LEEP), a nonprofit organization formed by Roberto Gutierrez and Nelson Broms in 2015 and supported by the Carnegie Corporation of New York and the New Schools Venture Fund, among others. Although LEEP will not function as a CMO or institutional partner, the school will benefit from its planning work including technical contributions by leading dual language experts and interviews with more than 300 researchers and practitioners over three years.

Our school design has four key elements:

1. Dual Language Instruction via 90:10 Spanish Language Immersion

i. How it works:

- In whole-school language immersion programs, ***all*** students study the "target language" (in this case, Spanish) and study other academic subjects entirely *in* the target language. By immersing students in the target language, they have both 1) much more exposure to the target language each day; and 2) a more natural experience of language acquisition than the traditional memorization of grammar rules.
- Our school's model is known as "90:10" because students begin by spending 90% of the school day in Spanish and 10% in English in kindergarten, gradually balancing out to

50% Spanish and 50% English by grade four. Note that English literacy is taught in every grade, including kindergarten.

- The model of dual language typically used in New York City is 50:50 through all grade levels, but evidence and observation suggest that the stronger dosage of Spanish in the earlier grades can give students a stronger grounding in that language, and more securely establish Spanish as the "prestige" language of the school: the language that is prioritized and encouraged.

ii. Benefits for all learners:

- In a school where everyone is a language learner, speaking multiple languages can be rightly celebrated as an advantage rather than stigmatized as a deficit. For students who speak Spanish or another language other than English at home, this means they are not set apart with lowered expectations nor do they sacrifice subject-area learning to attempt to "catch up" in English. This results in a mainstream and rigorous experience shown to produce greater academic results—including in English literacy. As researchers Virginia Collier and Wayne Thomas found, "90:10 programs [help students] reach the highest levels of achievement in the shortest amount of time" compared to other dual language models, in both English and Spanish. A recent randomized study by the RAND Corporation found similar results.
- For students from Spanish-speaking homes, academic instruction in Spanish grammar and vocabulary ensures that their Spanish ability does not settle at a young child's level of proficiency, allowing Spanish to become a genuine source of future economic opportunity and continued cultural and familial connection.
- For students who speak English or another language other than Spanish at home, the intensity of an immersion model produces much greater facility with Spanish than a K-8 Spanish course can provide—giving these students fluency in another language years before their peers in traditional schools have such an opportunity.
- For all students, the cognitive challenges of learning another language help develop executive function: the capacity for self-regulation that is critical for organization, reflection, and long-term academic success.

2. A Coherent, Content-rich, Culturally Responsive Curriculum

- Cognitive science shows that what students learn builds on what they already know, and even so-called "skills" such as reading comprehension depend on students knowing certain facts and concepts. The school will use an adapted version of the Core Knowledge® Sequence to help all students acquire the knowledge they will need to comprehend what they read; understand the world they inhabit; and be inspired by the great works of human civilization and our shared American experience. As a matter of equity, we believe this intellectual inheritance properly belongs to *all* children, not just those with enrichment opportunities outside of the home.
- The Core Knowledge approach also places an emphasis on the use of "Read Aloud" sessions in which teachers read complex stories and lead rich discussions with even the very youngest students, so that knowledge and analysis are not limited by young students' decoding skills. This technique will be used in both English and Spanish literacy classes, as it is in many of New York City's highest-performing charter schools.

- Building on resources from the Core Knowledge Foundation and a close review of New York State standards, we will also curate, adapt, and in some cases translate materials and lesson plans that are culturally responsive and appropriate for a Spanish-language immersion context, supplementing the Sequence with adapted modules to include indigenous and Latino history and voices in a broader American context. The goal is for all students to see their personal and family stories represented and affirmed as part of a larger American (and more inclusive) story, so that they feel a firm sense of belonging and possibility in the academic world—and are neither excluded nor defined exclusively by their family's language, culture, or background.
- To the same end, the school's curriculum and community practices will highlight art, music, stories, and traditions from global cultures with a special emphasis on Latin American cultures through communal celebrations, rituals and environmental art.

3. Character Development Built on a "Pedagogy of *Cariño* (caring)"

We seek to empower students to consider and practice the kind of difficult choices required of virtuous citizens in a free society, building on a secure base of trust and caring from the children and adults around them. Through intentional practices including daily *ronda popular* (akin to "community meetings"), social-emotional skills training, and exploration of "heroes" across time and culture, students will understand school as a place where they are empowered and supported to do hard and even heroic things—not only in history or math, but when their emotions boil over, or they see a child being bullied, or they are tempted to lie.

Our teachers will also be trained and coached on ways to show caring for students and create opportunities for student agency. Key frameworks will include *Responsive Classroom*® (for behavior management) and *Dovetail Learning's Toolbox* (Spanish version, for developing student social-emotional skills).

4. Focus on Teacher Technique and Practice Development

- Using strategies created in the most academically successful charter and dual-language schools, we will establish a culture where teacher practice is shared and supported by continual analysis and coaching—always with the goal of creating a high level of cognitive challenge and a strong sense of support and belonging for every student in the classroom.
- We will select, train, observe, and coach teachers on their use of "The LEEP Way": a set of high-leverage classroom practices drawn from proven frameworks including *Teach Like a Champion*® (for lesson design and instructional practices) and *Project GLAD*® (for oral language practice and visual tools for language learning).
- Staff and faculty will practice and refine these techniques during a three-week summer training period. This is literal practice, designed to help teachers build technical skills and commit to productive mindsets. As they make mistakes, receive corrective feedback, and try again, our teachers will reflect on how it feels to set aside defensiveness and embrace growth—just what they will be asking of our students.
- Our process for feedback and continuous improvement will include closely coordinated lesson planning; a shared set of techniques for instruction and classroom management; frequent self-reflection, peer-to-peer feedback, and coaching; classroom video recording

and analysis (with strict data privacy protections); and weekly reviews of formative assessment data.

III. ENROLLMENT AND RETENTION STRATEGIES

a. Strategies for Attracting and Recruiting Students

To attract the student type identified in our mission, we will carry out a comprehensive outreach campaign. Because our school model functions optimally when Spanish-dominant students are roughly half of the student population, that represents a two-part task. First, at-risk students from Spanish-speaking families, including those who are recent immigrants and/or economically disadvantaged, will be reached through trusted grassroots groups we have already begun cultivating as partners, including churches, human service agencies, social networks of activists, and anyone organizing a local festival or fair. All outreach material will be equally available in Spanish and English, and information sessions will vary in the language used based on who attends; our first parent meeting was conducted almost entirely in Spanish. We will also pursue news coverage in local Spanish-language media and use Facebook ads targeted by language and ZIP code. Our message points are being constantly refined based on local input and parent feedback, for example to be clear that a Spanish immersion program does *not* mean sacrificing long-term English achievement as some families fear. Depending on the data we receive from continued early outreach, we are likely to propose an admission policy that includes a weighted preference for English Language Learners, many (but not all) of whom would be Spanish speakers.

Secondly, to attract families who do not have a Spanish-language background, we will continue to do outreach in English and begin outreach in Chinese, emphasizing the value of multilingualism for all students' personal development and future academic and economic prospects. We have one feature article pending in English-language media, and we will use the same key tools mentioned above—targeted digital outreach, partnership cultivation, festival tabling, etc.—to become known and familiar to families of all kinds, including Asian and white ethnic communities, recently arrived upwardly mobile families, and Latino families who immigrated in earlier generations and no longer speak Spanish regularly. Our outreach efforts will include the organizations of employers in the area, including associated small businesses and the tenants of the major Industry City development, as well as diverse pre-K programs with dual language components.

We will work to attract students with disabilities, English Language Learners, and economically disadvantaged students by similar forms of constant outreach, along with clear and emphatic information about our determination to serve all students. Our parent and community volunteers are helping us spread the very simple message that everyone is welcome at LEEP Dual Language Academy Charter School, and we will deliver the same message at our upcoming presentations to the local Community Education Council and Community Board Education Committee.

a. Strategies for Retaining Students

Our goal is to retain every family who doesn't move out of New York City, and prevent a few from moving as well. Our strategies for retaining our targeted groups are largely the same as for every group: empathy, respect, and systematic communication. We *empathize*—and train every staff member to empathize—with parent experiences both dramatic (e.g. traveling thousands of miles for opportunity) and mundane (e.g. coming home to find a backpack stuffed with 30

disjointed announcements from school). We show *respect* by learning about the cultures that our families hold dear, and by making our school intentionally welcoming to all families, including through convenient meeting times, low financial pressure for economically disadvantaged, and equitable access to leaders. Our priority is to empower all parents to help their children thrive, *not* to keep parents at bay or squeeze out PTA donations.

We use *systemic communication* to keep our families informed about their child's progress and the life of the school. Those systems will include parent education meetings to explain the nuances of dual language learning; calls home about positive news (not just negative); information translated into every home language for ELLs and their families; fast reply times to parent inquiries; and personal help for every family of a student with a disability or potential disability who is navigating the IEP process.

To ensure that family perspectives are never overlooked, the school staff will include a parent liaison and our board of trustees will include a parent representative. We will conduct a semiannual parent survey to solicit feedback that we can act upon before each year's end.

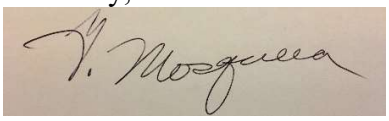
IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

a. Community Outreach Conducted to Date: Please see Table 2: Public Outreach Information. Although our decision to focus in Sunset Park came relatively recently, we have spoken with dozens of neighborhood leaders, distributed 300 informational and event fliers, spoken to hundreds of parents and community members, collected 233 signatures indicating interest in the school, reached nearly 4,000 people on Facebook without a single negative reaction. Additional community presentations and parent meetings are scheduled for the weeks ahead.

b. Initial Assessment of Parent Interest/Demand for the School: More than one civic leader has remarked that our school is the right one for this moment in Sunset Park, and the nearly universally positive reaction we've heard walking around Sunset Park would seem to confirm that. Common themes in parents' comments touch on excitement about high-quality dual language education; desire for a school option with a multicultural curriculum; and appreciation for a new school that will not be co-located. Most commonly, we have heard 1) that status quo for Spanish-speaking students is alienating and ineffective, so a bold alternative is welcome; and 2) that parents feel that existing schools are overcrowded and are hoping for reasonable class sizes. A small share of parents express ideological concerns about charter schools, while others wish they could enroll older children or secure a seat outside of the lottery process.

V. PROPOSED BOARD CHAIR SIGNATURE AND DATE

Sincerely,



Gabrielle Mosquera, Proposed Board Chair

Table 1: Applicant Group Information

Created: 07/08/2018 • Last updated: 07/09/2018

Must include a minimum of 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	J. Roberto Gutierrez [redacted]	CEO, Latino Educational Equity Partnerships	Lead applicant; co-creator of school design; expertise in nonprofit management, bilingual communication, organizational development	Employee (Exec. Director)	Ex Officio
2	Michael Regnier [redacted]	COO, Latino Educational Equity Partnerships	Co-creator of school design; expertise in nonprofit management, social-emotional learning, educational research and evaluation	Employee (Operations Director)	none
3	Gabrielle Mosquera [redacted]	Director of Institutional Giving, PowerMyLearning	Expertise in charter school operations, reporting, and compliance; organizational development; and project management.	Trustee	Board Chair
4	Ashok Chandra [redacted]	Senior Partner and Director of Privacy, GroupM	Expertise in legal analysis including regulatory compliance, contracts, and	Trustee	Trustee

	[redacted]		intellectual property; and management.		
5	Melissa Jarvis-Cedeno [redacted]	Director of Family and Community Engagement, Brooklyn Ascend Charter High School	Expertise in K-12 instructional leadership, school culture, and charter school management and finance.	Trustee	Trustee
6	Joaquin Matias [redacted]	Chief Strategy Officer, City Strategy Group / Chief Operating Officer, Clear Springs Communities	Expertise in law, real estate development, governance, community engagement. Sunset Park resident perspective.	Trustee	Finance Comm. Chair
7	Magdalena Varela-Hand [redacted]	Forensic Social Worker, The Legal Aid Society	Magdalena Varela-Hand, LMSW Forensic Social Worker, The Legal Aid Society Expertise in social work, mental health services; school-based counseling and mental health interventions; services for students with disabilities. CSD 15 parent perspective.	Trustee	Trustee
8	Family Rep TBD	TBD	TBD	Trustee	Family Representative
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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).

As a group, we have not previously applied to open any school in New York State or elsewhere. In 2016, Roberto Gutierrez applied to the Texas Education Agency to open a similar school in Texas to be named "LEEP Academies of Texas," which was not approved. This LOI reflects significant modifications since that application, including an entirely different applicant group (other than Mr. Gutierrez); a focus on the Sunset Park, Brooklyn demographic context; a clearer description of the academic model; and more detailed plans for literacy instruction, curricula, and teacher development. Mr. Gutierrez was also a proposed trustee of the proposed New York Flex Charter School, which submitted a full application to the New York State Board of Regents in March 2011 that was not approved. That proposal for a blended-learning high school is entirely unrelated to LEEP Dual Language Academy.

Table 2: Public Outreach Information

Table 2 is not counted toward the page limits

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
01/16/17 meeting date	Families of students with disabilities, community members	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
6/15/2018 - 7/8/2018	interested families	Social media outreach and engagement	Facebook	Interest in volunteering	3 community volunteers signed up, volunteer-led outreach begun	Over 3,700 users reached by posts, over 150 post likes, 25 new page likes in past week, 0 negative post reactions or comments
7/8/2018	interested families	Interviews and signature gathering	Sunset Park (park); outside local churches; 4th Ave and 5th Ave sections of Sunset Park, Brooklyn	interest in preK	accelerated exploration of UPK options	approx. 200
7/6/2018	interested families	Parent Informational Meeting	Party Room, 4824 4th Ave, Brooklyn	importance of Spanish for maintaining familial ties and developing cultural pride; need for strong and clear lines of communication with parents; desire to create peer dynamics where Spanish is not "uncool"	added place for parent representative to board of trustees; recasting Community Engagement staff job description to focus more on parents	20 parents and children
7/6/2018	interested families	Interviews and signature gathering	4th Ave, 45th St subway stop	overcrowding in existing dual language programs; importance of		20

				programs with Latino heritage		
7/6/2018	Media	Interview with Jaime DiJesus, reporter, Brooklyn Eagle family of newspapers	via phone	[feature article forthcoming week of 7/9]		TBD
7/6/2018	Community Board 07 Education Committee	Presentation to Committee Approved	Via email	Scheduled for 8/7 or 8/8; confirming agenda	Confirmed with CB 07	TBD
7/5/2018	Board of Regents	Conversation with Regent Luis Reyes	via phone	multilingual status as advantage rather than deficit; inadequacy of typical ELL interventions; importance whole-child development; importance of professional learning communities to dual language efforts; awareness of state policy trends	considering NYS ESSA understanding of multilingual learners as part of full application	1
7/4/2018	interested families	interviews and signature gathering	Sunset Park (park); 4th Ave and 5th Ave sections of Sunset Park, Brooklyn	interest from families with students in dual language pre-K programs; desire for clarity about charter school admissions processes; concern about school overcrowding; concern about sharing personal information		approx. 100
7/3/2018	interested families	Street interviews and flyer distribution, advertising public meeting and online community survey	throughout Sunset Park, at local business including laundries, vegetable stands, pharmacies, groceries, etc.	support for dual language education and a new school in Sunset Park; requests to open with older grades; support for fighting ELL stigma		approx. 150
7/3/2018	Hispanic nonprofits	Conversation with Marissa Muñoz, Director of Education Policy, Hispanic Federation	via phone	Sunset Park context; importance of sharing early learning and literacy strategies with families	under consideration for full application	1
7/3/2018	Elected officials	Office visit and call Karen Broughton, Office of	Office of Assem. Felix Ortiz, 5004 4th Ave	meeting scheduled for week of 7/9		1

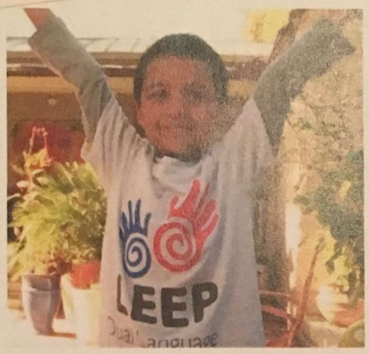
		Assemb. Felix Ortiz				
7/2/2018	interested families	Street interviews and flyer distribution advertising public meeting and online community survey	throughout Sunset Park, at local business including laundries, vegetable stands, pharmacies, groceries, etc.	questions about school location; support for multicultural curriculum		approx. 150
7/2/2018	interested families	Meeting with Sunset Park parent/activist Jenice Gonzalez	Brooklyn residence	Will volunteer to secure parents in the neighborhood.	Added to outreach team	1
7/2/2018	Neighborhood clergy	Meeting with Fr. Kevin Sweeney	St. Michael's Roman Catholic Church, 352 42nd St, Brooklyn	Sunset Park historical context; understanding of parochial school history and options	refined outreach strategies	1
7/2/2018	interested families	Presentation at prayer meeting	St. Michael's Roman Catholic Church, 352 42nd St, Brooklyn	general encouragement, appreciation for dual language approach		75 residents
6/29/2018	Elected officials	Conversation with Brooklyn Borough President Eric Adams	via phone	need for Spanish immersion; importance of social-emotional learning; reasons to avoid co-location; importance of diverse learning communities		1
6/27/2018	CSD 15 residents	Conversations at Sunset Park / Windsor Terrace firefighter benefit @ Mets game	Citi Field	understanding of CSD 15 community context		20
6/27/2018	Sunset Park nonprofits	Conversation with Veronica Rosales, Mixteca Organization	via phone	[scheduling meeting with Exec Director]		1
6/26/2018	Elected officials	Meeting with Jennifer Salgado and Ling Ye-Kneller, Office of NYC Councilmember Carlos Menchaca	Office of Carlos Menchaca, 4417 4th Avenue, Brooklyn	need for clarity on teacher training and certification; English language instruction in 90:10 model; special education services	under consideration for full application	2
6/26/2018	NYC DOE	email to Melissa Harris, NYC DOE Office of School Design	via email	[meeting scheduled for week of 7/9]	NA	NA

		and Charter Partnerships				
6/24/2018	Interested families	Conversation with Maria Eugenia Alcon-Heaux, Park Slope dual language school parent	Brooklyn residence	need to ensure low-income immigrant students have access to Spanish immersion; developmental considerations for boys in dual language	under consideration for full application	1
6/22/2018	Center for Family Life	Conversation with Julia Jean-Francois, LCSW Co-Director	via phone	Need to engage community; dovetail with existing programs; non-compete for facilities	Follow up with co-director Brockway	1
6/20/2018	NYC DOE	Conversation with Karen Maldonado, NYC DOE	via phone	principal recruitment pipelines, collaboration opportunities		1
6/18/2018	Sunset Park residents	Conversation with Jacqueline Chu, Sunset Park native and pre-K expert	via phone	Sunset Park context; UPK facility considerations; marketing to Asian families	adjusted outreach strategy	1
6/18/2018	Latino education activists	Conversation with Daniel Velasco, Latinos for Education	via phone	awareness of Latino education advocacy context		1
6/14/2018	Peer charter schools	Meeting with Sonia Park, Diverse Charter Schools Coalition	Midtown NYC	NYC DOE engagement strategies; intentionally diverse charter schools in Brooklyn to approach	meetings being scheduled	1
6/14/2018	Peer charter schools	Meeting with Erik Joerss, NYC Charter School Center		importance of local community engagement, lessons learned from CSD 15 charter schools	persistent outreach to key neighborhood groups	1
6/14/2018	NYC DOE	email to Community Education Council 15	via email	presentation set for 8/14		NA
6/14/2018	NYC DOE	email to Comm. Supt. Anita Skop	via email			NA
6/13/2018	Sunset Park nonprofits	Conversation with Imee Hernandez, Sunset Park social worker	via phone	key social agencies to contact and consider for partnership	approached these groups; meetings being scheduled	1
6/13/2018	CEC 15	Attended CEC 15 public meeting, had	PS 24, 427 38th St, Brooklyn	Parents seeking options for neighborhood; early briefing, primarily	Look forward to future updates post application	10

		conversations with attendees		non-Spanish speaking, Asian families		
6/13/2018	Elected officials	emai to Congresswoman Velasquez	via email	[staff meeting being scheduled]		NA
6/13/2018	Elected officials	email to Sen. Jesse Hamilton	via email			NA
6/13/2018	Sunset Park residents	email to Community Board 7 Education Committee	via email	presentation scheduled for 8/6		NA
6/12/2018	Sunset Park families	Conversation with Dara Rose, Sunset Park parent	via phone	school overcrowding; need for multicultural curriculum; need for high-quality dual language programs		1
6/8/2018	Police/Fire & Catholic diocese	Conversation with business leader, Martin Cottingham	Windsor Terrace Coffeeshop	Engagement of Catholic parishes across the district to reach greater numbers of Latino and Asian families.	Adjusted approach to parishes; began real estate search	1
6/8/2018	Latino education activists	Dr. Victoria Quiroz-Becerra, Voces Ciudadanas parent activism group	via phone	need for more seats in Sunset Park and more dual language programs	adjusted outreach strategy	1
6/2/2018	Academic research community	Meeting with Prof. Lisette Nieves	New York University, 82 Washington Sq E, Manhattan	history of Sunset Park immigration and education activism; marketing strategies with Latino families	adjusted communications to reflect Sunset Park history and emphasize economic opportunity of multilingualism	1
5/29/2018	Sunset Park nonprofits	Meeting with Arthur Webb, human services expert	Brooklyn residence	healthcare partnership opportunities in Sunset Park	outreach to Lutheran Hospital	1
5/29/2018	NYC DOE	Conversation with Nancy Gutierrez, NYC Leadership Academy	via phone	principal recruitment pipelines		1

LEEP
Dual Language
Academies

¿Desea que sus hijos sean bilingües para el quinto año escolar? Yes!



LEEP Dual Language Academy es una escuela publica planeada para Sunset Park, Brooklyn (Community School District 15).

Somos una escuela autonoma y sin costo que se proyecta abrir el otoño de 2019, pendiente aprobación estatal. Se busca inscribir alumnos que asistirán a los grados Kinder y primero a partir del año escolar 2019-20. La nueva escuela estará ubicada en una instalación independiente, y no en un edificio escolar del distrito. La escuela es auspiciada por nuestra organización, LEEP.

El aprendizaje en español e inglés

En LEEP Dual Language Academies, cada alumno se convertirá en un estudiante bilingüe, en español e inglés, para el quinto año escolar. Cada clase utiliza métodos de las más recientes investigaciones y la experiencia de las mejores escuelas bilingües del país. Nuestro programa se considera como el modelo "90-10." El primer número, se refiere a el porcentaje de tiempo para la instrucción en kinder en el idioma objetivo de estudio (Español). El segundo número s e refiere al inglés. En un modelo de "90:10" la cantidad de instrucción en Español, disminuye anualmente mientras que el inglés aumenta hasta llegar a un balance de 50:50 en los dos idiomas, esto ocurre para LEEP en el cuarto año.

El saber y entender empodera

Con un plan de estudios adaptado para nuestro programa de doble idioma, los estudiantes aprenden a apreciar el lenguaje, fomentar entendimiento y lidiar con diversas ideas. Nuestras lecciones ayudan a todos los alumnos a ver sus historias únicas dentro de la historia compartida de cada persona en este país.

Una pedagogía del cariño

Una escuela puede ser ordenada con disciplina sin ser fría o muy rígida. Nuestros estudiantes experimentarán una "pedagogía del cariño" en la cual cada alumno se le conoce personalmente, apoyado y desafiado por las maestras y líderes que tienen responsabilidad sobre ellos. Cada estudiante también ejerce habilidades esenciales para formar mejores relaciones con sus compañeros y ejerce virtudes de su carácter, madurando para ser una persona integral.

Se buscan familias y comentarios

¿Está interesado en inscribir a su hija/o? ¿Qué le gusta de nuestro diseño escolar propuesto? ¿Qué más está buscando en una escuela en su comunidad? Envíe sus comentarios y firme nuestra petición para traer una nueva escuela bilingüe gratuita a Sunset Park, Brooklyn.

Haga clik en: **www.LEEPacademies.org**

SOBRE NOSOTROS

LEEP Dual Language Academy (nombre propuesto) Charter School se establece en asociación con Latino Educational Equity Partnerships (LEEP), una organización sin fines de lucro exenta de impuestos. Nuestra misión es desarrollar escuelas de alto rendimiento y culturalmente autenticas para diversas comunidades, comenzando en la ciudad de Nueva York y el distrito 15 de Brooklyn.

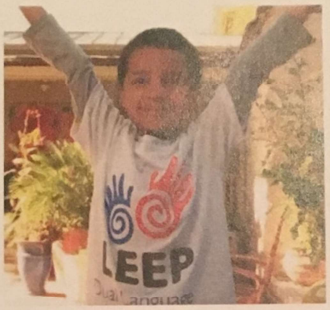
CONTÁCTENOS

Roberto Gutiérrez
Fundador
917-819-LEEP (5337)

(Informational flyer shared with community stakeholders and parents)

LEEP
Dual Language
Academies

Bilingual by fifth grade? ¡Sí!



LEEP Dual Language Academy is a proposed public charter school for Sunset Park, Brooklyn (Community School District 15).

Pending state approval, the school will open in Fall 2019 with seats available in grades K and 1, then grow to K-8 over time.

The school will be independently operated, nonprofit, tuition-free, and located in a private facility, ***not*** a city school building.

Learning in Spanish and English

Research shows the powerful benefits of learning multiple languages, but not every dual language school is the same. **Our entire school will be a Spanish immersion program**, following best practices from research and the nation's top dual language schools.

Students will learn in Spanish—for 90% of the school day in kindergarten, then gradually decreasing to 50% by grade 4. This proven approach results in students who are bilingual and biliterate in English and Spanish, no matter which language(s) they speak at home.

Knowledge that Empowers

Our content-rich curriculum will help students love language, build understanding, and debate timeless ideas. As they grow, we'll help them connect **their own unique stories** to the American story, and trace our nation's roots to Latin American and world cultures.

A Pedagogy of Cariño

A school can be orderly without being cold or rigid. Our students will experience a "pedagogy of cariño (caring)" in which they are personally known, supported, and challenged by caring adults. Each student will also practice essential relationship skills and character virtues, growing into ***una persona completa***.

Seeking Families and Feedback

Are you interested in enrolling your child? What do you think about our proposed school design? What else are you looking for in a school? Please send your comments and/or sign our petition to bring a new, tuition-free dual language school to Brooklyn:

www.LEEPacademies.org

ABOUT US

LEEP Dual Language Academy (Proposed) Charter School is conceived in partnership with Latino Educational Equity Partnerships (LEEP), a tax-exempt nonprofit organization. Our mission is to develop high-performing, culturally responsive schools for diverse communities, starting in New York City and our home borough of Brooklyn.

CONTACT US

Roberto Gutiérrez
Founder
917-819-LEEP (5337)

(Informational flyer shared with community stakeholders and parents)

Se Propone

Una Primaria Autónoma e Independiente de Doble Idioma

LEEP Dual Language Academy Charter School

(Propuesta)

Una nueva opción para Sunset Park y la comunidad del distrito escolar No. 15

- Los programas educativos de LEEP de inmersión en español son de alta calidad para sus hijos.
- **Todo estudiante de LEEP se prepara para ser capaz de aprender y comunicarse en inglés y español al terminar de cursar 5to de primaria**, preparado para el éxito en una economía global.
- LEEP Academy es una escuela pública y sin costo y planeada para abrir sus puertas el ciclo escolar que dará inicio en septiembre del 2019 con dos grados, kínder y primero. (Se proyecta tener una escuela de grados Kinder-8vo.)
- LEEP Academy será ubicada independientemente en Sunset Park, y no en un edificio escolar del DOE.

LEEP

Mantente informado!

REUNIÓN DE INFORMACIÓN

Viernes, 6 de Julio, 2018

6:30PM – 7:30PM

4824 4th Ave, Brooklyn 11220

Se le agradese sus comentarios. Le invitamos a nuestras familias y vecinos a **responder a la encuesta** aqui: **www.LEEPacademies.org**

© 2018 Latino Educational Equity Partnerships | Roberto Gutiérrez, Fundador

917-819-LEEP (5337)

(Public meeting flyer posted at local businesses, library, etc.)

Proposed

SPANISH IMMERSION
Charter School

LEEP Dual Language Academy Charter School
(Proposed)

A New Option for Sunset Park and Community School District 15

- High-quality Spanish language immersion is our priority.
- All students become bilingual and biliterate by fifth grade, preparing for success in high school, college, and the global economy.
- Opening Fall 2019 with grades K-1; growing to K-8 (pending state approval)
- Independent, non-profit, tuition-free, open to all, *not* co-located

LEEP

Learn more!

PARENT INFO SESSION

Friday, July 6, 2018
6:30PM – 7:30PM
4824 4th Ave, Brooklyn 11220

Feedback wanted! Families and neighbors, please complete our **Community Input Survey** at **www.LEEPacademies.org**

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917-819-LEEP (5337)

(Public meeting flyer posted at local businesses, library, etc.)

Example Community Input: Comments from Parents and Community Members (Public Meeting 7/6/18, Street Interviews 7/8/18)

Parent/Community Feedback	(English translation; emphasis added)
Madre de familia: “Yo quiero que mis hijos tengan una oportunidad de una educación que les ayude a mantener su idioma nativa. “	Mom: "I want my children to have an opportunity to get an education that will **help them to maintain their native language.**”
“No quiero que pierdan el contacto con mis familiares. Queremos que aprendan en ingles, por supuesto, pero también, no al costo de perder su lengua natal.”	“**I do not want my (children) to lose contact with my relatives**. We want them to learn in English, of course, but not at the cost of losing their native language. "
Madre y maestra en escuela pública: “nos interesa mucho como profesoras de escuela, tener otra opción en la cual nuestras familias tengan una concentración completa sobre el idioma y también poder mantener el idioma y a la vez aprender inglés de una forma más efectiva. Este modelo 90-10 puede ser muy efectivo. Espero que otras escuelas puedan aprender de esto.”	Mom and public school teacher: "**We are very interested as teachers, to have another educational option** in which our families have a deeper, complete concentration on the language and also be able to maintain their language; and at the same time learn English in a more effective way. This 90-10 model can be very effective. I hope other schools can learn from this. "
Madre: “Para mi, siempre ha sido difícil tener una correspondencia y comunicación efectiva con los maestros en las escuelas del distrito. Siempre nos afectan las situaciones en las cuáles nuestros hijos nos llegan a casa con documentos en inglés y ellos mismos tienen que ayudarnos a traducirlos. Es bien dificil responder a las preguntas que nos hacen las maestras o la administración de la escuela el Distrito Escolar. Muchas veces nuestros hijos no pueden lidiar con los requisitos técnicos, legal de estos documentos y faltan personas y personal que nos ayuden poder mejor entender las leyes y reglas del estado. Esto es parte de lo que es educar a nuestros hijos y queremos una escuela en la cual se le dé importancia a los padres de familia y la comunidad para mantenernos informados para atenderlos como asociados en la misión de cada niño y su educación.”	Mother: "It has always been difficult to have an effective communication with the teachers in the schools of the district. We are always affected by the situations in which our children come to us with documents in English and they have to help us translate them. It is very difficult to answer the questions asked by the teachers or the administration of the School District. Many times our children cannot deal with the technical, legal requirements of these documents and there is a lack of people and personnel to help us understand the laws and rules of the state. This is part of what it is to educate our children and **we want a school that gives importance to parents and the community to keep us informed to serve them as partners** in each child's mission and education. "

Joven: “Yo sólo quiero que los niños tenga una oportunidad de entender su herencia, su historia, las leyendas, literatura de nuestros pueblos Y eso no lo ofrecen en nuestras escuelas. A veces parece que solo a nuestros ninos los quieren agrupar y amontonar en las escuelas…”	Young woman: "I just want all children to have an opportunity to **understand their heritage, their history, the legends, literature of our people**, and that is not offered in our (traditional) schools. Sometimes it seems that only our children (Latino) get grouped and piled up in **crowded schools** ... "
Madre soltera: “Para mí es importante que mi hijo tenga la oportunidad de aprender español. En mi familia nos encontramos con la situación que mi hijo llega de la escuela y aunque él me entiende muy bien y sabe hablar español, desafortunadamente no lo quiere hablar. Mi hijo rehúsa hablar en español porque no es algo moderno o apropiado dentro de la escuela donde el participa. Queremos que tenga la oportunidad de mantener su idioma y a la vez tener la oportunidad de en un futuro día obtener un mejor trabajo”	Single mother: "For me it is important that my son has the opportunity to learn Spanish. In my family we are in a situation where my son arrives from school and although he understands me very well and knows how to speak Spanish, unfortunately he no longer cares to talk to me in our language. **My son refuses to speak in Spanish because it is not considered modern or appropriate** within the school where he participates. We want him to have the opportunity to maintain his language and at the same time have the opportunity to get a better job in the future… "
	Community Leader (Cleric): "I see the great potential for a school like this to **help restore core values** and virtues. What you promise, and it has yet to be delivered, will be a significant step for families to feel included in the **American dream**. So many are struggling in the Sunset Park neighborhood, as their kids grow up—the kids buy into counter values, and then lose their heritage—and their families.”
Joven Activista: Yo soy de los de DACA; he trabajado para consequir mas personas que se involucren en el proceso político, porque es la única manera que se puede hacer cambio, y lograr algo como LEEP para con el pueblo. Estoy dispuestas a trabajar por LEEP para consequir estos logros—escuelas nuevas con aporte y asistencia para nuestra familia.	Young Activist: “I am one of the DACA kids; I have worked to get more people involved in the political process, because it is the **only way that change can be done,** and achieve something like LEEP for the people. I am willing to work for LEEP to achieve these achievements-new schools with input and assistance for our families.”

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jose Roberto Gutierrez _____

Proposed Charter School Name: LEEP Dual Language Academy_____

E-Mail Addre [redacted] ____

Home Telep [redacted] _____

Home Addre [redacted] ____

Business Te [redacted] _____

Business Ad [redacted] _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I am the founder of the applicant group.

3. Please affirm that you have 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.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I am the founder and President of Latino Educational Equity Partnerships (LEEP), a non-profit organization dedicated to advancing a model of high-quality dual language education for diverse communities. LEEP's plans would be used by the proposed LEEP Dual Language Academy Charter School. I bring a 30-year career dedicated to strategic partnerships. I believe that bringing together talented and idealistic people will result in innovative programs and initiatives that lead to public change.

   For more than thirty years, I have worked in the non-profit sector as a communications executive and organizational leader. From 1982 to 2002, I served as co-founder and CEO of the internationally acclaimed Hispanic Telecommunications Network and produced 1200 half-hours of the nationally televised, Spanish-language series, *Nuestra Familia*, which was broadcast weekly on UNIVISION. I am a broadcaster and storyteller who also -produced numerous feature-length programs distributed on PBS and ABC, capturing the Hispanic immigrant experience in America.

   I have skills honed as senior vice president for public affairs and communications at the University of Notre Dame. Reporting directly to the President, I led the national communications strategy for the University, including management of crisis communications, branding and public affairs. Since moving to New York, I engaged new work directly with the Institute of Latino Studies at the University of Notre Dame and helped author a research study on best practices for English Language Learners in support of designing a charter school initiative to serve majority Hispanic cities. I bring skills in advancement and fundraising. Most recently, I spearheaded a $12 million fundraising campaign in my hometown of San Antonio, Texas and helped launch three charter schools there as part of the Great Hearts Academy network. I have directed public relations, external relations and media engagement, in addition to grassroots and grass-tops community engagement campaigns. I am a professional translator (Spanish) and have a degree in English and Communication Arts from St. Mary's University in San Antonio, Texas. I also have advanced studies in Strategic Communications. I also enjoy serving in a choir as an accomplished baritone soloist—singing is important to me.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   My role in preparation for the application to NYSED has been to organize and direct the strategy for the proposal and our prospective school start up. Working directly with Michael Regnier, the school's proposed Director of Operations, I oversee the direction of the application its content and analysis to the Board of Regents to ensure alignment to our founding mission.

   Should the application be approved, I would serve as Executive Director of the school. My responsibilities would be to lead the school's overall execution of our mission and charter agreement; providing oversight to the instructional and operational leaders; work closely with the board of trustees; and serve as a visible and accessible leader with all staff, families, and community stakeholders. Building on our team's professional expertise,

experience, and body of sound research developed over the last three years, I must ensure that our school creates academic and life success for every child who enrolls—and that the *way* we reach our goals embodies the values and virtues our students hear us teaching.
.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   I am a resident of Brooklyn. My Latino heritage is Mexican. I am proud of the immigrant journey that my father made to ensure a future success for his family. I want to join other families in Brooklyn to support future immigrant leaders who come from so many countries. Together, we make up the fabric of our borough, our city and country.

Jose Roberto Gutierrez _____
Printed Name

_____
Signature

____July 7, 2018_____
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): member, ex officio

    As Executive Director, I will serve on the board in an ex officio (non-voting) capacity.

12. Please explain why you wish to serve on the board.

    I will serve on the board as a non-voting member, ex officio, in order to maximize my, and the school's, accountability to and communication with our trustees.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☒ Yes. (Include description here):
    I have served as a member of charter school board, located in Texas. Have also served on various professional non-profit boards.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☐ I / we do not know any such persons. ☒ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:
    Joaquin Matias, previous associate and friend (met in Church choir)
    Gabrielle Mosquera, previously worked in same organization

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☐ I / we do not know any such persons. ☒ Yes.
    If yes, please indicate the precise nature of your relationship here:
    I will be an employee of LEEP Dual Language Academy.
    My spouse and I both know Michael Regnier, proposed Director of Operations.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☐ No. ☒ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

    I am presently an officer, employee, and board member of Latino Educational Equity Partnerships (LEEP), a tax-exempt 501(c)(3) organization. LEEP would provide the proposed school with the use of academic and communications resources. It is possible that this would occur as a no-fee contribution or, alternatively, through a contractual arrangement.

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would report any perceived or actual conflict of interest issues to the Chairperson of the board for immediate resolution. Failing that, I would contact NYSED.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. LEEP's mission is to advance high performing school model to communities most in need and who can benefit directly from the unique two-way, dual language immersion program.

LEEP will employ a philosophical pedagogy of cariño, or caring, to ensure that all students' narratives are affirmed and nurtured. A strong content rich curriculum will prepare students academically, and ensure that they become strong contributors in our society.

24. Please explain your understanding of the educational program of the charter school.
LEEP Academy will employ a 90-10, two-way immersion (Spanish) language model for grades K-8. Beginning in 2019, with grades K and 1, all children will be immersed in Spanish 90% of the day in kindergarten, 80% in first, and so forth. A content rich curriculum (Core Knowledge) will be adapted to include the cultural content of Latin American countries. Teachers will be certified and native level speakers. Students will wear uniforms and be provided with a unique pedagogical approach designed to foster success among all students including students of color.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school can be measured in many ways, but a few key foundational points can make or break a school:

- Singular focus on the Mission—Do the One Thing, and do it with precision, passion and constancy.
- Effective Governance with Transparency and Representation—Board Leaders who represent the community and the students
- Establishing Effective Leadership and Culture—Know the Mission, Live the Brand; ensure that all on the team, vertically and horizontally can execute the vision and mission, as their own.
- An Academic Program Designed with the Student in Mind—the student, the customer, the family, the community are stakeholders and "co-owners" of the mission. Ensure that the academic program has roots and resonance in the constituency.
- Know and Attract Top Talent
- Develop a Permanent Place in the Heart of the Community
- Meet and Exceed Performance goals—accountability is not a job, but an honor.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Jose Roberto Gutierrez state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

July 7, 2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Michael O. Regnier _____

Proposed Charter School Name: LEEP Dual Language Academy _____

E-Mail Addr [redacted] _____

Home Telep [redacted] _____

Home Addre [redacted]

Business Te [redacted] ____

Business Ad [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I collaborated with Roberto Gutierrez to assemble the applicant group.

3. Please affirm that you have 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.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   As the prospective operations director of LEEP Dual Language Academy Charter School, I bring a deep and wide-ranging set of skills and experiences in nonprofit management, educational program design, charter school policy and compliance, and community affairs.

   I am the Chief Operating Officer of Latino Educational Equity Partnerships (LEEP), a non-profit organization dedicated to advancing a model of high-quality dual language education for diverse communities. Prior to joining LEEP, I served as Vice President of Organizational Learning and Impact at Turnaround for Children, a nonprofit organization that helps traditional public schools develop positive school climates for learning, where I managed a seven-figure departmental budget.

   Previously, I spent more than five years on staff at the New York City Charter School Center, helping charter schools—new and longstanding, independent and networked, of every possible academic philosophy—navigate the educational and regulatory climate of New York City. In that role I also led the development of research reports about charter school issues and innovations; took part in policy advocacy efforts; and worked with colleagues to provide technical assistance in a wide variety of regulatory issues.

   I have also worked in education research and public policy consulting. My wife and I are Brooklyn public school (CSD 20) parents of three.

   I am a graduate of Princeton University and the University of Chicago.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   My role as a member of the applicant group has been to work closely with Roberto Gutierrez in building out a complete school plan and refining it through a series of reviews by expert researchers and practitioners.

   Should the application be approved, I would serve as Operations Director of the school. My responsibilities would be to ensure that the systems we have planned for a successful charter school are implemented with fidelity and adjusted as needed, focusing on the operational functions that must run smoothly in order for great teaching and learning to occur. I would likely have responsibility for non-teaching staff and vendor relationships, and would support Roberto Gutierrez in maintaining a strong board of trustees and positive community presence.

   .

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   Not applicable.

Michael O. Regnier _____
Printed Name

_____
Signature

____July 8, 2018_____
Date

Background Information—Proposed Board of Trustees Only

Not applicable.

Conflict of Interest - Proposed Board of Trustees Only

Not applicable.

Educational Philosophy -Proposed Board of Trustees Only

Not applicable.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

Not applicable.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: _____Gabrielle Mosquera _____

Proposed Charter School Name: _____LEEP Dual Language Academy_____

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Business Telepho [redacted]

Business Address [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. **Please provide your educational and employment history. You may do so by attaching a résumé. Note: Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.**

   ☐ **X** Résumé Attached

   ☐ **X** Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. **Please indicate how you became aware of the opportunity to join the applicant group.**

   Please see attached.

3. **Please affirm that you have 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.**

   ☐ **X** I affirm.

4. **Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.**

   ☐ **X** I affirm.

Statement of Intent—All Applicant Group Members

5. **Please provide a personal statement regarding the experience and skills that you bring to the table.**

Please see attached.

6. **Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).**

Please see attached.

7. **Please provide any other information that you feel is pertinent to the Department's review of your background.**

Please see attached.

___Gabrielle Mosquera_____
Printed Name

G. Mosquera
_____
Signature

7/9/18
_____
Date

Background Information—Proposed Board of Trustees Only

8. **Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.**

   ☐ **X** I affirm.

9. **Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.**

   ☐ **X** This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. **Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.**

    ☐ **X** This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. **What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):**

__BoardChair_____

_____

12. **Please explain why you wish to serve on the board.**

Please see attached.

13. **Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.**

    ☐ **X** This does not apply to me.* ☐ Yes. (Include description here):

    *Although I do serve on the Junior Board of the NY Center for Autism Charter School, this is a fundraising board only and the school is a public charter school.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☐ **X** Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

This applies to me only to the extent that it is applies to having met other prospective founding board members as a direct result of the board member recruitment process.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☐ **X** Yes.
If yes, please indicate the precise nature of your relationship here:

I know both Roberto Gutierrez and Michael Regnier through having previously worked with both of them at EdisonLearning and with Michael again at Turnaround for Children.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☐ **X** No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ **X** Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ **X** Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ **X** Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☐ **X** None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Please see attached.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☐ **X** This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Please see attached.

24. Please explain your understanding of the educational program of the charter school.

Please see attached.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Please see attached.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _____Gabrielle Mosquera _____(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

G. Mosquera

Signature

7/9/18

Date

Background Information – All Applicant Group Members

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was contacted by LEEP co-founder Roberto Gutierrez and COO Michael Regnier as part of their board member recruitment for the school. I have previously worked with both Roberto (at EdisonLearning) and Michael (at EdisonLearning and Turnaround for Children).

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I've been involved in the charter school sector in various roles since 2004, starting as a central office-based program coordinator and eventually becoming one of the Senior Directors within the New York City Department of Education's Office of School Design and Charter Partnerships. Below is a synopsis of each of my roles and the specific ways I believe each one will inform my work as a founding Board member of LEEP Academy.

- Belmont and Family Charter Schools (Philadelphia): As a Federal Program Coordinator and Grant Writer, one of few central office staffers on a very young team, I wore many hats, from reporting accountability and academic metrics to the state authorizer, to writing local and national grants, to supervising field trips, to managing the schools' lunch programs (both their paperwork and their employees). My work as at this community-based pair of independent charters introduced me to both the challenges inherent in the work of these schools as well as the level of attention and care paid to students who attend them. It inspired me to continue working with charter schools after I moved to New York.

- EdisonLearning: My Proposal Writer role provided me high-level insight into the charter application process across the 12 states where this EMO operated (and sought to open) charter schools. This helped acquaint me with the various bodies of state law that charters are accountable to as well as the overarching national laws and statutes that charters must abide by. It also honed my project and team management skills, as each proposal required collecting and blending inputs from a variety of company departments (e.g., Program, Finance, Legal) as well as from the Board applicants for each school.

- Newark Charter School Fund: As Project Manager of New School Development, I coached two graduates of the New Leaders for New Schools program during their yearlong fellowships to start their independent charters: People's Preparatory Charter School (a high school) and Roseville Community Charter School (an elementary school). This work challenged me to help put the theory of school startup that I had written about in my EdisonLearning proposals into practice and helped me learn how to collaborate effectively with new school leaders as they brought their educational visions to fruition.

More recently, I briefly helped recruit new teacher for People's Prep during its second charter term, and from this learned some of the human capital challenges of a maturing school—something I believe is important to be mindful of as LEEP Academy begins to grow.

- NYC Department of Education: My time as a charter school authorizer gave me an extremely comprehensive look at the charter school sector in New York from several different angles. Because this office acted both as an authorizer of its own (at the time) 69 charter schools as well as the financial pass-through for all charters in New York City, our team served as both an accountability monitor and a de facto operational support network of support for these schools, helping us understand the myriad challenges that crop up in schools' daily lives and also enabling us to survey a wide swath of both high- and low-functioning schools and synthesize what we learned as a result. This work also helped me experience the various political actors and considerations that influence charter work, from the state and city levels down to those of each school's surrounding local community. Additionally, because families had a literal direct line of (phone) communication with our office, we learned firsthand the concerns families developed with respect to their children's charter schools and gained an understanding of the ways in which some schools engage (or in some cases don't engage) those families as part of the school community.

Further, although my professional work over the last three years has fallen outside of the charter sector specifically, these fundraising roles have educated me on the ins and outs of institutional and private philanthropy and provided me with additional expertise I can lend to LEEP Academy in the future.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I plan to review and contribute to LEEP Academy's charter application development before its submission.

As a prospective board member, I plan to support the operation of LEEP Academy in all ways appropriate to the scope of a founding board, always being mindful of the line separating school governance and school management. More specifically in my proposed role as prospective board chair, I see my responsibilities including but not being limited to: ensuring all board members review the school's charter; ensuring all board members are educated on the various bodies of law that charter schools and boards are accountable to (e.g., state charter law, Open Meetings Law, IDEA, the board's own bylaws); ensuring that all board meetings are conducted according to applicable laws and statutes; ensuring that board committees are functional; developing a respectful and productive professional relationship with the school's leader; providing the school with operational and financial guidance and/or support as needed and appropriate; ensuring that the board holds the school's leadership accountable to the goals and tenets of its charter; and communicating respectfully and productively with various members of the school's community, including families.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

In addition to bringing my experience and skills to my work on the Board, I also look forward to using my emerging interest in human capital development as well as the network and knowledge I will gain from the Executive MPA program I will begin at Baruch College this fall.

Background Information—Proposed Board of Trustees Only

12. Please explain why you wish to serve on the board.

My primary reason for serving on this board is that I feel deeply connected to LEEP Academy's mission, especially during this time of upheaval for many people within the populations the school proposes to serve. As the daughter and granddaughter of Spanish immigrants, I am keenly attuned to the vulnerability of immigrant populations and the difference that a quality education can make in their lives. Consequently, I believe the community of Sunset Park, comprised of various populations who are newly arrived in the United States, would be well-served by the high-quality educational choice that LEEP Academy presents. Additionally, I have had many conversations with the LEEP staff, and I both believe in their level of expertise regarding charter school operations as well as trust the integrity of their intention to serve this school community.

Finally, while I see myself professionally transitioning out of the education sector the next few years, I wish to stay involved in it on a voluntary basis. Bringing my expertise and skills to serve on LEEP Academy's board provides an excellent way to do so.

Conflict of Interest - Proposed Board of Trustees Only

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Initially I would re-read the board's conflict of interest policy to ensure that the situation falls under the established parameters of a conflict of interest. I would then directly ask the board member(s) about the suspected conflict of interest and if the confirm the information, I would remind them about the policy and state that this will need to be addressed at the next board meeting. If they do not wish to volunteer this information to the Board beforehand, I will volunteer it myself to ensure its inclusion in the meeting agenda and in the meeting minutes.

The following actions would depend on the type and severity of the conflict. If this board member only needs to recuse themselves from specific votes, I would ensure that a motion establishing this is passed and recorded and that the board member also leaves the room for any discussion of the subject prior to a vote. However, if the conflict is extreme enough to

warrant such action, I would be willing to propose the member be voted off the board following discussion with, and consensus from, all other board members.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

LEEP Academy's mission is to provide all students with a rigorous, content-rich program designed for college and career readiness, with the integration of a two-way, Spanish dual language instructional model; a culturally responsive literary canon inclusive of Hispanic voices; and strong character development consistent with the traditional, positive cultural qualities of a diverse community.

24. Please explain your understanding of the educational program of the charter school.

LEEP Academy seeks to implement a standards-aligned, dual-language and dual-literacy immersion educational program using Spanish and English. Students will be immersed in the Spanish language for 90% of the school day in kindergarten, tapering each year until balancing out to a 50:50 Spanish-to-English instructional language ratio from grade 4 onward. The school will use Core Knowledge® resources, with LEEP identifying high-quality Spanish-language texts to use in teaching each standard; supplementing the Sequence to include additional Latino/Hispanic history and culture; and translating selected materials into Spanish.

LEEP Academy will follow best practices gleaned from an extensive research review and interviews with leading dual-language education practitioners nationwide. These practices include using a two-way, 90:10 immersion model; building a whole-school program rather than a "strand" within a larger school; training and coaching teachers to avoid common mistakes (such as lapsing into English when students need help); using proven techniques to develop students' oracy as well as literacy; employing native Spanish speakers as teachers; and letting students see adults use Spanish as the default language. To help reinforce this, LEEP Academy will establish a culture where teacher practice is shared and supported by continual analysis and coaching—always with the goal of maximizing the cognitively challenging work the students complete during each minute of instruction. We will select, train, observe, and coach teachers on their use of "The LEEP Way": a set of high-leverage classroom practices drawn from proven frameworks including Teach Like a Champion® (for lesson design and classroom management) and Project GLAD® (for oral language practice and visual tools for language learning).

The school will monitor academic progress through a combination of formative assessments and teacher evaluations in each subject area and will use these data to make weekly decisions about targeted supports and lesson planning. The school leader will actively participate in teachers' weekly data reviews and biweekly peer consultations.

Finally, LEEP Academy's educational program includes an emphasis on character development built on a "pedagogy of cariño (care)" in which they are personally known, supported, and challenged by caring adults. This approach aims to empower students to consider and practice the kind of difficult choices required of virtuous citizens in a free society, building on a secure base of trust and caring from the children and adults around them.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Based on my authorizing experience, I believe the following elements are integral to the success of a charter school. Although this is by no means a comprehensive list, I believe it covers the most important fundamental elements.

- A school leader who is: instructionally strong; able to develop teachers with varying levels of experience; and dedicated to fostering a strong, consistent culture among students, staff, and families
- Rigorous and responsive classroom instruction that can be adapted to the needs of all students, including students with disabilities, English Language Learners, and students experiencing varying social-emotional challenges
- Intentional, focused teacher recruitment and comprehensive professional development
- Clear organizational structures, communication systems, and lines of reporting for all staff members
- A culture of continuous learning and improvement
- Strong operational leadership, expertise, and support
- Strict financial and operational oversight at the school and board levels
- Frequent and meaningful family engagement
- Board oversight that adheres to governance (versus management) while still holding the school accountable to its mission and goals

Similarly, I believe the board can take the following fundamental steps to ensure a charter school's success:

- Becoming intimately familiar with the school's charter, its goals, and the needs of its community
- Selecting a diverse set of members with a range of academic, operational, and financial expertise (or a willingness to cultivate this expertise) to effectively monitor and assess the school in these areas
- Ensuring that board committees meet frequently to ensure that their dedicated areas of focus receive deeper attention than the time allotted for general board meetings may allow for
- Selecting a school leader who is open to feedback, is dedicated to the mission and proposed educational program of the school, and has strong habits of communication
- Ensuring that the school leader has the financial and operational resources he or she needs to enable the school's success
- Developing a comprehensive evaluation plan (and eventually a succession plan) for the school leader
- Utilizing a board meeting dashboard that covers interim progress toward the school's academic goals as well as other measures of operational and financial health
- Becoming intimately familiar with compliance measures for all applicable federal, state, and local laws

- Using each board meeting as an opportunity to not only monitor the school's progress to date but also look toward—and plan for—its future challenges
- Ensuring that all financial decisions are made in service of the school's mission and with the utmost care for its financial future

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Joaquin F. Matias

Proposed Charter School Name: LEEP Dual Language Charter Academy Proposed

E-Mail Addre [redacted]

Home Teleph

Home Addre

Business Tel

Business Ad

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   For some time since 2014, I have known of Mr. Gutierrez' vision to formulate an educational approach that can better prepare public students through a solid academic foundation while also celebrating their own diverse cultural backgrounds through a dual language platform, helping them finding their place and becoming otherwise equipped emotionally to contribute in as productive a way as possible.

3. Please affirm that you have 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.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   As an immigrant of mixed Chinese and European Spanish ancestry born in the Philippines, I understand well the difficulties and challenges of "fitting in," "finding one's place in society" and exceling along one's own path. While I was fortunate to have had two very accomplished, hard-working parents (my mother was a medical examiner for Blue Cross and my father a tax accountant for the City of Los Angeles and a small business owner in tax preparation and audit services), I also benefitted much from having been raised by my grandmother. We lived in a trilingual background with my mother and her mother speaking Spanish, and with my father we all spoke English and Tagalog.

   Still finding one's path was not easy for me given my own multicultural background and having grown up in a very strict, unforgiving family and stifling environment, I left home during my junior year in high school. This path was further made challenging by my own artistic, creative and sexual preferences. Nevertheless, a liberal arts education at Harvard allowed me to strike some balance between developing the fundamentals needed to pursue a professional line of work and finding myself, my core values and voice. After a stint at the corporate world, I then pursued a two-year Master's in Public Administration at the Kennedy School of Government at Harvard and a law degree at Northeastern University. This prolonged academic journey gave me the time to develop as an individual, express myself through language and argument, deepen my self-confidence and engagement skills, and, in time, find my place in society.

   As an immigrant, my network of advisors was very small. In retrospect, I could have benefitted much by having mentors guide me through the journey of "finding one's career," "speaking one's voice" and becoming socially and culturally engaged.

   Professionally this diverse, multi-disciplinary academic "Ivy League" background allowed me to develop my skills within the corporate, government, higher education, non-profit and, more recently, entrepreneurial sectors. Having played a very senior role in municipal government and higher education, I developed an expertise in developing public / private partnerships, overseeing economic development and real estate development, advising c-suite executives on strategy, corporate governance, legal responsibility and financial oversight.

   The virtuous cycle continues as during the last five years and presently, I have been pursuing along an entrepreneurial path real estate development, a resilient / sustainable approach in the face of climate change, and supporting the causes I believe in as with the LEEP charter school that is currently being established.

   With the challenges of a complex world facing the perils of climate change, fractured democracy and breakdown in coalitions, now more than ever it is vital we prepare our youth to learn how to take their place in society as responsible, articulate, compassionate stewards of our world. Just as the academic, educational path gave

me the space, discipline and foundation to evolve as an individual, I would like to contribute my skills, experiences and insights so as to enable LEEP launch its wonderfully visionary, thoughtful and relevant approach to K-12 education.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   As a Board Member and Member of the Board of Trustees, I will be providing guidance in Community / Real Estate Development, Governance and Finance. I will provide whatever strategy advice I can both as a resident of Sunset Park, Brooklyn, as an expert in public / private partnerships and government operations. I will, as needed, and to the extent allowed by my scope of skills and experience, review the submission of key documents, ensuring that there is strong accountability, especially in my subject/expertise areas, i.e. finance, real estate and governance.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.
   As a member of the Sunset Park Community, I have witnessed the diversification of this neighborhood. While we have maintained historical roots, i.e. Asian, Dominican and Puerto Rican families, among others, we have more recently, seen an ever growing number of Mexican families who bring a strong work ethic, values of engagement and love of education. LEEP is coming to our community at precisely the right time to engage all families here. Honored to serve.

Joaquin F. Matias
Printed Name

Signature

June 18, 2019
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Board Member and Head of the Finance Committee; oversight for Community, Real Estate Development and Governance

12. Please explain why you wish to serve on the board.

    The world we live in is changing dramatically. Children must create their own agency for their own lives. As a board member, I want to support a school environment founded on and provides an educational paradigm which celebrates our diverse cultures, but more importantly, activates the learning process so that students will have the tools to participate meaningfully in society. Language is key to communication as it is the links that binds us to one another. Through the dual language program envisioned by LEEP, prospective students will be able to unlock the gifts of their own learning process, develop fluency in two languages and develop strong analytical skills and creativity. This approach will provide participating students the essential tools to achieve their future economic and financial sustainability and independence.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the

extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☐ This does not apply to me. ☒ Yes. (Include description here):

Founding Board Member of **The Natural Resilience Fund**, 2013-present. This 501(c)(3) organization is committed to developing large-scale financing for resiliency public works infrastructure and sustainable + resilient real estate initiatives. 2013-Present

Board Member, **City Without Walls Gallery**, Newark, NJ, from 2002-2010 and as Treasurer (2005-10) and Chair of Executive, Business and Legal Committees (2003-10). Oversaw branding, financing and investment strategies. Key role in grant and fundraising efforts with nationally and regionally recognized foundations, government agencies and local council. Guided development of strategic plan. Formulated rigorous compliance and conflicts and investments policies. Oversaw ED's compensation, performance reviews and mentoring.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☒ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☐ I / we do not know any such persons. ☒ Yes.
    If yes, please indicate the precise nature of your relationship here:

    Close friend with Jose Roberto Gutierrez since 2006, he also joined my consulting firm – BusDev Solutions LLC, which was incorporated in April 30, 2007 in the state of New Jersey and granted a Certificate of Authority in April 25, 2012 to do business in New York. BusDev Solutions, a NY certified minority-owned business, provides consulting and professional services in business strategy, communications and marketing as may be applied to real estate transactions, economic and community development, and education and non-profit organizations. A NY certified minority-owned business. Mr. Gutierrez does not have any controlling interest in Bus-Dev.

    My partner and I also gave charitable contributions in 2016 to LEEP, a 501(c)(3).

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☒ No. ☐ Yes.

    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

As a Board Member, one of the key documents that must be developed is a clear policy statement and approach to managing conflicts. Generally, such a policy would define what a conflict is and when it is permissible or not permissible. When it is permissible, written disclosure would be required and sign-off by the Board Members generally by resolution. Any change in the fact scenario after the waiver is provided by the Board would trigger another written disclosure to the Board and another request for its action. When not permissible, the individual would be requested to avoid such action. Consistent with such policy, therefore, we would need to ascertain the facts of the situation to determine whether such conflict is permissible or not permissible, and then to take such appropriate as just summarized.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
LEEP's founding mission is clearly expressed in its mission statement: LEEP Dual Language Academy advances an educational model of high-performing, culturally-responsive, dual language instruction for diverse communities. We will be able to design a new school for Brooklyn with an agreed set of goals:
    - Improving overall student performance across subject areas for all students,
    - Closing achievement gaps for Latino and ELL students, and
    - Supporting full bilingual fluency and biliteracy by the end of 5th grade

    Morover, a LEEP school is steeped in a tradition of cultures, the best values and a shared understanding that students of color will benefit from LEEP's pedagogy. Caring or Carino is how we describe this approach. I look forward to seeing this succeed for so many children in our community.

24. Please explain your understanding of the educational program of the charter school.
"LEEP students learn in a caring and rigorous environment where they excel academically, form strong character, and thrive as leaders for a multilingual, multicultural world." This is a strong vision. It comes from my own shared experience with Mr. Gutierrez of being a newcomer to this country. While that was a few years ago, I realized early on , through my grandmother, and my parents that our lives in America, depended on our abilities, our initiative and our "ganas", our intestinal fortitude to succeed. Can we not impart some of these qualities to our kids? Absolutely.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
I will only comment on LEEP, as I do not know how other charters perform. That said, we believe:

    1. LEEP will only employ Dual Language as the Bedrock of Rigorous, High Expectations Academic Model—it means that this is all that we will do. Strong focus—and keeping an eye on the goal for all children.
    2. Commitment to the goal of biliteracy by fifth grade.
    3. Strong academic rigor across and vertically through the organization
    4. Ensuring that our leaders/teachers/Board are aligned
    5. An authentic, culturally responsive approach throughout the learning community.
    6. A pedagogy that meets the social emotional learning needs of children in Sunset Park. The environment of our school will support this.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Joaquin F. Matias (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

June 29, 2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: _____Ashok Chandra_____

Proposed Charter School Name: _LEEP Dual Language Academy Charter School

E-Mail Addre [redacted]

Home Teleph [redacted]

Home Addres [redacted]

Business Tel [redacted]

Business Ad [redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I was informed of the school by one of the founders about this initiative which I support

3. Please affirm that you have read Article 56 of the New York conflic Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I am an attorney with about a decade's worth of experience in data privacy and intellectual property. I have worked both at law firms and at large private and public companies in my roles interacting with many disciplines and managing internal and external partners. Additionally, I have a 10 year old daughter that has gone through the New York City public school system so I am very well versed with many of the intricacies of the system.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I have spoken to the founding team about the school design and how it relates to my experience as a student and now as a parent. As a Trustee of the school, my role would be to interact with other trustees and ensure that the school is running to the benefit of the students it serves. I would help to ensure that the premises are clean and safe, the organization is high performing, and that the school meets the high standards that the state sets. As a board, we have a crucial responsibility to oversee the school leaders and make sure the school is taking care of children and public resources appropriately.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   I grew up in a school district in South Texas where the vast majority of students spoke English as a second language. I watched as children fell behind because they were not transitioned into the business language of English. Students were held back not only by the poverty of the area, but also their inability to get better jobs as adults because of the failure of the education system.

ASHOK CHANDRA

Printed Name

Signature

July 8, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    _____Trustee_____
    _____

12. Please explain why you wish to serve on the board.

    I believe that the premise of the school – a phased approach to language learning that does not reduce limit other education verticals is a good idea and one that could benefit the students and society in general. As a board member, I would be involved to ensure that the idea is properly carried out and well-executed.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☒ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☐ I / we do not know any such persons. ☒ Yes.
    If yes, please indicate the precise nature of your relationship here:

    My spouse and I know Michael Regnier, a proposed employee whose wife was my law school classmate.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

In such a situation, I would first approach the individual to determine if an infraction was actually being carried out. If such an infraction was being carried out, I would take the issue to the NYS Education Department. I believe that for the benefit of the children, the school cannot suffer from any sort of impropriety.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The school's mission is to give opportunities to all students, including those of Hispanic heritage, that would allow those students to learn in both English and Spanish at a pace that could benefit them from both a language learning level as well as a general academic level. By slowly transitioning in language, the students will be better equipped to understand other verticals in their native language while still being exposed to English.

24. Please explain your understanding of the educational program of the charter school.

The charter school is being established in order to primarily help English as a second language students learn English in a nurturing and comfortable environment. The students will be taught primarily in Spanish from Kindergarten and will slowly increase their English language classes in different verticals as they matriculate through the school. At the same time, English-dominant students will benefit from immersion in Spanish to learn a second language and broaden their cultural horizons.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is dependent on the obligation of the founders to serve both the mission and the children who will be attending. The main goal of any founder should be the children and, from what I have seen thus far, there is a true goal at the proposed LEEP school to educate the population in need of help.

A successful charter school will show thoughtful, consistent structures for teaching and learning; a positive climate where every student is cared for and held to high behavioral standards; a culture of self-reflection and accountability among the adults, and a love of learning that fulfills and then goes beyond mere legal requirements. To accomplish this, the board needs to visit the school frequently, educate ourselves about the specifics of school operations, oversee the leadership team, and talk to parents and students regularly. We want to prevent difficult decisions, but make the if we have to, out of concern for students first and foremost.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Ashok Chandra (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

July 8, 2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Magdalena Varela-Hand.

Proposed Charter School Name: LEEP Dual Language Academy

E-Mail Ad

Home Tele

Home Add

Business

Business

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I was connected through a mutual friend.

3. Please affirm that you have 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.

   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. I bring 17+ years experience in counseling individuals, groups, children and families; providing additional counseling in every aspect of social emotional learning.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
I would like to provide the necessary support, so that a very important school option can be brought to the Sunset Park Community.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.
- I am a Licensed Master Social worker, I also hold a NPI #, which allows me to conduct clinical social work.

Magdalena Varela - Hand
Printed Name

Magdalena Varela
Signature

7/6/2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☑ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☑ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☑ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Trustee

12. Please explain why you wish to serve on the board. I am a strong believer in dual language education!

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☑ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☑ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☑ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☑ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. In the event of such an issue: I would notify the board chair of concerns, so that a special meeting can be held (in full transparency), and addressed

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☑ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
Dual Language / Spanish Immersion Program

24. Please explain your understanding of the educational program of the charter school.
* Content-rich curriculum - full day Spanish immersion, children will be fully bi-lingual

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
As a community-based school located in Sunset Park, the school must serve the community in which it resides. The school should reflect the culture of the surrounding community through its education program, which will help affirm the identity of all students as they grow to become contributing & outstanding citizens in the community.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Magdalena Varela-Hood (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Magdalena Varela-Hood
Signature

7/6/2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Melissa Jarvis Cedeño

Proposed Charter School Name: LEEP Dual Academy Charter School

E-Mail Addre[redacted]

Home Telepl[redacted]

Home Addre[redacted]

Business Te[redacted]

Business Ad[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   [x] If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. A professional colleague asked if I would be interested in joining this group.

3. Please affirm that you have 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.

   ☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   See attached.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   See attached.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   See attached.

Melissa Jarvis Cedeno
Printed Name

Melissa Jarvis Cedeno
Signature

6/28/18
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☑ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☑ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☑ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Member

12. Please explain why you wish to serve on the board. It is my responsibility to public education to serve on a Charter school board.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☑ Yes. (Include description here): In addition to being a school leader who has served a board, I have also had the privilege of serving on two elementary school charter boards in Albany, N.Y.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☑ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☑ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. My ethical responsibility will be to report it to our authorizer.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☑ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. We intend to provide students and families from SD15 w/a rigorous, college prep, dual language educational experience.

24. Please explain your understanding of the educational program of the charter school. Our educational program will be a complete dual language immersion program grounded in strong character and academic pedagogy.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Standards based and rigorous instruction with a strong school culture forms the foundation of a successful charter school. This must also include family engagement, high quality leadership & teacher development. The board's responsibility is to ensure we honor the mission by having systems, procedures & policies for accountability for our academic program & fiscal responsibility

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Melissa Jarvis Cedeño (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Melissa Jarvis Cedeño

Signature

6/28/18

Date

#5

Two decades as an educator in New York State and over a decade as a leader in public education, leave me with a deep responsibility to communities that have historically been under served or poorly educated. Using my experience as an instructional leader who has supported the development of a strong school culture, I am in a unique position to offer the lessons of my past failures and successes to the LEEP Dual Language Academies as a board member. In addition to my tenure as an educator, I have served on founding boards in the past and have received quality board training which I plan to utilize and share as a board member of LEEP Dual Language Academies should our charter be granted.

#6

My due diligence will be given to supporting the school leader in his or her function to lead and manage the educational and operational program of LEEP Dual Language Academies. In partnership with my fellow board members, I will be responsible for developing/reviewing policies and accountability measures that support a rigorous academic and cultural program.

#7

Not applicable.