



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		
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).

A handwritten signature in black ink, appearing to read "A. M. ...". The signature is fluid and cursive, with a large initial "A" and a smaller "M" following it. The rest of the signature is more continuous and less distinct.

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: [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



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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.



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- 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



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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

			intellectual property; and management.		
5	Melissa Jarvis-Cedeno	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	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	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

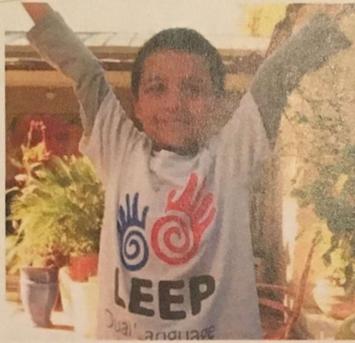
		Assemb. Felix Ortiz				
7/2/2018	interested families	Street interviews and flyer distribution advertising public meeting and online community survey	throughout Sunset Park, at local business including laundries, vegetable stands, pharmacies, groceries, etc.	questions about school location; support for 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	email 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



¿Desea que sus hijos sean bilingües para el quinto año escolar? Yes!



LEEP Dual Language Academy es una escuela pública planeada para Sunset Park, Brooklyn (Community School District 15).

Somos una escuela autónoma y sin costo que se proyecta abrir el otoño de 2019, pendiente de 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 se 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 clic 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 auténticas para diversas comunidades, comenzando en la ciudad de Nueva York y el distrito 15 de Brooklyn.

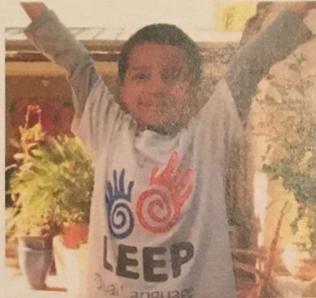
CONTÁCTENOS

Roberto Gutiérrez
Fundador
917-819-LEEP (5337)

(Informational flyer shared with community stakeholders and parents)



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, kinder 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.



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

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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



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)
<p>Madre de familia: “Yo quiero que mis hijos tengan una oportunidad de una educación que les ayude a mantener su idioma nativa. “</p>	<p>Mom: "I want my children to have an opportunity to get an education that will help them to maintain their native language."</p>
<p>“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.”</p>	<p>“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. "</p>
<p>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.”</p>	<p>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. "</p>
<p>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 difícil 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.”</p>	<p>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. "</p>

<p>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 niños los quieren agrupar y amontonar en las escuelas...”</p>	<p>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 ... "</p>
<p>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 él 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”</p>	<p>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... "</p>
	<p>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.”</p>
<p>Joven Activista: Yo soy de los de DACA; he trabajado para conseguir 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 conseguir estos logros—escuelas nuevas con aporte y asistencia para nuestra familia.</p>	<p>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.”</p>