

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3		
Education Corp. Name:	Ascend Charter Schools		
Education Corp. Status:	Existing Education Corporation	Proposal Type:	Replication Proposal
School District (or NYC CSD):	CSD 19 and/or 22		
Opening Date:	9/1/2018		

Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	Ascend Learning, Inc.
Year 1	K-1	224	CMO Public Contact Info (Name, Phone):	Steven Wilson 347-464-7600, ext. 1027
Year 2	K-2	244	Partner Organization:	N/A
Year 3	K-3	448	Partner Public Contact Info (Name, Phone):	N/A
Year 4	K-4	560		
Year 5	K-5	672		

Lead Applicant Contact Information					
First Lead Applicant Name:	Stephanie Mauterstock				
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input checked="" type="checkbox"/> Education Corp./Charter School
Applicant Mailing Address:	[REDACTED]				
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]	Email:	[REDACTED]
Second Lead Applicant Name:					
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section.	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"				

Media/Public Contact Information (required)					
Name:	Dylan Schaffer	Phone #:	347-464-7600, ext. 1124	Email:	info@ascendlearning.org

Lead Applicant Signature

Signature:		Date:	
<p><i>Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.</i></p>			<p>Submit Completed Proposal to: Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.</p>
OFFICIAL USE ONLY:	Received By:		Date:
			Phone: (518) 445-4250 Fax: (518) 320-1572 Email: charters@suny.edu

Program Design

MISSION STATEMENT

The mission of every Ascend school is to equip our students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children’s natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

KEY DESIGN ELEMENTS

1. Ascend’s Common Core Curriculum: All Ascend schools will teach to mastery a rigorous, sequential, Common Core-aligned college-preparatory curriculum composed of carefully selected, top-of-class commercial instructional programs and Ascend’s own program in the humanities. The curriculum will have four principal aims: early literacy, close reading skills and writing, strong conceptual understanding of math, and the establishment of domain knowledge in the social and natural sciences that is a requirement for reading comprehension.

2. The Ascend Culture: Founded on the premise of No Excuses but adopting the Responsive Classroom philosophy for behavior management, a powerful Ascend school culture will be constructed where students are the masters of their own destinies, developing their internal capacity to self-manage, and where consequences for behavior are logical, not punitive. The middle school will implement the Origins Developmental Designs (the successor to Responsive Classroom) which recognizes adolescents’ needs for autonomy, competence, relationship, and fun, and fosters an environment where students feel connected, heard, empowered, and safe. The central focus of the middle school culture is the development of agency—students’ knowledge that they are in control of their own lives and can act of their own free choices.

3. Professional Development: The school design emphasizes Teacher Planning and Development (TPD) meetings, which will develop teachers’ content knowledge in order to effectively teach Ascend’s Common Core Curriculum. The professional development sessions are aligned with the founders’ philosophy that the quality of teacher planning and preparation, as well as the quality of collaboration within a school, have significant effects on student achievement. At Central Brooklyn Ascend Charter School, these meetings will leverage the power and efficiency of teamwork to hone teachers’ delivery of instructional content. Moreover, teachers will have a platform to share best practices, while developing curricular content expertise. The meetings will consist of four types: Unit Studies, Planning and Assessment Studies, Lesson Debriefs and Teach-backs, and Data Meetings.

SCHEDULE

Proposed Number of School Days per Year:	182	Proposed Daily Beginning and Ending of School Day:	M-Th 8:00 am-4:00 pm F 8:00 am-1:00 pm
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Additional Schedule Information (optional):

N/A

ACADEMIC PROGRAM OVERVIEW

Curriculum: In school year 2014-15, Ascend completed the transition to a Common Core-aligned curriculum model that fully supports the founders' vision of offering a rich liberal arts education to the students of its schools.

Beginning in kindergarten, the lower school establishes a foundation of strong basic skills in early literacy, conceptual understanding of math along with crucial early fact fluency and routines, critical thinking, intellectual drive, discussion skills, enthusiasm for learning, and a love of reading in every genre. By the time Ascend students enter middle school, they will have acquired the requisite academic skills, critical capacities, mental stamina, and engagement in schooling to participate in an uncommonly ambitious, inquiry-based course of study in humanities, mathematics, and science.

Pedagogy: An extended school day provides for more time devoted to instruction, and for a broad curriculum that includes--in addition to English language arts and mathematics--science, social studies, music, the visual arts, physical education, and dance. Ascend's curriculum blends teacher-led instruction, inquiry, cognitively-guided instruction (CGI), and college-style discussion from the earliest grades.

Assessments: The diagnostic program is an evaluation process consisting of multiple assessments whose purpose is to determine the specific learning needs of individual students so that their optimal placement is achieved. Students entering the school will take diagnostic tests in mathematics and English language arts. It will be recommended that any older scholars admitted from the waiting list take the diagnostic exams and that the school reports grade placement to the parent before the parent enrolls the scholar.

Ascend schools primarily evaluate curricular learning across three levels of assessments: (1) unit tests, (2) benchmark tests, and (3) mock state exams. The higher level of assessment, the greater more it matches the format, content, and conditions of the annual New York State exams.

Teachers will be responsible for administering, collecting, and entering each of these tests into the network's data assessment system, the Illuminate Data and Assessment Management System (IlluminateDnA). It is the founders' belief that academic data must be placed rapidly into the hands of those who need it most--teachers. Therefore, Ascend formats its tests in a way that is optimal for entry into Illuminate DnA, for the system itself includes advanced scanning software that can upload any test format (multiple choice, constructive response, etc.). Under the Illuminate DnA system, assessment data is available immediately to teachers and leaders for analysis that informs subsequent instruction.

At risk students: Ascend is committed to created an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically-developing peers.

School Management

MANAGEMENT STRUCTURE

The Board of Trustees has ultimate responsibility for the education corporation, broad policy, and managing and evaluating the charter management organization. Accountable to the authorizer for the achievement of the education corporation's goals, the board oversees and monitors Ascend. On the recommendation of Ascend, the board hires school directors. On behalf of the board, Ascend's chief schools officer will closely monitor the directors' performances and evaluate them annual using a formal evaluation instrument. The school directors are ultimately responsible for the quality of instruction in the schools and the academic progress of the student body.

ROLE OF CMO OR PARTNER(S)

The education corporation trustees contract with Ascend Learning, a nonprofit 501(c)(3) organization based in Brooklyn, for comprehensive school management services. Under a one-year management contract between Ascend Learning and the education, Ascend is responsible for providing the education corporation's educational program; selecting and acquiring instructional materials; recruiting, recommending to the board for hire, and developing the school director; day-to-day operations, including business administration, contracted services, human resources, and maintenance of the school's facilities; and assisting the school director with recruiting and training of the education corporation's leadership team, faculty, and staff.

Facility

SCHOOL FACILITY PLANS

The desired locations of the schools are the East New York and East Flatbush-Farragut neighborhoods of Brooklyn, located in Community School Districts 19 and the northern section of Community School District 22. The number of required general education classrooms in years one through five is 8, 10, 16, 20, and 24, respectively. Additionally, smaller classrooms are required to provide private space for small groups of students to receive specialized instruction in small-group settings. Ascend attempts, as much as possible, to offer dedicated rooms for specials, including art, music, and dance. Offices are required for the members of each school's leadership team: the school director, the deans of instruction, and the dean of students. The director of operations and operations team will ideally be sited in a central officer/administrative/reception area, and the school requires a kitchen and a multipurpose room (for gym, lunch, and events).

Ascend Learning has not yet confirmed a specific facility for Central Brooklyn Ascend Charter Schools 2 and 3, but has identified several buildings that may be suitable candidates. Ascend's team of real estate professionals are engaged currently in discussions about lease terms, as well as architecture and design efforts to plan facility renovations meeting the standards of other schools in Ascend's real estate portfolio.

Board Member Names and Biographical Summaries

Kwaku Andoh

Kwaku Andoh is managing director and associate general counsel [REDACTED] Mr. Andoh's practice focuses primarily on mergers and acquisitions and his transaction experience includes mergers, acquisitions and divestitures including cross-border transactions in a wide range of industries, investments in early stage companies, as well as complex asset-backed financings, and private placements of equity and debt securities.

Andoh began his career [REDACTED] in New York, where he practiced for seven years, focusing primarily on international financings, private placements and mergers and acquisitions for a diverse group of clients. Andoh received a bachelor of arts degree in economics, cum laude, from Gustavus Adolphus College in 1986 and a master of arts degree in economics from Boston University in 1989. He graduated from Stanford Law School in 1992, where he served on the Stanford Law Review as a notes editor. He is the author of a note entitled Countervailing Duties in a Not Quite Perfect World: An Economic Analysis, Note, 44 Stanford Law Review 1515 (1992), for which he received the Irving H. Hellman, Jr. Award for the outstanding student note published by the Stanford Law Review in 1992.

Amanda Craft

Board secretary Amanda Craft is a recruiting research analyst at [REDACTED] an investment company that oversees \$120 billion in international investments for diverse clients, including foreign governments, university endowments, and charitable foundations. After graduating from Columbia University with a bachelor's degree in Russian language and literature, Craft served as a regional recruitment fellow for [REDACTED] in New York City. Later, she served as the managing director of strategy in [REDACTED] human assets department. At the [REDACTED] [REDACTED] Craft worked as director of data management, devising systems for improving corps member training. Craft has also taught business English in St. Petersburg, Russia. In the New York community, Craft has worked for eight years as a youth group coordinator of the Village Church. She lives in Brooklyn.

Katya Levitan-Reiner

Board treasurer Katya Levitan-Reiner has worked in education management and reform for nearly 15 years. In her current role she provides strategic support to foundations, school systems and non-profit organizations dedicated to improving K-16 educational opportunities.

As director of field impact [REDACTED] Levitan-Reiner co-led a team dedicated to helping educators and school system leaders effectively implement the Common Core State Standards. She developed expertise in standards-based instruction and system design through the design and use of tools and training resources to guide instruction, curriculum selection and academic strategy.

From 2009-2012, Levitan-Reiner helped implement a district reform initiative in New Haven, CT. As a member of the district leadership team, she designed and managed school and educator performance management systems and facilitated cohort-based school improvement and teacher development programs.

Levitan-Reiner holds a master's degree in business administration from the Yale School of Management, a bachelor's degree in mathematics and education from Smith College, and a Professional Clear Teaching Credential in Mathematics from Alliant International University. She has also successfully completed the Coro Fellows Program in Public Affairs and the Broad Residency in Urban Education.

Katya Levitan-Reiner began her career as a mathematics teacher in Oakland, California.

Stephanie Mauterstock

Board chair Stephanie Mauterstock is the chief operating officer [REDACTED] an organization developing college students into grassroots organizers who fight for educational justice in their communities. She was previously chief operating officer [REDACTED] Having inherited a failing school, she managed

its turnaround and growth; wrote the school's renewal application; and secured full, five-year charter renewal in July 2010. Mauterstock also provides consulting services on projects relating to charter schools, accountability, funding, and grants. She previously worked for [REDACTED] where she served as a grants compliance manager and later as a strategy and market research analyst. Mauterstock began her career as a program officer at the [REDACTED]. A graduate of Tufts University, she has also studied in Paris and the Yunnan Province of China.

Kathleen Quirk

Board vice chair Kathleen Quirk is pursuing an MBA at Duke's Fuqua School of Business. She was formerly chief operating officer of [REDACTED] where she focused on management operations and refining CLA's business development strategies to meet clients' needs.

Prior to joining [REDACTED] Quirk worked for the [REDACTED] as special assistant to chancellor [REDACTED] and later as associate director of knowledge management. In these roles, she managed the 2006-2007 district-wide winning application for the Broad Prize in Urban Education and also worked closely with NYCDOE's governing body, the Panel for Education Policy. She previously held positions at the University [REDACTED] in student affairs and served as a Jesuit/AmeriCorps volunteer in an elementary school in West Oakland, California. Quirk has been an active member of the New York City Coro Leadership Center, and an onsite support staff member for a volunteer community in Bedford Stuyvesant.

Quirk is a former Coro Fellow in New York City and holds a Bachelor of Arts in English from the College of the Holy Cross.

Christine Schlendorf

Architect Christine Schlendorf is a principal [REDACTED] with more than 15 years of experience in creating beautiful and innovative educational spaces. She has been responsible for numerous public and private school projects in the United States and overseas, including Mott Haven Campus in the Bronx, a 2,200-student campus containing two high schools, one intermediate school, one charter school, and a performing arts center. Prior to joining Perkins Eastman, Schlendorf was an architect [REDACTED]. She earned a Bachelor of Architecture at Syracuse University.

Rev. Oral S.A. Walcott

Since 2003, Rev. Oral Walcott has served the [REDACTED] as Sunday school teacher, youth pastor, pastor of discipleship and special events, and executive pastor. He has 13 years' experience as a claims professional at a leading insurance company in Barbados. In 2010, Rev. Walcott was ordained as an elder in the Church of the Nazarene and serves as secretary of the board of ministries of the New York district.

Rev. Walcott serves on the board of directors [REDACTED] and as secretary and director of Project CHANGE, a rehabilitative program designed for inmates of Her Majesty's Prison in Barbados. He was one of the chief architects of the program and co-authored Project CHANGE's handbooks and curriculum.

Rev. Walcott received a Diploma in Management Studies, in human resources management from Nazarene Bible College and Barbados Institute of Management and Productivity. He has a BS degree in business, management and economics from SUNY Empire State College, and is a professional Chartered Property and Casualty Underwriter. Rev. Walcott is currently earning a master's degree in organizational leadership from Quinnipiac University.

[REDACTED]

Other



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INCORPORATION BY REFERENCE

Proposed school name:

Education corporation name:

Year education corporation was established:

Has the name of this education corporation changed in the past?

If yes, please provide past name(s) and

Name(s)

Canarsie Ascend



Charter Schools Institute

State University of New York

CHANGE CHECKLIST FOR SUNY REPLICATORS

Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3
Ascend Charter Schools
2011
Yes

date(s) of change(s) below:

	Date(s)
Charter School	2016



SUNY Charter Schools Institute Incorporation by Reference Checklist

Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3

		A		B			C			D	E
Proposal Request	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference	Year of Source File	
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A			
	<i>Place an X in the appropriate column to indicate whether this response incorporates any documents by reference.</i>		<i>Place an X in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the proposed school.</i>			<i>Place an X in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in proposal Response.</i>			<i>Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.</i>	<i>List the most recent year material was approved or updated.</i>	
Sample Response	x		x			x			Renewal Application, Response D, Benchmark 1B, Assessment Data	2013	
1(a) Community Description and Need	<i>All applicants must provide a Response to this Request.</i>										
1(b) Programmatic Impact	<i>All applicants must provide a Response to this Request.</i>										
1(c) Fiscal Impact	<i>All applicants must provide a Response to this Request.</i>										
2(a) Mission	X		X				X		Brownsville Ascend Renewal Application, Exhibit A: Mission Statement	2016	
2(b) Key Design Elements	X		X				X		Central Brooklyn Ascend application, R05, AS REVISED	2015	
2(c) 5% Districts	<i>All applicants must provide a Response to this Request.</i>										
2(d) Draft Accountability Plan	<i>All applicants must provide a Response to this Request.</i>										
3(a) Applicant Information	<i>All applicants must provide a Response to this Request.</i>										
3(b) Founders	<i>All applicants must provide a Response to this Request.</i>										
3(c) Community Outreach	<i>All applicants must provide a Response to this Request.</i>										
3(d) Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	<i>All applicants must provide a Response to this Request.</i>										
3(e) Letter of Justification for Previously Denied Applications	<i>All applicants must provide a Response to this Request.</i>										
3(f) Founder Credentials									Not applicable		
3(g) Outreach Evidence	<i>All applicants must provide a Response to this Request.</i>										
4 School Enrollment	<i>All applicants must provide a Response to this Request.</i>										
5(a) Curriculum Selection and Processes	X		X				X		Central Brooklyn Ascend application, R06(a), AS REVISED	2015	
5(b) Assessment System	X		X				X		Central Brooklyn Ascend application, R06(b), AS REVISED	2015	
5(c) Instructional Methods	X		X				X		Central Brooklyn Ascend application, R06(c), AS REVISED	2015	
5(d) Course or Subject Overview	X		X				X		Central Brooklyn Ascend application, R06(d), AS REVISED	2015	
5(e) Promotion and Graduation Policy		X	X					X			
5(f) Programmatic Audits		X	X					X			
6(a) School Calendar	X		X					X	Brownsville Ascend Renewal Application, "Calendar and Schedule"	2016	
6(b) Sample Student Schedule	X		X				X		Central Brooklyn Ascend application, R07(b), AS REVISED	2015	
6(c) Sample Teacher Schedule	X		X				X		Central Brooklyn Ascend application, R06(c), AS REVISED	2015	
7(a) Struggling Students	X		X				X		Central Brooklyn Ascend application, R08(a), AS REVISED	2015	
7(b) Students with Disabilities	X		X				X		Central Brooklyn Ascend application, R08(b), AS REVISED	2015	
7(c) English Language Learners	X		X				X		Central Brooklyn Ascend application, R08(c), AS REVISED	2015	
7(d) Gifted and Advanced Students	X		X				X		Central Brooklyn Ascend application, R08(d), AS REVISED	2015	
8(a) Instructional Leadership Roles		X	X					X			
8(b) Teacher Support and Supervision		X	X					X			
8(c) Professional Development		X	X					X			
8(d) Teacher Evaluation and Accountability	X		X					X	Central Brooklyn Ascend application, R09(d), AS REVISED	2015	
9(a) Culture and Discipline		X	X					X			

SUNY Charter Schools Institute Incorporation by Reference Checklist

Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3

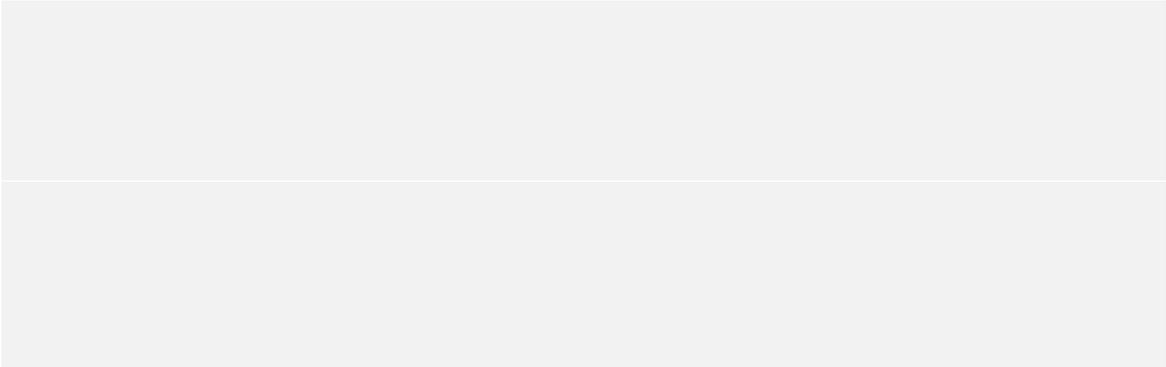
Proposal Request	A		B			C			D Specific exhibit or document being incorporated by reference	E Year of Source File
	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?				
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A		
9(b) Discipline Policy	X		X				X		Brownsville Ascend Renewal Application, "Handbook," p. 19-26	2016
9(c) Special Education Policy	X		X				X		Brownsville Ascend Renewal Application, "Handbook," p. 26-27	2016
9(d) Dress Code	X		X			X			Canarsie Ascend original charter, Attachment 38	2013
10(a) Organizational Chart	<i>All applicants must provide a Response to this Request.</i>									
10(b) School Leadership and Management Structure	<i>All applicants must provide a Response to this Request.</i>									
11(a) Staffing Chart and Rationale	<i>All applicants must provide a Response to this Request.</i>									
11(b) Qualifications and Responsibilities		X	X					X		
11(c) Staff Recruitment and Retention		X	X					X		
11(d) Personnel Policies	X		X				X		Brownsville Ascend Renewal Application, "Personnel Policies"	2016
12(a) Partner Information									Not applicable	
12(b) Partner Commitment	<i>All applicants must provide a Response to this Request.</i>									
13(a) EdCorp Board Roles & Responsibilities		X	X					X		
13(b) Education Corporation Board Design		X	X					X		
13(c) Stakeholder Participation		X	X					X		
13(d) By-laws	X		X				X		BPA S05f - Bylaws (Ascend Charter Schools Business Plan)	2017
13(e) Code of Ethics	X		X				X		Brownsville Ascend Renewal Application, "Code of Ethics"	2016
13(f) Complaint Policy	X		X				X		Brownsville Ascend Renewal Application, "Handbook," p. 28-30	2016
14(a) District Relations	<i>All applicants must provide a Response to this Request.</i>									
14(b) Community Relations	<i>All applicants must provide a Response to this Request.</i>									
14(c) Evidence of Community Support	<i>All applicants must provide a Response to this Request.</i>									
15(a) General Student Population	<i>All applicants must provide a Response to this Request.</i>									
15(b) Target Population Enrollment	<i>All applicants must provide a Response to this Request.</i>									
15(c) Evidence of Demand	<i>All applicants must provide a Response to this Request.</i>									
15(d) Community Support	<i>All applicants must provide a Response to this Request.</i>									
15(e) Evidence of Community Support	<i>All applicants must provide a Response to this Request.</i>									
15(f) Admissions Policy		X	X					X		
16(a) Facility Needs	<i>All applicants must provide a Response to this Request.</i>									
16(b) Facility Selection	<i>All applicants must provide a Response to this Request.</i>									
16(c) Facility Related Conflicts of Interest	<i>All applicants must provide a Response to this Request.</i>									
16(d) Additional Facility Information	<i>All applicants must provide a Response to this Request.</i>									
17 Food Services		X			X			X		
18 Health Services		X			X			X		
19 Transportation		X			X			X		
20 Insurance		X			X			X		
21(a) Budget Narrative	<i>All applicants must provide a Response to this Request.</i>									
21(b) Financial Planning		X	X					X		
21(c) Fiscal Audits		X	X					X		
21(d) Dissolution Procedures	X		X			X			Canarsie Ascend original charter, Attachment 40	2013
21(e) Budget Template	<i>All applicants must provide a Response to this Request.</i>									

SUNY Charter Schools Institute Incorporation by Reference Checklist

Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3

Proposal Request	A		B			C			D Specific exhibit or document being incorporated by reference	E Year of Source File
	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?				
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A		
21(f) Letters of Commitment	<i>All applicants must provide a Response to this Request.</i>									
21(g) Non-SUNY Financials	<i>All applicants must provide a Response to this Request.</i>									
22 Action Plan			Have you included an action plan?							
23(a) Supplemental Narrative			Have you included a supplemental narrative?							
23(b) Supplemental Attachments			Have you included supplemental information?							
Business Plan	<i>All replicating applicants must provide a Business Plan.</i>									

SUNY Charter Schools Institute Incorporation by Reference Checklist



1. Community Need and Proposed School Impact

(a) Community Description and Need:

Provide an analysis of the community and target population for the school including:

- **A description of the community from which the proposed school intends to draw students;**
- **Community demographics;**
- **A description of the specific population of students the proposed school intends to serve;**
- **The applicants' rationale for selecting the community;**
- **Performance of local schools in meeting the need; and,**
- **How the proposed school provides a needed alternative for the community.**

School Location and Target Population

The applicant plans to locate Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Community School District (CSD) 19 and/or Community School District 22. Both schools would open with kindergarten and grade 1 and would grow by one grade per year through grade 12. The target population would be, in CSD 19, children from the East New York community, and in CSD 22, primarily the East Flatbush community. Given the location of the proposed CSD 19 facility in the northern section of the district, the school may draw from students residing in CSD 23, its neighbor to the west. Similarly, given the location of the proposed CSD 22 facility in the northern section of its district, the school may draw from students residing in CSD 17, its neighbor to the north.

Community Description

While the precise location of the schools will be determined based on the availability of private facilities, Ascend has targeted and conducted outreach in both Community School Districts (CSDs) 19 and 22. Given the demographic and the performance data on schools in the target community, the applicants expect that many students will arrive to school performing below state standards, with unique needs and learning deficits. It is expected that the new schools' student population will be predominantly minority and low-income.

According to data provided by the New York State Education Department for 2015-2016, 83% of the 21,566 students in CSD 19 are considered economically disadvantaged. In CSD 22, 65% of the 33,032 students in that district are economically disadvantaged.

For many adults in the target communities, college has remained an unattainable goal. The district's NYC Department of Education 2015-16 Report Card indicates that the four-year graduation rate for the 2012 cohort in CSD 19 was 55%. NYC's Department of Health¹, in 2015, reported that the college graduation rate in Community District 5 (comprising East New York and Starrett City) was 19% —less than half that of New York City as a whole. The district

¹ See <https://www1.nyc.gov/assets/doh/downloads/pdf/data/2015chp-bk5.pdf>

ranked 8th, 11th and 17th out of the 59 NYC community districts in elementary school absenteeism, poverty, and unemployment, respectively.

In CSD 22, the four-year graduation rate for African American students was 76% and for Hispanic or Latino students, 67%—all failing to meet the state standard goal of an 80% four-year high school graduation rate. For Community District 17, comprising the neighborhood of East Flatbush, NYC’s Department of Health² reports a college graduation rate of 29%, and a rank of 21st, 34th, and 20th in elementary school absenteeism, poverty, and unemployment, respectively.

The founders expect that the great majority of the schools’ students will be first-generation college aspirants, and as such, they will likely require special support in preparing for higher education. The founders are dedicated to operating truly public schools—open to all students—that provide a rich and rigorous liberal arts curriculum and a warm and responsive school culture.

The demographics of CSDs 19 and 22 are described below.

CSD 19: CSD 19 covers the easternmost portion of Brooklyn, abutting Queens to the east, Brownsville and Canarsie to the west, and encompassing the neighborhood of East New York. According to the New York State Education Department 2015-16 Report Cards, 1% of students in CSD 19 identify as white, 47% identify as black or African American, 43% identify as Hispanic or Latino, and 7% identify as Asian or Native Hawaiian/Other Pacific Islander. English language learners constitute 12% of the student population, and 84% are eligible for free or reduced-priced lunch. 23% of CSD 19 students have disabilities, and 12% are English language learners. The neighborhoods of East New York and Starrett City are 52% black and 37% Hispanic, as per the NYC Department of Health.

CSD 22: CSD 22 is a large school district, encompassing neighborhoods such as Flatbush, East Flatbush, Flatlands, and Midwood to the north, and Marine Park, Mill Basin, Gerritsen Beach, Manhattan Beach, and Sheepshead Bay to the south. According to the New York State Education Department Report Card, 30% of students in CSD 22 identify as white, 34% identify as black or African-American, 15% identify as Hispanic or Latino, and 19% identify as Asian or Native Hawaiian/Other Pacific Islander. 66% of students in the district are eligible for free or reduced-price lunch. 18% of CSD 22 students have disabilities, and 10% are English language learners. The northern portion of the district is lower-income, while the southern portion is more mixed-income, with predominantly a Caucasian population. Ascend expects that the school’s students residing in CSD 22 will come from the northern section of that CSD, primarily the East Flatbush-Farragut neighborhood. The neighborhood of East Flatbush is 89% black and 7% Latino, as per the NYC Department of Health.

The figures below from the New York City Department of City Planning website show the ethnic demographic information on the neighborhood identified as East Flatbush-Farragut, the location of two of the potential facilities described in R16a of this application.³

² See <https://www1.nyc.gov/assets/doh/downloads/pdf/data/2015chp-bk17.pdf>

³ See Census data at <http://maps.nyc.gov/census/>

East Flatbush-Farragut

Race/Hispanic Origin	2010 Percent	Change, 2000-2010
White	1.5% /753	-34.6%
Black	89.1% /44,883	-10.0%
Asian	1.1% /558	-1.1%
Hispanic	5.8% /2,897	+4.2%
Other (non-Hispanic)	0.7% /371	-12.1%
Two or more races (non-Hispanic)	1.8% /893	-29.0%
TOTAL	100.0% / 50,355	-10.1%

Community Need

In 2015-16, students in CSD 19 performed below the citywide and statewide averages on both the New York State English language arts (ELA) and math exams, as illustrated by the table below. Student academic performance in CSD 22 is overall slightly stronger than at the city and state levels; however, it is important to note again that this school district includes the middle-class neighborhoods of Marine Park, Mill Basin, Gerritsen Beach, Manhattan Beach, and Sheepshead Bay. The founders expect that the school’s students residing in CSD 22 will come from the northern section of that CSD, including primarily the East Flatbush-Farragut neighborhood, where the population is well over 90% people of color and significantly low-income. Included in the table below are the percentage of students proficient for sub-groups in CSD 22. These statistics show a significant achievement gap. While white students in CSD 22 perform well, black and Latino students in CSD 22 show proficiency levels lower than the statewide average in both ELA and math, and lower than the citywide average in math.

2015-16 New York State Test Results		
Location	ELA, Grades 3-8	Mathematics, Grades 3-8
CSD 19	23%	18%
CSD 22	43%	41%
<i>CSD 22, white students</i>	<i>57%</i>	<i>59%</i>
<i>CSD 22, black students</i>	<i>33%</i>	<i>24%</i>
<i>CSD 22, Hispanic/Latino</i>	<i>33%</i>	<i>29%</i>
Citywide	38%	36%
Statewide	38%	39%

A detailed landscape of existing educational options for the target communities is described below.

CSD 19: CSD 19’s traditional public school options clearly do not fulfill the educational needs of their students, as evidenced by the state test scores listed above. As such, CSD 19 is currently served by several charter school options. A total of 11 charter schools are authorized to operate in the district, though four of these are authorized to serve only students at the middle or high

school levels. The existing charters include a mix of large network schools managed by Achievement First, as well as independent charter schools. At the seven operating schools that tested grades in 2015-16, the results were mixed; in both ELA and math, three surpassed the citywide average, one was comparable, and three fell below. The New York State exam results for these schools are detailed in the table below.

CSD 19 Charter School Performance, 2015-16

School Name	Tested Grades	ELA Proficiency	<i>Difference from Citywide Average</i>	Math Proficiency	<i>Difference from Citywide Average</i>
Achievement First Apollo Charter School	3-6	38.3%	0.3%	59.7%	23.7%
Achievement First Aspire Charter School	3	45.8%	7.8%	60.4%	24.4%
Achievement First Brownsville Charter School – High School	None	N/A	-	N/A	-
Achievement First East New York Charter School – Lower and Middle School	3-8	50.5%	12.5%	69.8%	33.8%
Achievement First Linden Charter School	None	N/A	-	N/A	-
Brooklyn Scholars Charter School	3-8	37.2%	-0.8%	36.9%	0.9%
Collegiate Academy for Mathematics and Personal Awareness Charter School	None	N/A	-	N/A	-
Hyde Leadership Charter School Brooklyn	3-5	31.9%	-6.1%	28.8%	-7.2%
Imagine Me Leadership Charter School	3-5	44.4%	6.4%	70.6%	34.6%
Invictus Preparatory Charter School	5-8	24.8%	-13.2%	14.9%	-21.1%
UFT Secondary Charter School	None	N/A	-	N/A	-

Given the location of the proposed CSD 19 facility in the northern section of the district, the school may draw from students residing in CSD 23, its neighbor to the west. Ascend currently operates three schools—Brownsville Ascend Lower School, Brownsville Ascend Middle School, and Brooklyn Ascend High School—in CSD 23, and has developed a reputation in the district as a provider of increased educational opportunities for Brownsville residents, and consistently draws several times as many applicants as it has seats available. CSD 23 remains one of the highest-need and lowest-performing community school districts in New York City, with 19% achieving proficiency in English language arts and 15% achieving proficiency in math on the 2015-16 state exams.

CSD 22: Though CSD 22 is a large district with varied socioeconomic makeup and level of educational need, the district is served by only five authorized charter schools, including three authorized to operate grades K-5. One is a Success Academy school in Bergen Beach—a neighborhood several miles to the south with a significantly higher socio-economic profile than East Flatbush—which, as of 2015-16, did not operate tested grades; the remainder are independent charter schools. Those schools that tested grades in 2015-16 showed weak results, as shown in the table below. Ascend currently operates one school in CSD 22—Central Brooklyn Ascend Charter School—which opened in 2014-15 and did not yet serve a tested grade in 2015-16.

CSD 22 Charter School Performance, 2015-16

School Name	Tested Grades	ELA Proficiency	<i>Difference from Citywide Average</i>	Math Proficiency	<i>Difference from Citywide Average</i>
Brooklyn Dreams Charter School	3-8	35.7%	-2.3%	37.2%	1.2%
Central Brooklyn Ascend Charter School	None	N/A	-	N/A	
Hebrew Language Academy Charter School	3-6	41.9%	3.9%	53.9%	17.9%
New Visions Charter High School for the Humanities III	None	N/A	-	N/A	-
New Visions Charter High School for Advanced Math and Science3 III	None	N/A	-	N/A	-
Success Academy Charter School – Bergen Beach	None	N/A	-	N/A	-

Given the location of the proposed CSD 22 facility in the northern section of its district, the school may draw from students residing in CSD 17, its neighbor to the north. The southern section of CSD 17—comprised of portions of the Erasmus and Prospect Lefferts Gardens neighborhoods—is similarly underserved by quality charter schools. The three charter schools in this area—Explore Charter School, Fahari Academy Charter School, and Lefferts Gardens Charter School—each posted disappointing state exam results in 2015-16, falling short not just of citywide, but of *district* proficiency levels in at least one subject.

Community School Districts 19 and 22 would significantly benefit from Ascend’s unique educational model: combining a rich and rigorous liberal arts curriculum with a warm and supportive culture, and committed to serving all students regardless of special needs or English language learner status. Moreover, Ascend currently operates several successful schools in the surrounding areas of Central Brooklyn, serving populations similar to those in the target

communities of East New York and East Flatbush-Farragut. The expansion of Ascend schools into East New York, and increased presence in East Flatbush represents a logical extension of Ascend Learning's mission—to develop a scalable solution to the underachievement of economically disadvantaged children—as well as the mission of Ascend schools—to equip every student with the knowledge, confidence, and character to succeed in college and beyond.

(b) Programmatic Impact:

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter and private schools in the same geographic area;
- Information demonstrating a thorough analysis of existing educational options for the community and target population;
- Analysis of how the proposed school’s enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools in the same geographic area; and,
- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

East Flatbush and East New York currently lack a sufficient number of charter schools to serve the burgeoning demand for quality public education alternatives. The founders have targeted these neighborhood because of the underperformance of the district schools, the high rate of low income families, and the low number of quality charter school options. The combination of these factors has left many families trapped in failing schools. As evidenced by the table below, the communities of CSDs 19 and 22 have a lower rate of charter penetration than surrounding communities with similar student demographics.

CSD	Economically Disadvantaged	Black Student Percentage	Latino Student Percentage	Grade Level	Total Enrollment (CSD plus Charter)	Total Charter Enrollment	Charter Penetration
19	83%	47%	43%	K-1	4,769	1,020	21%
				K-12	26,176	4,090	16%
22	66%	34%	15%	K-1	6,154	506	8%
				K-12	35,179	2,176	6%
16	82%	71%	19%	K-1	2,070	947	46%
				K-12	11,276	4,394	39%
17	80%	78%	15%	K-1	4,393	1,405	32%
				K-12	27,193	5,055	19%
18	77%	88%	7%	K-1	3,472	1,123	32%
				K-12	19,547	3,993	20%
23	87%	76%	21%	K-1	2,484	946	38%
				K-12	13,590	4,465	33%

The tables below list all public and non-public school options for elementary and middle school grades in the target communities.

Elementary and Middle Schools in CSD 19⁴

<i>School Name</i>	<i>Grades Served</i>	<i>Type</i>
PS 007 Abraham Lincoln	PK-5	District
PS 013 Roberto Clemente	PK-5	District
PS 065	K-5	District
PS 089 Cypress Hills	PK-8	District
PS 108 Sal Abbracciamento	PK-5	District
PS 149 Danny Kaye	PK-5	District
PS 158 Warwick	PK-5	District
PS 159 Isaac Pitkin	K-6	District
JHS 166 George Gershwin	7-8	District
IS 171 Abraham Lincoln	6-8	District
PS 174 Dumont	4-8	District
PS 190 Sheffield	PK-5	District
PS 202 Ernest S. Jenkyns	PK-8	District
PS 213 New Lots	PK-5	District
PS 214 Michale Fiedsam	PK-5	District
JHS 218 James P Sinnott	6-8	District
PS 224 Hale A Woodruff	6-8	District
PS 273 Wortman	PK-5	District
PS 290 Juan Morel Campos	PK-5	District
JHS 292 Margaret S Douglas	6-8	District
JHS 302 Rafael Cordero	7-8	District
PS 306 Ethan Allen	PK-8	District
Essence School	6-8	District
The Fresh Creek School	PK-5	District
PS 328 Phyllis Wheatley	PK-5	District
PS 345 Patrolman Robert Bolden	PK-5	District
PS 346 Abe Stark	PK-5	District
IS 364 Gateway	6-8	District
Academy for Young Writers	6-12	District
East New York Family Academy	6-12	District
Spring Creek Community School	6-8	District
Frederick Douglass Academy VIII Middle Schools	6-8	District
Brooklyn Gardens Elementary School	PK-3	District
Van Siclen Community Middle School	6-7	District
Vista Academy	6-7	District
Liberty Avenue Middle Schools	6-7	District
School of the Future Brooklyn	6-7	District

⁴ For list of charter schools, see Brooklyn Charter Directory at <http://schools.nyc.gov/community/charters/information/directory.htm>.

For list of private schools, see <http://nces.ed.gov/surveys/pss/privateschoolsearch/>.

East New York Elementary School of Excellence	PK-5	District
East New York Middle School of Excellence	6-8	District
Highland Park Community School	6	District
The Urban Assembly School for Collaborative Health	9	District
Invictus Preparatory Charter School	5-8	Charter
Achievement First Aspire Charter School	K-4	Charter
Brooklyn Scholars Charter School	K-8	Charter
Hyde Leadership Charter School – Brooklyn	K-5	Charter
Achievement First Linden Elementary School	K-3	Charter
Achievement First Apollo	K-7	Charter
Achievement First East New York Charter School	K-12	Charter
Collegiate Academy for Mathematics and Personal Awareness Charter School	6	Charter
Imagine Me Leadership Charter School	K-5	Charter
Blessed Sacrament School	PK-8	Private
Followers of Jesus School	1-12	Private
Littlebirds in Heaven	PK-K	Private
Ohr Halimud – The Multi Sensory Learning Center	UG	Private
St Peter’s Lutheran School	PK-1	Private
Starrett Early Learning Center	PK-K	Private
Bay Ridge Prep	K-12	Private
Bay Ride Preparatory School	K-8	Private
Dimitrios and Georgia Kaloidis Parochial School	PK-8	Private
Holy Angels Catholic Academy	PK-8	Private
Lutheran Elementary School of Bay Ridge	PK-8	Private
St Anselm Catholic Academy	PK-8	Private
Visitation Academy	PK-8	Private
Xaverian High School	6-12	Private

Elementary and Middle Schools in CSD 22⁵

<i>School Name</i>	<i>Grades Served</i>	<i>Type</i>
Andries Hudde	K-5	District
Brooklyn College Academy	7-12	District
IS 381	6-8	District
JHS 014 Shell Bank	6-8	District
JHS 078 Roy H Mann	6-8	District
JHS 234 Arthur W Cunningham	6-8	District
PS 052 Sheepshead Bay	PK-5	District
PS 109	K-8	District
PS 119 Amersfort	K-5	District
PS 139 Alexine A Fenty	PK-5	District
PS 193 Gil Hodges	PK-5	District
PS 194 Raoul Wallenberg	PK-5	District
PS 195 Manhattan Beach	PK-5	District
PS 197 Brooklyn	PK-5	District
PS 198 Brooklyn	PK-5	District
PS 203 The School for Future Leaders	PK-5	District
PS 206 Joseph F Lamb	PK-8	District
PS 207 Elizabeth G Leary	PK-8	District
PS 219 Colonel David Marcus School	PK-5	District
PS 222 Katherine R Snyder	PK-5	District
PS 236 Mill Basin	PK-5	District
PS 245	PK-5	District
PS 251 Paerdegat	PK-5	District
PS 254 Dag Hammarskjold	PK-5	District
PS 269 Nostrand	3-5	District
PS 277 Bergen Beach	PK-5	District
PS 326	PK-2	District
PS 361 East Flatbush Early Childhood School	PK-2	District
PS K134	PK-5	District
PS K315	PK-5	District
PS K811 Connie Lekas Schools	6-12	District
School of Science and Technology	PK-5	District
Spring Creek Community School	6-12	District
Brooklyn Dreams Charter School	K-8	Charter
Hebrew Language Academy Charter School	K-7	Charter
Central Brooklyn Ascend Charter School	K-3	Charter
Success Academy Bergen Beach	K-3	Charter

⁵ For list of charter schools, see Brooklyn Charter Directory at <http://schools.nyc.gov/community/charters/information/directory.htm>.

For list of private schools, see <http://nces.ed.gov/surveys/pss/privateschoolsearch/>.

Brooklyn SDA Elementary School	PK-8	Private
Christian Heritage Academy	PK-12	Private
Cortelyou Academy	PK-5	Private
Good Shepherd School	PK-8	Private
Mary Queen of Heaven School	PK-8	Private
Midwood Catholic Academy	PK-8	Private
Midwood Montessori	PK-K	Private
New Vistas Academy	K-12	Private
Practical Learning Center Inc.	PK-3	Private
St. Bernard Elementary School	PK-8	Private
St. Edmund Elementary School	PK-8	Private
St. Jerome School	PK-8	Private
St. Mark School	PK-8	Private
The Rat's Playhouse Workshop	PK-K	Private
Three Hierarchs Schools	PK-8	Private
United Cerebral Palsey Brooklyn Childrens	PK-K	Private
Windmill Montessori School	PK-8	Private
Get Set Kindergarten	K-5	Private
Mesivta Torah Vodaath	PK-8	Private
Yeshiva and Mesivta Torah Temimah	PK-12	Private
Masores Bais Yaakov	PK-12	Private
East Midwood Hebrew Day School	PK-8	Private
Yeshivah of Crown Heights	PK-8	Private
Yeshiva Derech Hatorah	PK-12	Private
Yeshiva Toras Emes Kaminetz Elementary School	PK-8	Private
Bais Uvi Brieding	PK-4	Private
Ha'or Beacon School	K-8	Private
Yeshiva Ahavas Torah	PK-8	Private
Prospect Park Yeshiva	PK-8	Private
Nefesh Academy	K-12	Private
Lev Bais Yaakov	PK-10	Private
Yeshivat Lev Torah	K-8	Private
Yeshiva Ruach Chaim	PK-8	Private
Brooklyn Amity School	PK-12	Private

The proposed schools will deploy an educational approach that is highly distinct from that of the existing public schools in the target community. The use of a rich, rigorous, Common Core-aligned liberal arts curriculum, with a focus on inquiry-based learning with relatively large class sizes, targeted assessments linked to instruction and to the Common Core to prevent “learning gaps,” advanced instructional data systems, and Ascend’s warm Responsive and restorative school culture are altogether novel methods. The applicants expect these methods and the achievement results they generate to provoke much-needed discussion within the Community

School Districts' schools as well as the broader community. School administrators, parents, and civic leaders will ask: Could such methods radically improve the academic performance of students in district schools? Could these results be achieved more broadly without additional financial resources? Could nearly every child be deeply educated in a warm and supportive environment and securely placed on the path to college?

The public school population in the CSD 19 totals 24,064; in CSD 22, the public school population totals 35,775. There are approximately 3,744 kindergartners and first-graders enrolled in public schools in CSD 19, and 5,677 in CSD 22—the districts targeted for enrollment. Considering that there are currently 21 public elementary schools in CSD 19 and 25 in CSD 22 serving kindergarten and first grade, the opening of Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Fall 2018 and planned initial enrollment of 224 students in kindergarten and first grade would potentially reduce kindergarten-grade 1 enrollment at the CSD 19 schools by 5.9%, or an average of 11 students at each school; in CSD 22, it would potentially reduce enrollment by 3.9%, or an average of nine students at each school. However, this estimated decrease in student enrollment across the districts does not take into account the possibility of applications from other surrounding neighborhoods.

(c) Fiscal Impact:

Complete the fiscal impact table included in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- **Enrollment expectations;**
- **Per Pupil Allocation assumptions;**
- **Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;**
- **Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);**
- **Projected budget for the school district of location (please note the source and year for this figure); and,**
- **Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).**

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Rate (C)	Per Pupil Aid (B x C = D)	Other District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Funding to Charter School from District (D + E = F)	Total General Fund Operating Budget for District (G)	Projected Impact (i.e. % of District's Budget) (F / G = H)
Year 1 (2018-19)	224	14,448	3,236,309	844,183	4,080,492	23.1 billion	0.018%
Year 2 (2019-20)	244	14,592	3,560,518	943,816	4,504,334	23.1 billion	0.019%
Year 3 (2020-21)	448	14,738	6,602,719	1,755,359	8,358,078	23.1 billion	0.036%

Year 4 (2021-22)	560	14,738	8,253,398	2,224,746	10,478,144	23.1 billion	0.045%
Year 5 (2022-23)	672	14,738	9,904,078	2,707,363	12,611,441	23.1 billion	0.055%

The total fiscal impact of the charter school on the New York City public schools in the fifth year of the charter is projected to be \$12,611,441. This sum represents 0.055% percent of the estimated \$23.1 billion operating budget for the New York City Department of Education. The overall fiscal impact of the school on the district will therefore be minimal.

2. Addressing the Need

(a) Mission

If the proposed school is adopting the same mission as the replicating school, incorporate the missions by reference.

If the mission statement of the proposed school is different from the current mission statement of the replicating school, provide the mission statement and an explanation of why the mission statement is different. Additionally, if applicable, indicate if the proposed mission statement would apply to all schools in the education corporation.

This response is incorporated by reference to “Exhibit A: Mission Statement” from the Brownsville Ascend Charter School renewal application, August 2016.

(b) Key Design Elements

If the proposed school is adopting the same key design elements as the replicating school, incorporate the Key Design Elements by reference.

If the key design elements of the proposed school are different from the current mission statement of the replicating school, provide the key design elements and an explanation of why they are different. Additionally, if applicable, indicate if the proposed key design elements would apply to all schools in the education corporation.

This response is incorporated by reference. Please “R05 – Key Design Elements” from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

(c) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a “significant educational benefit” to the students expected to attend the school. A complete list of five percent districts in addition to the New York City School District can be found in the accompanying Guidance Handbook.

The founders’ extensive community outreach has yielded feedback from parents, community members, elected officials, community based organizations, and CSD 19 and 22 schools. We have incorporated feedback in the design of the school and its services. Please see “R03 – Proposal History” for a complete list of outreach and feedback. Further, we have received several petition signatures and letters of support from community leaders and parents of current Ascend

school students for the creation of Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3.

Meaningful community engagement, a focus on implementing research based programs, and experienced founders with a track record of success give the schools confidence they will be of “significant educational benefit” to the students expected to attend the schools. The schools will further the objectives specified in Education Law §2850(2):

FURTHERING THE PURPOSE OF EDUCATION LAW §2850 (2)
(a) Improve student learning and achievement (§2850 (2))
<p>School Objectives:</p> <p>Ascend schools offer a rich, rigorous Common Core-aligned curriculum modeled on the programs of the nation’s finest schools and including a strong arts component, in a warm, supportive environment, creating the environment for all students to succeed academically. Students in Ascend schools consistently outperform their peers in their host Community School Districts, and develop the academic and character skills necessary for college acceptance and persistence, and to live productive, meaningful lives.</p>
(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure (§2850 (2))
<p>School Objectives:</p> <p>Ascend schools serve overwhelmingly low-income children of color, reflecting the demographics of the communities in which they operate. Students in Ascend schools—including black and Latino males—succeed at rates surpassing those of district schools which these same students would otherwise attend.</p> <p>Implementation of the Ascend cultural model—Responsive Classroom in K-8, and restorative practices in our high schools—results in far lower suspension rates and teaches children to take responsibility for and understand the consequences of their actions rather than being subject to punitive discipline.</p>
(c) Encourage the use of different and innovative teaching methods (§2850 (2))
<p>School Objectives:</p> <p>The Ascend educational model focuses on inquiry based instruction and learning. Teachers are trained extensively through a rigorous professional development program beginning with three weeks in the summer and extending throughout the school year to shift the intellectual work to the student and encourage students to develop their own voice, creativity, and independence of thought and action.</p>
(d) Create new professional opportunities for teachers, school administrators and other school personnel (§2850 (2))
<p>School Objectives:</p> <p>Ascend’s school staffing model allows educators to develop their skills and accept greater levels of responsibility in specialty areas such as school culture, instruction, special education, and the arts by growing into positions as mentor and lead teachers, deans of</p>

students (culture) and deans of instruction; and develop critical general managerial skills as resident directors, and ultimately school directors.

(e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system (§2850 (2))

School Objectives:

Ascend offers a quality educational option for parents and students who might not otherwise have one. Continued high levels of satisfaction among Ascend parents with the educational model, staff, and facilities is a testament to the added value of Ascend schools to their communities.

(f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results (§2850 (2))

School Objectives:

Ascend establishes clear and measurable goals and objectives for its schools that are tracked through comprehensive dashboards. These accountability systems allow school directors, and school and network staff, to track progress towards academic, cultural, and operational objectives. Schools' progress towards these outcomes are incorporated into school director evaluations. These evaluations incorporate seven domains covering all aspects of the school director's performance. Evaluations are based on, and lead to, an ongoing dialogue with network staff, and guidance for improvement of school director performance.

(d) Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website.

Below is the draft Accountability Plan for Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3.

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Central Brook Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 students will meet grade level expectations in English.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local community school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL II: MATHEMATICS

Goal: Central Brook Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 students will meet grade level expectations in math.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL III: SCIENCE

Goal: Central Brook Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 students will meet grade level expectations in Science.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

NONE

3. Proposal History

(a) Applicant Information

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

If the proposal is to add a new school to an existing Education Corporation, simply include the name of the replicating Education Corporation in this response, and include the name of the board chair as the nominal applicant. No further information is required in this section.

The proposal is to add two new schools, Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3, to the existing education corporation, Ascend Charter Schools. The nominal applicant of the proposal and name of the board chair is Stephanie Mauterstock.

(b) Proposal History

This response is not applicable.

(c) Application Team Members

Provide a brief description of team members involved in preparing this proposal and their roles. Do not include information about current or proposed board members.

This application was prepared on behalf of the Ascend Charter Schools Board of Trustees by the staff of Ascend Learning (Ascend).

Susan Pollock, president of Ascend, oversaw the preparation of the proposal and reviewed all materials prior to submission.

Dylan Schaffer, planning and external affairs associate, coordinated gathering information from school and network staff, as well as drafting and revising narrative responses. Numerous Ascend staff contributed to these responses, including Steven Wilson, CEO; members of Ascend's schools team (Brandon Sorlie, chief schools officer; Jennifer Young, director of student services; Daniel Hayman, director of data and analytics; Saliha Vehra, associate director of data and analytics); curriculum team (Betsey Schmidt, chief curriculum and innovation officer); and talent team (Aaron Obrochta, director of strategic outreach), and operations team (Genevieve de Gaillande, director of school operations; Jenny Bartashnik, operations manager). Schaffer coordinated community outreach, feedback, and support efforts, and CommunityLinkED and Kasirer LLC were contracted to provide additional outreach services, as described below.

Outreach efforts were also supported by members of Ascend’s communications and operations teams.

Andrew Epstein, chief financial officer, coordinated preparation and review of budget materials and narratives with assistance from members of Ascend’s finance team.

Jim Ford, president of Ford Research & Solutions, Inc., and Stephanie Mauterstock, board chair for Ascend Charter Schools, contributed narrative feedback and consulting.

(d) Board Members

Complete the following table for all members of the current/proposed education corporation board including any currently vacant seats that the board would fill by the end of the first year of operation.

Trustee Name	Position on the Board	Committee Affiliations		Voting	<i>Ex Officio?</i>
Stephanie Mauterstock	Chair	Executive, Finance, Nominating	[REDACTED]	Yes	No
Kathleen Quirk	Vice chair	Academic, Executive, Hiring	[REDACTED]	Yes	No
Amanda Craft	Secretary	Academic, Executive, Hiring	[REDACTED]	Yes	No
Katya Levitan-Reiner	Treasurer	Executive, Finance, Nominating	[REDACTED]	Yes	No
Kwaku Andoh	Trustee	Academic	[REDACTED]	Yes	No
Christine Schlendorf	Trustee	Finance	[REDACTED]	Yes	No
Oral Walcott	Trustee	Executive, Hiring	[REDACTED]	Yes	No

(e) Description of Community Outreach Efforts

NOTE: Community Outreach is a minimum statutory requirement.

Explain:

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and**

- **the process for incorporating that feedback into the submitted proposal; and**
- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

To inform stakeholders in the target communities about the proposed schools, Dylan Schaffer, Ascend’s planning and external affairs associate, together with Ascend’s community outreach team have implemented a large-scale grassroots and communications effort.

Ascend contacted the Chancellor of the New York City Department of Education, the school superintendents of Community School Districts 19 and 22 and the district managers of Community Boards 3, 4, 5, 8, 16, 17, and 18 in the corresponding neighborhoods, providing information about the new school proposal, requesting a meeting, and soliciting feedback.

Ascend contracted with CommunityLinkED, a local community organizing service, to assist with direct outreach. The outreach team visited the communities of CSD 19 and 22, and organized three main components of direct outreach: (1) canvassing neighborhoods in high-traffic and commercial areas, (2) engaging leaders of community based organizations, and (3) distributing flyers which provided additional information on Ascend’s proposed schools and a link to an online feedback form. In total, approximately 250 hours were spent on this engagement.

Neighborhood canvassing

Members of the outreach team were sent to the following high-traffic areas and commercial centers to speak with residents about Ascend’s proposed new schools. These locations include high-traffic intersections, public transportation hubs, parks, community centers, supermarkets, schools, and daycare centers. Canvassing in CSD 19 took place in Starrett City on Pennsylvania Avenue, as well as on Liberty Avenue between Forbell and Lincoln Avenues. In CSD 22, canvassing took place at Flatbush Junction from the Triangle Mall to Brooklyn College.

Community-based organizations

Members of the outreach team researched key community based organizations that serve the target neighborhoods and reached out to a significant number of community and business leaders. There followed numerous unique and meaningful conversations about Ascend’s educational model and its proposal to open new schools. The table below provides a list of organizations contacted and the results of this outreach.

Organization	Address	Contact summary
Cypress Hills Chidcare Corporation	██████████	Outreach to Director ██████████ ██████████ referred to community liaison; no available meeting dates prior to application submission
Spring Creek Towers STA	██████████	Meeting on 2/16
Starrett City Building Representative Francine Archey-Wlesh	██████████ ██████████	Meeting on 2/15; provided flyers for building lobby
Arts East New York	██████████ ██████████	Meeting on 2/27

The Village	██████████ ██████████	Meeting on 2/11 with Executive Director ██████████ flyer sent via email
CAMBA	██████████ ██████████	Outreach email sent on 2/10; no response
CAMBA	██████████	Outreach call made on 2/14; message passed on but no further response
Friends of Crown Heights	██████████ ██████████	Hegeman Avenue and Pennsylvania Avenue locations referred to main managing office; meeting held with Pitkin Avenue location on 2/23
George Walking Jr. Community Coalition	██████████ ██████████	Meeting requested; no meeting time available prior to application submission; flyer sent via email; agreed to meet in the future to build relationship
Bus R Us	██████████████████	Meeting on 2/13
Black Success	██████████████████ ██████████	Meeting on 2/14; flyers dropped off
New Attitude	██████████████████ ██████████	Meeting on 2/13; received letter of support and agreement to work together once schools are opened
Jay Barber Shop	██████████████████ ██████████	Outreach made via New Attitude
East New York United Community Center	██████████████████ ██████████	Outreach made 2/10; flyer sent with further information; awaiting board approval for letter of support
El & Johns	██████████████████ ██████████	Meeting on 2/17
H&H Realty Co.	██████████████████ ██████████	Meeting on 2/15
Bessie Child Care	██████████████████	Meeting via phone on 2/13; flyers dropped off to post and distribute;
Flatbush Flatlands Civic Group	██████████████████ ██████████	Call on 2/15; provided additional information and answered questions; no available meeting times prior to application submission
Flatbush Development Corp		Outreach made 2/11; waiting on board approval to write letter of support; no further response
Global Kids		Outreach made 2/11; follow-up 2/15 via email; no response
Allied Paint	██████████████████ ██████████	Outreach made 2/17; follow-up conversation
Brooklyn Zoo and Aquarium Pet Shop	██████████████████ ██████████	Outreach made 2/17; follow-up conversation

Candy Kids Preschool	██████████ ██████████	Phone call 2/17; answered questions about Ascend program; provided flyers to post; asked to be kept informed of school opening
Church Avenue Florist	██████████ ██████████	Outreach made 2/20; interested in support expanded educational opportunities in the neighborhood
Flatbush Food Co-Op	██████████ ██████████	Outreach made 2/20; asked questions about SPED and ELL services; explained lottery system for enrollment
Plaza Florist	██████████ ██████████	Outreach made 2/20; had already heard of Ascend and was very supportive
Brooklyn Soul Food	██████████ ██████████	Outreach made 2/20; follow-up conversation
Trini Breakfast Shed	██████████ ██████████	Outreach made 2/20; follow-up conversation about patrons who have children in charter schools and need for additional options

Flyers

Flyers providing information about the proposal, including a description of the Ascend educational approach, the target communities, and proposed grades and enrollment were distributed to local community organizations, businesses, and members of the public. It invited readers to submit feedback on the proposal via an online SurveyMonkey form. These flyers were used during canvassing efforts and in interactions with businesses and community organizations within the target communities. When flyers were distributed to businesses and community organizations, members of the outreach team encouraged staff to distribute flyers to customers, members, or students; the vast majority agreed to do so. Flyers were also sent home to families of all current students enrolled at existing Ascend schools, numbering nearly 4,000.

Additional outreach

Elected officials

Ascend engaged Kasirer LLC to assist with outreach to local elected officials. The outreach team reached out to 22 elected officials representing the target communities and surrounding neighborhoods via mail, email and/or phone with information about the proposal to open new schools. This correspondence included a link to more information about Ascend’s educational model through the Ascend website, and encouraged the officials to respond with their feedback or to engage directly with Ascend. Meetings with Representative ██████████ and State Senator ██████████ were held to discuss Ascend’s program and plans for expansion. The outreach team will continue to monitor correspondence and engage with elected officials regarding the proposal.

Digital outreach

As of November 9, 2016, the homepage of the Ascend Public Charter Schools website has featured a link to an announcement regarding the initiative to establish Central Brooklyn Ascend

Charter School 2 and Central Brooklyn Ascend Charter School 3. This announcement was updated as of February 14, 2017, and features a link to Ascend's online SurveyMonkey feedback form. The outreach team also posted an announcement on Ascend's Facebook page and Twitter feed informing the public about the school proposal and providing a link to the feedback form.

Press

A press release detailing Ascend's intention to submit a proposal for new schools to its authorizer was sent to 24 press contacts at 16 New York City- and Brooklyn-based publications that serve the target communities. The press release included information about Ascend's educational model and provided a link to the online feedback form. To Ascend's knowledge, there has been no press coverage of the release to date.

Public meetings

Two public meetings held on November 29, 2016 at Brownsville Ascend Charter School, and on November 30, 2016 at Central Brooklyn Ascend Charter School, provided important opportunities to inform stakeholders about the proposed charter schools and solicit community input regarding the educational and programmatic needs of students and Ascend's plan to meet those needs. These meetings were promoted in a variety of ways. Flyers were distributed to local residents, businesses, and community organizations in CSDs 19 and 22 and posted in local establishments within those districts, advertising the meetings. Flyers were also sent home to the parents of all students in existing Ascend schools, encouraging parents to spread the word of the meetings to family, friends, and neighbors residing in CSD 19 or 22. An email was sent to applicants on Ascend waitlists who reside in CSD 19 or 22, providing information about the proposal for new schools, details about the open meetings, and an email address to contact with questions. It also provided a link to a Google Form through which parents could submit feedback or express support directly. Finally, the email contained a link to EventBrite events corresponding to each public meeting where individuals could RSVP and receive reminders for a meeting.

Results of outreach

Ascend's robust outreach strategy has resulted in significant engagement with the target communities, including numerous meaningful and productive conversations regarding Ascend's educational model and its proposal to expand, focusing on the strengths of Ascend's liberal arts curriculum, its private facilities approach, and the free education Ascend provides. Approximately 200 unique feedback questionnaires were collected either verbally or in writing by the staff of Community LinkED or via the SurveyMonkey online form. To date, the Google Form designated as a means to submit feedback has received seven responses, all of which included an expression of support for the proposed schools. To date, the email account designated for feedback regarding the new school has not received any comments. The table below summarizes the feedback received from all sources, and how the feedback is addressed by the Ascend approach detailed in this proposal. Because feedback from the community has so far been generally positive, especially toward the school model, the proposal has not required adjustment.

Summary of feedback	Ascend response
Residents say that a diverse curriculum, aimed not just at improving test scores, but rather developing critical thinking skills through strong literacy, writing, and math programs is important. Arts and foreign language should be highly valued in the curriculum as well.	Ascend’s liberal arts curriculum is rich and rigorous, aimed at developing students’ critical thinking skills through a variety of programs such as Literature Circle, Number Stories, and Humanities. Ascend’s curriculum also includes research-proven instructional programs in phonics, grammar, science, and Spanish. Ascend campuses offer selections in music, art, dance, and physical education classes to ensure a well-rounded, invigorating day.
Residents say emphasis on college preparation is important, from early years through high school.	Ascend’s liberal arts curriculum and warm, responsive, and supportive school culture are designed to build agency and to prepare students for college by building agency and critical thinking skills necessary for success in college and beyond.
Residents value public education and are excited by free additional educational choices but many are concerned about co-location of charter schools with district schools.	Ascend operates truly public schools, free of charge, to all students regardless of special education needs or English language learner status. Ascend does not co-locate its existing schools with DOE schools.

Another meaningful indicator of community engagement is the high level of support demonstrated for the Ascend model and for the network’s proposed expansion.

When canvassing the target communities, members of the outreach team also collected signatures of support on a community petition. In total, 499 signatures of support were collected.

Petitions were also presented to families of students enrolled at existing Ascend schools. These petitions have garnered 413 signatures to date. Further, 50 Ascend parents submitted letters of support for the proposed new schools.

As a result of outreach to community-based organizations, local businesses, elected officials, and school leaders, Ascend additionally received a total of 30 letters of support for the proposed new schools in the target communities from these sources.

More details regarding support expressed for the proposal as discussed above are available in R15d – Community Support.

(f) Withdrawn, Rejected and Concurrent Proposals

Note: If a Business Plan submitted with this proposal provides the information requested below, the applicant may reference the response in the Business Plan in lieu of addressing this question in full in the proposal.

- **Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:**
 - **The name of the proposed charter school(s) when previously submitted;**
 - **The date(s) of the previous submission(s); and,**
 - **A summary of what has changed in the proposal since its previous submission(s) and the reasons therefore.**

In April 2013, Ascend submitted applications to the SUNY Charter Schools Institute (SUNY CSI or the Institute) to open Flatbush Ascend Charter School and Sunset Park Ascend Charter School (aka Brooklyn Ascend Charter Schools 2 and 3). In a letter to the Institute dated August 19, 2013, prior to a decision by SUNY CSI on the applications, Ascend requested permission, if awarded, to open the schools in school year 2015-2016 after a planning year. As noted in a letter dated November 25, 2013 from Susan Miller Barker to Steven Wilson, the New York State Charter Schools Act of 1998 mandated that “each request for proposals to be issued...on September first, two thousand thirteen shall be...issued for charter schools which would commence instruction operation by the September of the next calendar year.” (2014). As such, the applications were withdrawn.

In March 2014, Ascend submitted applications to SUNY CSI to open Brooklyn Ascend Charter Schools 2 and 3. That spring as Ascend undertook developing its new, entirely overhauled curriculum aligned to the Common Core—Ascend recognized that undertaking the curricular and cultural shifts at existing Ascend schools was an endeavor that required the network’s undivided focus; our first commitment was to support our existing schools. After consultation with the schools’ board of trustees, Ascend withdrew its applications in an email from Steven Wilson to Susan Miller Barker and Sean Fitzsimons of the Institute dated May 1, 2014. The withdrawal was acknowledged that same day in a gracious email from Susan Miller Barker.

In December 2016, Ascend submitted an application to SUNY CSI to open Central Brooklyn Ascend Charter Schools 2 and 3, with school openings slated for fall 2018. Upon SUNY CSI’s issuing a later RFP round—but with school openings still slated for fall 2018—the Ascend school board voted to withdraw the application then in front of CSI in order to enhance the submission. A formal letter withdrawing the application was sent to Susie Miller Carello from Ascend’s chair, Stephanie Mauterstock, on January 24, 2017.

Ascend’s current application to open Central Brooklyn Ascend Charter Schools 2 and 3 benefits from the experience Ascend schools have had fully implementing the new Ascend educational and cultural model since school year 2014-2015. The program has been refined and enhanced over the past two years—leading to extraordinary academic growth and cultural improvement in school year 2015-2016. With important lessons learned, a more robust central office staff with dedicated Talent and Curriculum teams in place, and a network of five strong charters operating nine lower, middle, and high schools, Ascend is confident in its ability to successfully expand its academic program to more children residing in the neighborhoods of Central Brooklyn.

- **Indicate whether the applicant and/or founding team has previously applied for a charter from a charter entity other than the SUNY Trustees. If yes, provide:**

- The name of the charter entity;
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of those applications; and,
- If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial. If the application was granted, but the charter school is no longer in existence, please provide an explanation.
- Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.

Charter	Authorization date	Original authorizer	Status	Notes
Brooklyn Ascend Charter School	January 15, 2008	██████████	Now operating grades K-10; renewed; current charter term expires June 30, 2018	Merged into Canarsie Ascend Charter School under SUNY CSI, July 1, 2016
Brownsville Ascend Charter School	January 13, 2009	██████████	Now operating grades K-8; renewed; current charter term expires June 30, 2022	Merged into Canarsie Ascend Charter School under SUNY CSI, July 1, 2016
Bushwick Ascend Charter School	February 9, 2010	██████████	Now operating grades K-7; renewed; current charter term expires June 30, 2018	Merged into Canarsie Ascend Charter School under SUNY CSI, July 1, 2016

(g) Letters of Justification for previously denied applications

This response is not applicable.

(h) Founding Team Resumes

This response is not applicable.

(i) Board Member Resumes and Request for Information Forms

- **Submit a brief biographical statement for any newly proposed trustees that were not included in the Letter of Intent.**
- **Submit a resume for any newly proposed trustees that were not included in the Letter of Intent.**
- **Complete, sign, and submit a Request for Information Form (“RFI”) for each proposed board member who is not currently on a SUNY approved charter school education corporation board.**

Biographical statements for all proposed trustees were included in the Letter of Intent. As all proposed trustees are currently on the SUNY approved board of the education corporation Ascend Charter Schools, this response is not applicable.

(j) Evidence of Outreach

Please see R-03j-2 – Outreach Evidence for a full package of the materials listed below.

Correspondence with stakeholders

This set of documents shows dated correspondence delivered via mail and/or email to stakeholders in the target neighborhoods of Central Brooklyn, corresponding primarily to CSDs 19 and 22, as well as the districts where Ascend current operates schools: CSDs 17, 18, 23, and 32. This correspondence informed the stakeholders of our proposal for Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3. Stakeholders was directed to Ascend’s website, which describes Ascend’s educational model, its current schools, and results. The letters and emails welcomed feedback on the proposed schools at a designated email address.

Notes from meetings with elected officials

Meetings were held with Representative [REDACTED] and State Senator [REDACTED] to discuss Ascend’s educational model and its plans for expansion. Notes from both meetings are included here.

Marketing flyers

The first set of flyers were designed by the outreach team to publicize the proposed opening of two new Ascend schools and to notify the public of two public meetings hosted by Ascend. One version of the flyer was distributed to Ascend’s nearly 4,000 current students; another version was distributed business establishments and community organizations in the target communities. The flyer was translated into Spanish.

The second set of flyers were again designed to inform the target community of the proposed opening of new Ascend schools, as well as to solicit feedback via Ascend’s online form. Again, the flyer was distributed to Ascend’s nearly 4,000 current students. It was also distributed to members of the community through Ascend’s canvassing efforts and to community-based organizations and businesses.

Feedback questionnaire and form

Ascend developed a short questionnaire for use when soliciting feedback, which was posted online as a SurveyMonkey form. These questions were also used by the outreach team when conducting outreach with community-based organizations and businesses. Responses were sometimes recorded using a hard-copy form and then manually entered into the online form by the outreach team. Approximately 200 responses were collected, either verbally and recorded by hand by the outreach team, or via SurveyMonkey.

Google Form

A link to a Google Form created by Ascend was distributed in emails to Ascend applicants. The form allowed respondents to provide feedback directly or to offer support for Ascend’s proposed schools.

Google Form responses

Seven responses were collected and are included here.

EventBrite pages

EventBrite events were created for inclusion in emails to Ascend applicants. The event page gave details about the public meetings and allowed respondents to RSVP and to receive reminders about the event.

Press release and list

A press release including details on Ascend's proposal to open new schools and a link to submit feedback was distributed to local media contacts and outlets. The release and list of contacts are included here.

Website announcement

Screenshots of the Ascend website homepage and "Proposed Schools" page are included here.

Social media posts

Screenshots of Ascend's Facebook page and Twitter feed including posts about Ascend's proposed new schools are included here.

Public meeting informational PowerPoint

Ascend Founder and CEO Steven F. Wilson and President Susan Pollock presented a short informational PowerPoint at the beginning of the public meetings. The presentation provided attendees with background information on Ascend's existing schools and the proposed educational model. The slide deck is included here.

Community support petitions

In total, 499 signatures were collected through canvassing efforts that took place in the target communities.

Community letters of support

In total, 30 letters were submitted from elected officials, school leaders, business leaders, and leaders of community-based organizations expressing support for Ascend's proposed expansion and for the Ascend educational model.

Ascend parent support petitions

In total, 413 signatures were collected in existing Ascend schools from parents or guardians expressing support for Ascend's proposed expansion and for the Ascend educational model.

Parent letters of support

Fifty letters were submitted from existing Ascend schools from parents or guardians expressing support for Ascend's proposed expansion and for the Ascend educational model.

[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:08 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:09 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:10 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:11 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:12 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:13 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:14 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:15 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:15 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:17 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Friday, November 4, 2016 4:18 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:07 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:08 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:08 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:09 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:10 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:10 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:10 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:11 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:12 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:12 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:13 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:14 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:14 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:15 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:15 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:15 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:16 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: Dylan Schaffer
Sent: Monday, November 7, 2016 10:16 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]



[Redacted]

From: [Redacted]
Sent: Monday, November 7, 2016 10:18 PM
To: [Redacted]
Subject: New school proposal - feedback requested

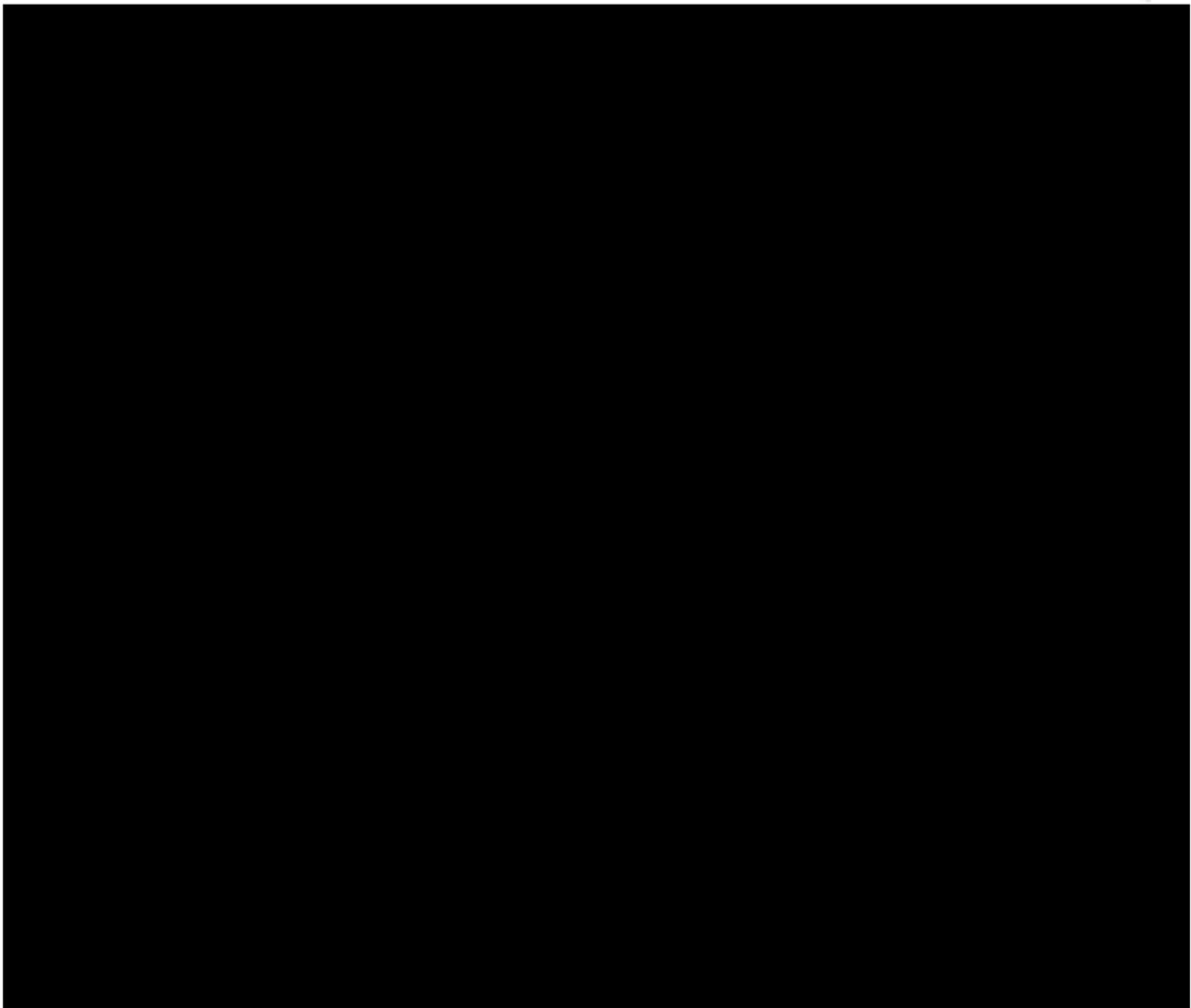
[Redacted]



November 4, 2016



Dear Representative



Walter Baruffi



November 4, 2016

The Honorable [REDACTED]

Dear Representative [REDACTED]

[REDACTED]

Doug Lamb

[REDACTED]

November 4, 2016

The Honorable [REDACTED]

Dear Representative [REDACTED]

[REDACTED]

[Handwritten signature]

[REDACTED]

November 4, 2016

[REDACTED]

New York State Assembly

[REDACTED]

[REDACTED]

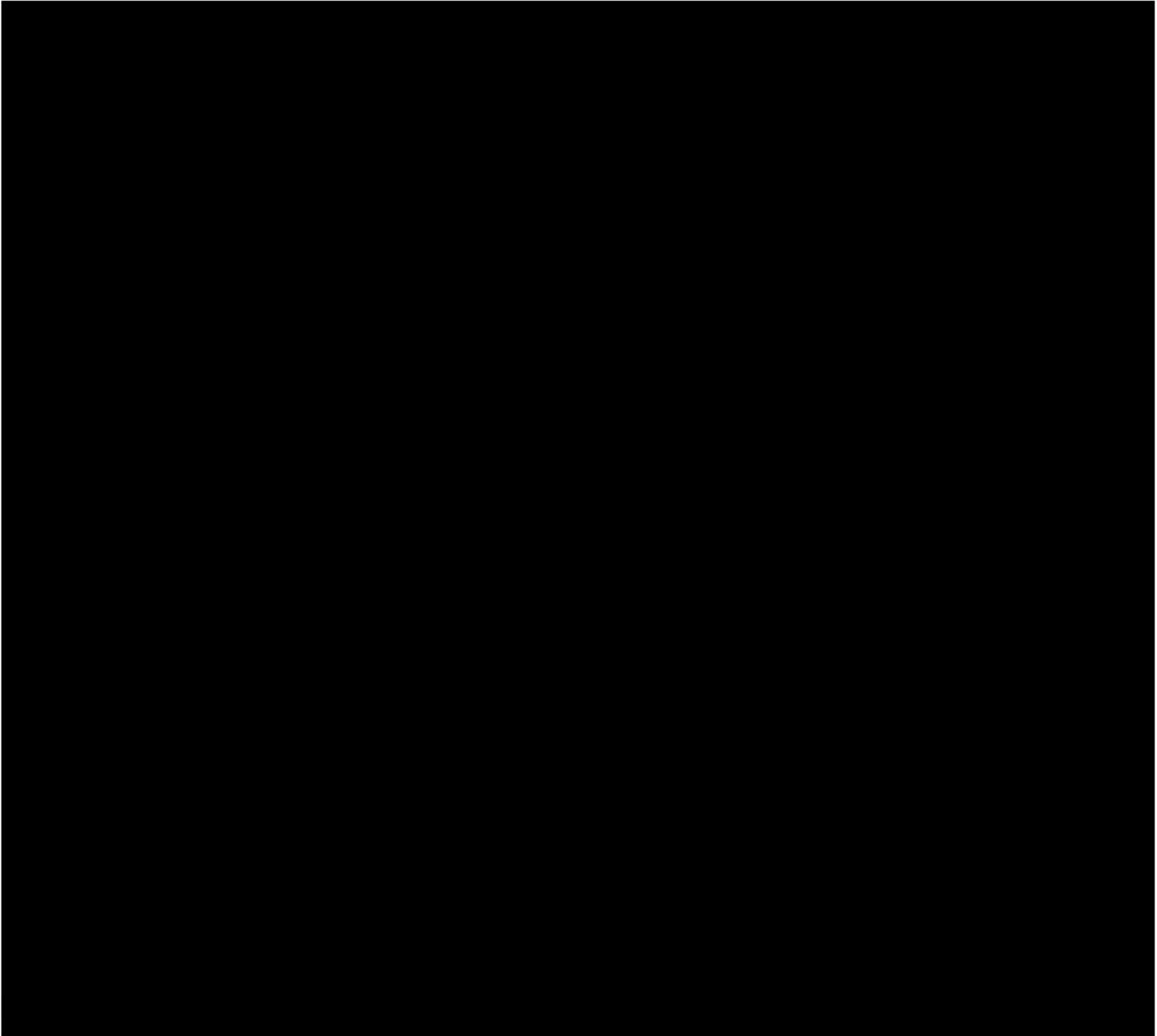
[Handwritten signature]

[REDACTED]

November 4, 2016



New York City Councilor, District 41



Dyke Lueff —



November 4, 2016

[Redacted]

Brooklyn Borough President

[Redacted]

[Redacted]

DeSantis —

[Redacted]

[Redacted]

From: [Redacted]
Sent: Thursday, March 9, 2017 12:20 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]

[Redacted]

From: [Redacted]
Sent: Thursday, March 9, 2017 12:18 PM
To: [Redacted]
Subject: New school proposal - feedback requested

[Redacted]

[REDACTED]

From: [REDACTED]
Sent: Friday, March 10, 2017 2:39 PM
To: [REDACTED]
Subject: FW: Ascend Letters of Support
Attachments: Sample elected official support letter.docx

From: [REDACTED]
Sent: Wednesday, February 08, 2017 2:46 PM
To: [REDACTED]
Subject: Ascend Letters of Support

[REDACTED]

[REDACTED]

From: [REDACTED]
Sent: Friday, March 10, 2017 2:38 PM
To: [REDACTED]
Subject: [REDACTED]
Attachments: Sample elected official support letter.docx

From: Jason Goldman
Sent: Wednesday, February 08, 2017 2:50 PM
To: 'Anita Taylor' [REDACTED]
Subject: Ascend Letter of Support Request



[Redacted]

From: [Redacted]
Sent: Friday, March 10, 2017 2:37 PM
To: [Redacted]
Subject: FW: Ascend Letter of Support Request
Attachments: Ascend Charter Support Letter_2017.pdf

[Redacted]

[Redacted]

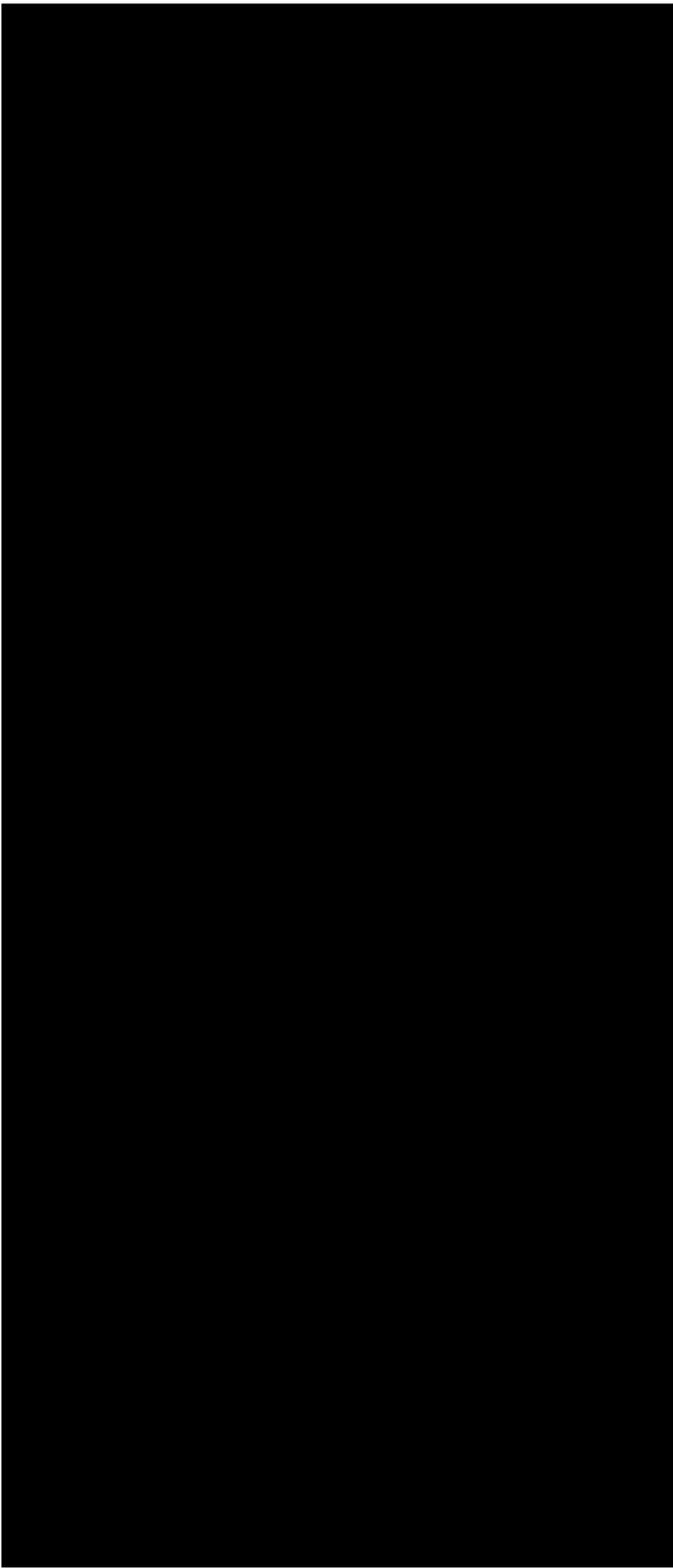
[Redacted]

To: [Redacted]
From: [Redacted]
Date: 02/13/2017 05:28PM
Subject: Re: Ascend Letter of Support Request

[Redacted]

On Feb 13, 2017, at 5:17 PM, [Redacted] wrote:

[Redacted]



>

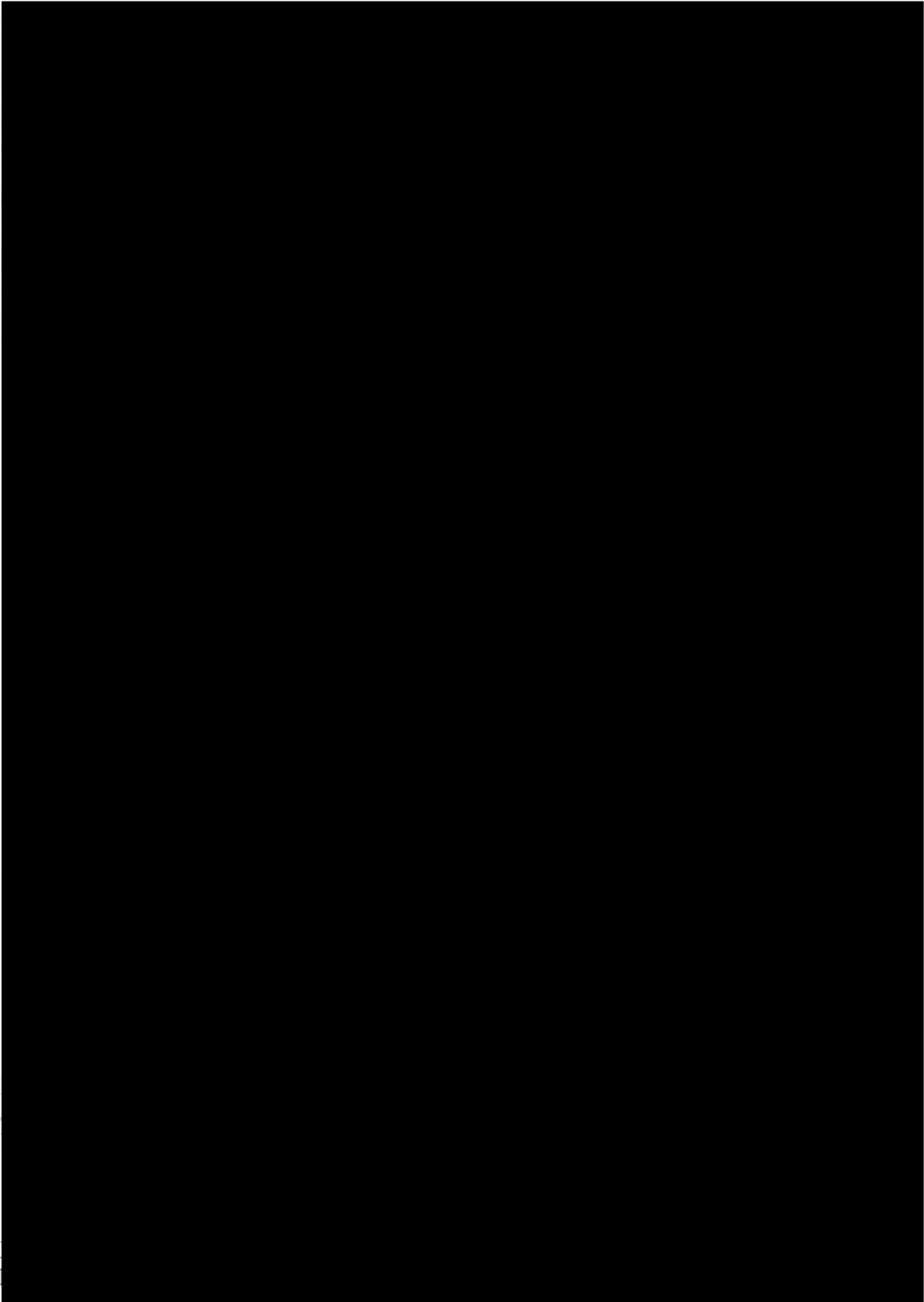
ov]

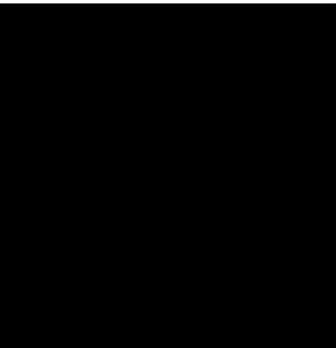
----- [redacted] wrote: -----

To: [redacted]
From: Jason Goldman [redacted]

Date: 02/08/2017 03:04PM

Subject: Ascend Letter of Support Request





[attachment "Sample elected official support letter.docx" removed by 



[REDACTED]

From: [REDACTED]
Sent: Friday, March 10, 2017 2:38 PM
To: [REDACTED]
Subject: FW: Ascend support letter request
Attachments: Espinal Support Letter CBACS 2 and CBACS 3 - 2-7-2017.pdf

From: [REDACTED]
Sent: Tuesday, February 07, 2017 11:02 AM
To: [REDACTED]
Subject: RE: Ascend support letter request

[REDACTED]

From: [REDACTED]
Sent: Tuesday, February 07, 2017 9:08 AM
To: [REDACTED]
Subject: Re: Ascend support letter request

[REDACTED]

On Feb 3, 2017, at 4:28 PM, [REDACTED] wrote:

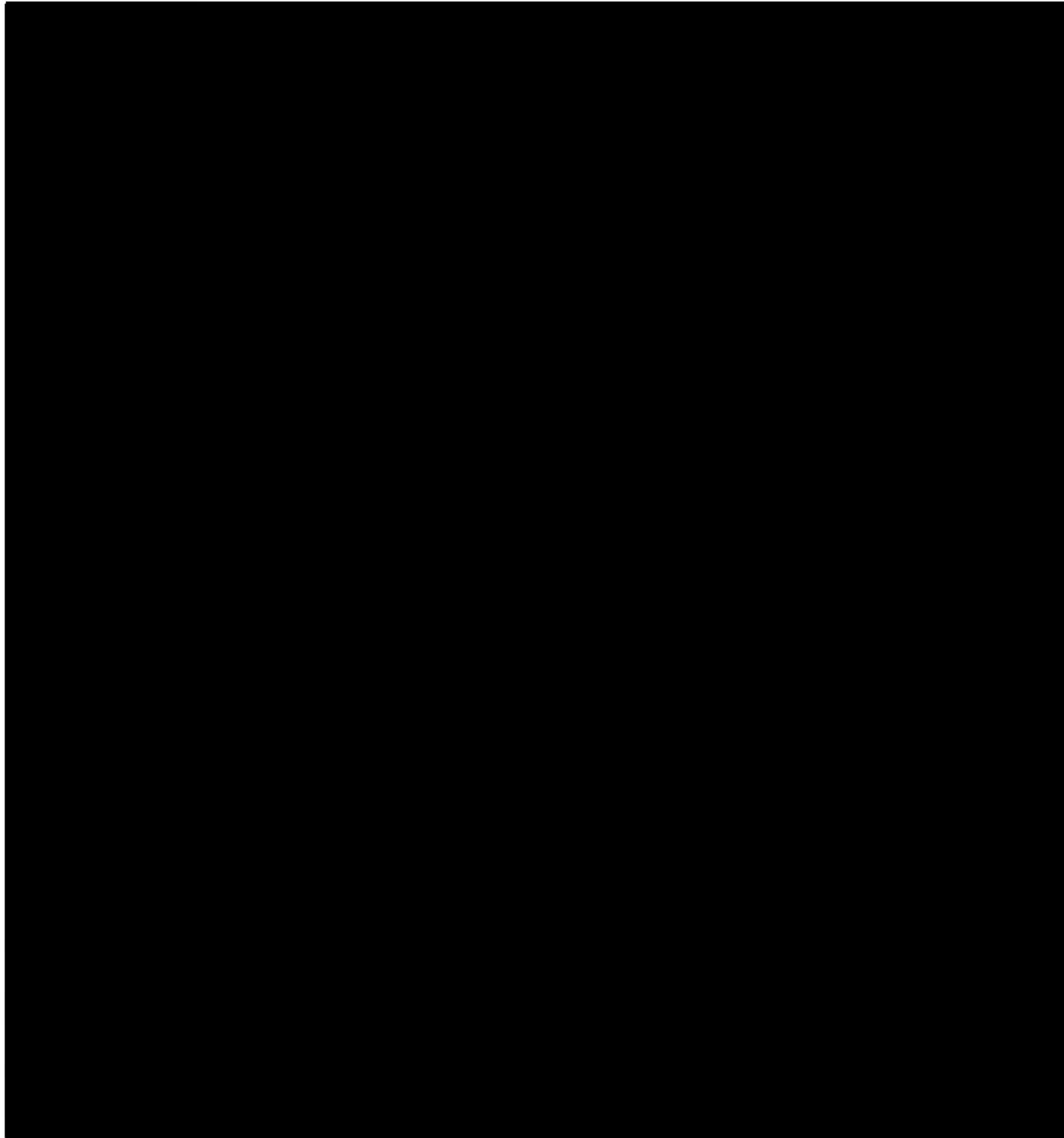
[REDACTED]

From: [REDACTED]
Sent: Monday, December 05, 2016 3:53 PM
To: [REDACTED]
Cc: [REDACTED] Omar Alvarellos [REDACTED]
Subject: RE: Ascend support letter request

[REDACTED]

From: [REDACTED]
Sent: Thursday, December 01, 2016 4:38 PM

To: [REDACTED]
Cc: [REDACTED]
Subject: Ascend support letter request



CONFIDENTIALITY NOTICE: This e-mail message is intended only for the person or entity to which it is addressed and may contain CONFIDENTIAL or PRIVILEGED material. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message. If you are the intended recipient but do not wish to receive communications through this medium, please so advise the sender immediately.

<Sample elected official support letter.docx>

CONFIDENTIALITY NOTICE: This e-mail message is intended only for the person or entity to which it is addressed and may contain CONFIDENTIAL or PRIVILEGED material. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message. If you are the intended recipient but do not wish to receive communications through this medium, please so advise the sender immediately.

[REDACTED]

From: [REDACTED]
Sent: Friday, March 10, 2017 2:37 PM
To: [REDACTED]
Subject: FW: ascend letter of support

From: [REDACTED]
Sent: Tuesday, February 14, 2017 4:01 PM
To: [REDACTED]
Subject: RE: ascend letter of support

[REDACTED]

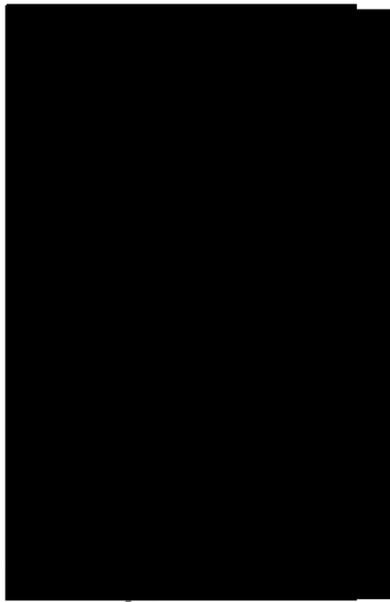
From: [REDACTED]
Sent: Monday, February 13, 2017 3:19 PM
To: [REDACTED]
Subject: RE: ascend letter of support

[REDACTED]

From: [REDACTED]
Sent: Friday, February 03, 2017 4:33 PM
To: [REDACTED]
Subject: FW: ascend letter of support

From: [REDACTED]
Sent: Friday, February 03, 2017 4:32 PM
To: [REDACTED]
Subject: ascend letter of support

[REDACTED]



Notes from meetings with elected officials regarding Ascend

Elected Official	Date	Summary of Meeting
Congresswoman [REDACTED]	January 19, 2017	<ul style="list-style-type: none"> • Would like to see more community partnerships – work with district schools and sharing of best practices • Thinks strong relationships with families is a key to success of charter schools • Supports the way Ascend’s curriculum integrates the nuances of the communities the schools serve • Would like to be kept abreast of future plans; would be open to helping/supporting
State Senator [REDACTED]	January 26, 2017	<ul style="list-style-type: none"> • Would like to tour a school in the near future • Is willing to connect Ascend to local community-based organizations that might be helpful • Against co-location with district schools; supports Ascend’s private space model • Wants to see charter schools become laboratories for innovation • Wants charter schools to be truly open to all students • Willing to be supportive and wants to be kept abreast of future plans

Ascend Proposed New Schools Feedback Form

QUESTIONS

RESPONSES 7

Share your feedback on Ascend's proposal for Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3!

In December, Ascend Learning intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Brooklyn, NY. The schools would be located in Community School Districts 19 and/or 22, serving children residing in those districts. Each school would serve students in grades K-1 in its first year, and students in grades K-12 at maturity.

The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

We want to hear your thoughts! Use the form below to provide feedback, or to express support for Ascend's new schools.

Name *

Short answer text

Street Address 1

Short answer text

Street Address 2

Short answer text



Ascend Proposed New Schools Feedback Form

QUESTIONS

RESPONSES 7

Short answer text

What Community School District do you live in?

- 1. CSD 19
- 2. CSD 22
- 3. None of the above.
- 4. I'm not sure.

Please provide your comments below on Ascend's plans for two new schools in Central Brooklyn. *

Long answer text

Do you support Ascend's efforts to open two new charter schools in Central Brooklyn?
(not required)

Yes, I support this effort!



Spread the word! Ascend proposes new schools.



In December, Ascend Learning intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Brooklyn Community School Districts (CSDs) 19 and/or 22. **Attend one of our public community meetings to hear about our proposal, and tell your friends and family in CSD 19 and 22 to come share their thoughts on our plan!**

Upcoming meetings

Tuesday, November 29th
6:00-7:00 pm
Brownsville Ascend Charter School
1501 Pitkin Avenue, Brooklyn

Wednesday, November 30th
6:00-7:00 pm
Central Brooklyn Ascend Charter School
465 East 29th Street, Brooklyn

Proposed school details

Intended location(s). Community School Districts 19 and/or 22

- **Target student population.** Children residing in Central Brooklyn
- **Proposed grades.** K-12, opening with K-1
- **Mission.** The mission of our schools is to **equip every student with the knowledge, confidence, and character to succeed in college and beyond.** By offering a **rich liberal arts education in a supportive environment,** we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

Can't attend a meeting? **Email us your thoughts at info@ascendlearning.org.** We look forward to hearing from you!

Share your thoughts about proposed new Ascend charter schools!



In December 2016, Ascend Learning intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Brooklyn, NY. **Attend one of our public community meetings to hear about our proposal, and to provide your feedback on the plan!**

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6:00-7:00 pm
Brownsville Ascend Charter School
1501 Pitkin Avenue, Brooklyn

Wednesday, November 30th
6:00-7:00 pm
Central Brooklyn Ascend Charter School
465 East 29th Street, Brooklyn

Proposed school details

Intended location(s). Community School Districts 19 and/or 22

- **Target student population.** Children residing in Central Brooklyn
- **Proposed grades and enrollment.** K-12, opening with 224 students in K-1
- **Mission.** The mission of our schools is to **equip every student with the knowledge, confidence, and character to succeed in college** and beyond. By offering a **rich liberal arts education in a supportive environment**, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

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Can't attend a meeting? **Email us your thoughts at info@ascendlearning.org.** We look forward to hearing from you!

¡Diganselo a todos! Ascend propone nuevas escuelas.

ascend
PUBLIC CHARTER SCHOOLS

En Diciembre, Ascend Learning tiene la intención de presentar una solicitud a los Fiduciarios de SUNY para establecer ellas Central Brooklyn Ascend Charter School 2 y Central Brooklyn Ascend Charter School 3 en los Distritos Escolares de la Comunidad de Brooklyn 19 y / o 22. **¡Asista a una de nuestras reuniones de la comunidad pública para escuchar acerca de nuestra propuesta, y digaselo a sus amigos y familiares en el distrito escolar 19 y 22 para que vengan a compartir sus pensamientos sobre nuestro plan!**

Próximas reuniones serán

Martes, 29 de noviembre de 2016
6:00-7:00 pm
Brownsville Ascend Charter School
1501 Pitkin Avenue, Brooklyn

Miércoles, 30 de noviembre de 2016
6:00-7:00 pm
Central Brooklyn Ascend Charter School
465 East 29th Street, Brooklyn

El tema de la reunión será detalles de la propuesta para las escuelas

Lugar (es) previsto (s). Distritos escolares comunitarios 19 y / o 22

- **Objetivo de la población estudiantil.** Niños que residen en el centro de Brooklyn
- **Calificaciones propuestas.** K-12, apertura con grados K-1
- **Misión.** La misión de nuestras escuelas es equipar a cada estudiante con el conocimiento, la confianza y el carácter para tener éxito en la universidad y más allá. Al ofrecer una rica educación en artes liberales en un ambiente de apoyo, animamos el sentido natural de la curiosidad de los niños y preparamos a los estudiantes para que piensen por sí mismos, prosperen por sí solos y participen del mundo como ciudadanos informados y responsables.

¿No puede asistir a una reunión? **Envíenos por correo electrónico sus pensamientos en info@ascendlearning.org.** ¡Esperamos con interés escuchar sus opiniones!



Share your thoughts about Ascend's proposed new charter schools!

In March 2017, Ascend Public Charter Schools intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter Schools 2 and 3 in Brooklyn, NY.

Proposed school details:

Intended location(s). Community School Districts 19 and/or 22

- **Target student population.** Children residing in Central Brooklyn
- **Proposed grades and enrollment.** K-12, opening with 224 students in K-1 in Fall 2018
- **Mission.** The mission of our schools is to **equip every student with the knowledge, confidence, and character to succeed in college and beyond.** By offering a rich liberal arts education in a supportive environment, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

To learn more about Ascend's educational model and the proposed schools, please visit ascendlearning.org.

As members of the community that might benefit from the educational opportunities Ascend provides, **we want to hear from you!** You can submit feedback on our proposal for new schools at surveymonkey.com/r/ascendnewschools.

THANK YOU!



Ascend's proposed new schools community feedback form

In March 2017, Ascend Public Charter Schools intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Charter School 3 in Brooklyn, NY.

These schools would be located in Community School Districts (CSDs) 19 and/or 22 and each would ultimately serve students in grades K-12, after opening to 224 students in grades K-1.

As members of the community that might benefit from the educational opportunities Ascend schools provide, we want to hear from you!

The mission of Ascend Public Charter Schools is to equip students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich, liberal arts education in a supportive environment, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens. To read more about Ascend's approach and educational program, visit <http://www.ascendlearning.org/our-approach/>.

After learning about Ascend's program, please answer the questions below to provide feedback to Ascend on its plan to open new schools in Central Brooklyn. Thank you very much for your input and suggestions!

1. Based on the your knowledge of Ascend's program, what feedback do you have on Ascend's approach?

2. What do you think are the educational needs of your community, and how could Ascend help meet those needs?

2. What do you think are the educational needs of your community, and how could Ascend help meet those needs?

3. Do you have any additional questions, concerns, or suggestions for us as we plan to open new schools in Central Brooklyn?

4. Based on what you know about Ascend's approach, do you support the establishment of a new Ascend school in your community?

- Yes.
- No.
- I don't know.

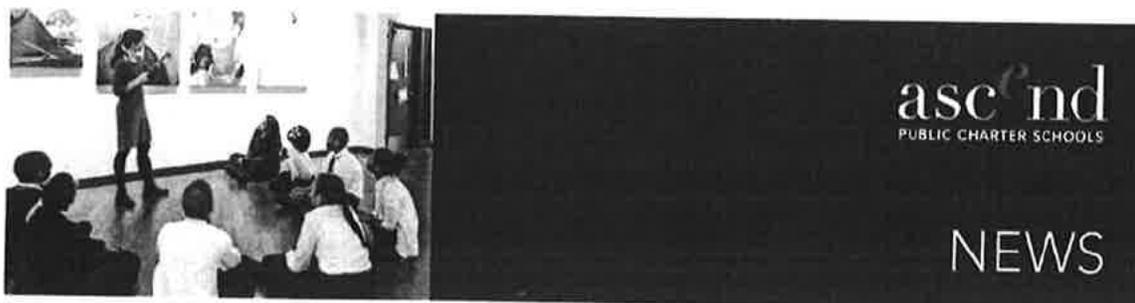
5. Name (optional)

6. Neighborhood where you live (optional)

Next

Timestamp	Name	Street Address 1	Street Address 2	City	State	What Community School District do you live in?	Please provide your comments below on Ascend's plans for two new schools in Central Brooklyn.	Do you support Ascend's efforts to open two new charter schools in Central Brooklyn? (not required)
11/23/2016 12:26:16	[REDACTED]	[REDACTED]		Brooklyn	Ny	CSD 19	I support this expansion	Yes, I support this effort!
11/23/2016 12:44:50	[REDACTED]	[REDACTED]		Brooklyn	NY	CSD 19	I think it's an excellent idea and beneficial for the students as well as parents that may be unable to travel further.	Yes, I support this effort!
11/23/2016 13:18:12	[REDACTED]	[REDACTED]		Brooklyn	New York	CSD 22	This is very awesome	Yes, I support this effort!
11/24/2016 12:35:29	[REDACTED]	[REDACTED]	[REDACTED]	Brooklyn	NY	CSD 19	I think that would be a great idea. I am very interested in enrolling my son into Ascend Charter School but unfortunately there is none in our district so i am forced to apply to surrounding districts. Opening one in district 19 would give my son and other kids in my neighborhood a better opportunity to a better quality charter school education	Yes, I support this effort!
11/24/2016 13:14:44	[REDACTED]	[REDACTED]		brooklyn	new york	CSD 19	I would love it my son attends a charter school and I am also a teacher	Yes, I support this effort!
11/24/2016 14:32:30	[REDACTED]	[REDACTED]		Brooklyn	NY	CSD 22	I am very excited about two more charter school in district 22. But having higher grade from k -4 would even better than k to 1 for most family.	Yes, I support this effort!
11/29/2016 14:48:53	[REDACTED]	[REDACTED]		Brooklyn	Ny	I'm not sure.	I'm not sure	Yes, I support this effort!

Important news about Ascend

[Click for web version](#)

Ascend is proposing to open new school(s) in your community school district! Give your feedback on our plan, and spread the word to family and friends.

You have expressed interest in Ascend Schools in the past, and we noticed that you reside in Community School District (CSD) 19. **We wanted to share the exciting news about our plan to open new schools in your area!**

In December, Ascend Learning intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Brooklyn, NY. **We plan to locate one or both of our schools in your home district, CSD 19.** These schools would open for students in grades K-1 and grow to serve grades K-12 at maturity.

Want to learn more about our plan? Attend a meeting!

We want to discuss our proposal with you, and we're eager to hear your feedback! Ascend will hold two public meetings next week for members of the community to meet Ascend staff and share their thoughts about our plan. We hope you'll consider attending one of these meetings, even for just a few minutes, to tell us how you feel about new Ascend schools in your neighborhood. As you gather with family and friends this week for Thanksgiving, we'd love for you to share this exciting news with them and encourage those who live in CSD 19 to attend a meeting as well. If you would like a reminder one day before the event, click on a link below to RSVP. The meetings will take place:

- **Tuesday, 11/29 at 6:00 pm**, at Brownsville Ascend Charter School, 1501 Pitkin Avenue, Brooklyn (CSD 19) ([optional RSVP](#))
- **Wednesday, 11/30 at 6:00 pm**, at Central Brooklyn Ascend Charter School, 465 East 29th Street, Brooklyn (CSD 22) ([optional RSVP](#))

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If you have thoughts about our plan to open new charter schools in CSD 19, or want to support our efforts to expand educational opportunities in your neighborhood, there's an easy way to do it. **Submit your comments below, and we will be sure to take your thoughts into account as we finalize our proposal.**

We're excited about expanding the opportunities offered by an Ascend education to more and more families like yours. In all of our schools, our mission is to **equip every student with the knowledge, confidence, and character to succeed in college and beyond.** By offering a **rich liberal arts education in a supportive environment**, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

As always, please visit [our website](#) for more information about Ascend Schools, including our proposed new schools.

Questions?

Please email [\[REDACTED\]](#)

About Ascend Public Charter Schools

Ascend is a network of public K-12 charter schools paving a path to college for the children of Central Brooklyn by providing an ambitious and highly engaging liberal arts education in a supportive environment. Ascend currently serves 4,000 students across nine schools.

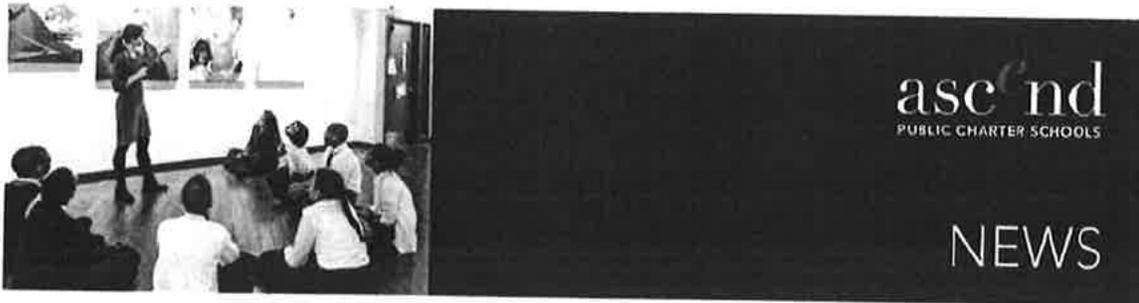


Our mailing address is:

Ascend Public Charter Schools
205 Rockaway Parkway
Brooklyn, NY 11212

Important news about Ascend

[Click for web version](#)



Ascend is proposing to open new school(s) in your community school district! Give your feedback on our plan, and spread the word to family and friends.

You have expressed interest in Ascend Schools in the past, and we noticed that you reside in Community School District (CSD) 22. **We wanted to share the exciting news about our plan to open new schools in your area!**

In December, Ascend Learning intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Brooklyn, NY. **We plan to locate one or both of our schools in your home district, CSD 22.** These schools would open for students in grades K-1 and grow to serve grades K-12 at maturity.

Want to learn more about our plan? Attend a meeting!

We want to discuss our proposal with you, and we're eager to hear your feedback! Ascend will hold two public meetings next week for members of the community to meet Ascend staff and share their thoughts about our plan. We hope you'll consider attending one of these meetings, even for just a few minutes, to tell us how you feel about new Ascend schools in your neighborhood. As you gather with family and friends this week for Thanksgiving, we'd love for you to share this exciting news with them and encourage those who live in CSD 22 to attend a meeting as well. If you would like a reminder one day before the event, click on a link below to RSVP. The meetings will take place:

- **Tuesday, 11/29 at 6:00 pm**, at Brownsville Ascend Charter School, 1501 Pitkin Avenue, Brooklyn (CSD 19) ([optional RSVP](#))
- **Wednesday, 11/30 at 6:00 pm**, at Central Brooklyn Ascend Charter School, 465 East 29th Street, Brooklyn (CSD 22) ([optional RSVP](#))

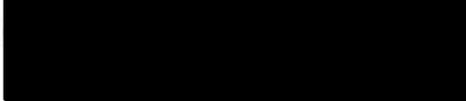
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If you have thoughts about our plan to open new charter schools in CSD 22, or want to support our efforts to expand educational opportunities in your neighborhood, there's an easy way to do it. **Submit your comments below, and we will be sure to take your thoughts into account as we finalize our proposal.**

We're excited about expanding the opportunities offered by an Ascend education to more and more families like yours. In all of our schools, our mission is to **equip every student with the knowledge, confidence, and character to succeed in college and beyond.** By offering a **rich liberal arts education in a supportive environment**, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

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Questions?

Please email 

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Ascend is a network of public K-12 charter schools paving a path to college for the children of Central Brooklyn by providing an ambitious and highly engaging liberal arts education in a supportive environment. Ascend currently serves 4,000 students across nine schools.



Our mailing address is:

Ascend Public Charter Schools
205 Rockaway Parkway
Brooklyn, NY 11212

NOV
29

Ascend community meeting on proposed new schools (School District 19)

by Ascend Public Charter Schools

Free



Sales Ended

DETAILS

DESCRIPTION

Ascend is proposing to open new school(s) in your community school district! Attend this meeting to learn more about our plan.

In December, Ascend Learning intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Brooklyn, NY. We plan to locate one or both of our schools in your home district, CSD 19. These schools would open for students in grades K-1 and grow to serve grades K-12 at maturity.

We want to discuss our proposal with you, and we're eager to hear your feedback! Members of the community will meet Ascend staff and share their thoughts about our plan. We hope you'll consider attending this meeting, even for just a few minutes, to tell us how you feel about new Ascend schools in your neighborhood. As you gather with family and friends this week for Thanksgiving, we'd love for you to share this exciting news with them and encourage those who live in CSD 19 to attend a meeting as well.

Can't make the meetings? Send us feedback or show your support!

If you have thoughts about our plan to open new charter schools in CSD 19, or want to support our efforts to expand educational opportunities in your neighborhood, there's an easy way to do it.

Submit your comments below, and we will be sure to take your thoughts into account as we finalize our proposal.

[Submit a comment](#) or [show your support here](#).

As always, please visit our [website](#) for more information about Ascend Schools, including our proposed new schools.

Stay up-to-date on what's happening at Ascend Public Charter Schools.

Follow Ascend on [Facebook](#) and [Twitter](#)! Encourage your friends and family to like Ascend too.

Questions?

Please email [\[redacted\]](#)

TAGS

[Things To Do In Brooklyn, NY](#) [Networking](#) [Family & Education](#)

SHARE WITH FRIENDS



DATE AND TIME

Tue, November 29, 2016
6:00 PM – 8:00 PM EST
[Add to Calendar](#)

LOCATION

Brownsville Ascend Charter School
1501 Pitkin Avenue
Brooklyn, NY 11212
[View Map](#)

FRIENDS ATTENDING



FRIENDS ATTENDING

None yet

Ascend Public Charter Schools

Organizer of Ascend community meeting on proposed new schools (School District 19)

[ascendschools](#) [ascendschools](#)

Ascend Public Charter Schools is a network of public K-12 charter schools paving a path to college for the children of Central Brooklyn by providing an ambitious and highly engaging liberal arts education in a supportive environment. Ascend currently serves 4,000 students across nine schools.

[PROFILE](#) [CONTACT](#)

NOV
30

Ascend community meeting on proposed new schools (School District 22)

by Ascend Public Charter Schools

Free



Sales Ended

DETAILS

DESCRIPTION

Ascend is proposing to open new school(s) in your community school district! Attend this meeting to learn more about our plan.

In December, Ascend Learning intends to submit an application to the SUNY Trustees to establish Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Brooklyn, NY. We plan to locate one or both of our schools in your home district, CSD 22. These schools would open for students in grades K-1 and grow to serve grades K-12 at maturity.

We want to discuss our proposal with you, and we're eager to hear your feedback! Members of the community will meet Ascend staff and share their thoughts about our plan. We hope you'll consider attending this meeting, even for just a few minutes, to tell us how you feel about new Ascend schools in your neighborhood. As you gather with family and friends this week for Thanksgiving, we'd love for you to share this exciting news with them and encourage those who live in CSD 22 to attend a meeting as well.

Can't make the meetings? Send us feedback or show your support!

If you have thoughts about our plan to open new charter schools in CSD 22, or want to support our efforts to expand educational opportunities in your neighborhood, there's an easy way to do it.

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[Submit a comment or show your support here.](#)

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Stay up-to-date on what's happening at Ascend Public Charter Schools.

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Questions?

Please email 

TAGS

[Things To Do in Brooklyn, NY](#) [Networking](#) [Family & Education](#)

SHARE WITH FRIENDS



DATE AND TIME

Wed, November 30, 2016
6:00 PM – 8:00 PM EST
[Add to Calendar](#)

LOCATION

Central Brooklyn Ascend Charter School
465 East 29th Street
Brooklyn, NY 11226
[View Map](#)

FRIENDS ATTENDING

None yet 

Ascend Public Charter Schools

Organizer of Ascend community meeting on proposed new schools (School District 22)

 [ascendschools](#)  [ascendschools](#)

Ascend Public Charter Schools is a network of public K-12 charter schools paving a path to college for the children of Central Brooklyn by providing an ambitious and highly engaging liberal arts education in a supportive environment. Ascend currently serves 4,000 students across nine schools.

[PROFILE](#) [CONTACT](#)

Passionate about providing a rich, engaging, and joyful liberal arts education. Committed to providing a sure path to college for our students and families in Brooklyn. Ascend schools transform lives.

A blue-tinted photograph of a classroom where several students are raising their hands. The text is overlaid in the top left corner.

View all open positions >

A blue-tinted photograph of a teacher standing and talking to a group of students in a classroom. The text is overlaid in the top left corner.

Apply now for the 2017-2018 school year >

A blue-tinted close-up photograph of a young girl smiling. The text is overlaid in the top left corner.

Learn about our proposed new schools >

PROPOSED SCHOOLS

[Enroll your child](#)

Ascend invites community feedback on plan to establish new schools in Central Brooklyn

Ascend's proposed schools

Ascend Public Charter Schools has submitted an application to the SUNY Board of Trustees in March 2017 to establish two new schools in Central Brooklyn: Central Brooklyn Ascend Charter Schools 2 and 3. As conceived, each new school would serve 224 students in kindergarten and grade one during its first year, and add one grade each year thereafter to serve at maturity 1,400 students in kindergarten through grade 12. The schools would open in Community School District (CSD) 19 and/or CSD 22.

Like that of all schools in the Ascend network, the mission of Central Brooklyn Ascend Charter Schools 2 and 3 would be to equip every student with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

Ascend schools offer a rich, varied, rigorous Common Core-aligned curriculum, in a warm, supportive, and joyful culture. All Ascend schools occupy inspiring, light-filled, privately-leased facilities. Ascend schools are open to all students by lottery, with no admission criteria other than New York City residence, and at no cost to families. Ascend schools serve all students and actively seek to fill every available seat. For detailed information about Ascend's educational model, current schools, and most recent academic results, [click here](#).

We invite parents and community leaders to submit comments about our intent to establish new schools in Central Brooklyn. To submit feedback, please visit www.surveymonkey.com/r/ascendnewschools.

For more information on Ascend's existing schools, please see below.





Ascend Public Charter Schools

Published by [REDACTED] [?] · March 7 at 4:00pm · 🌐

Spread the word! Ascend is applying to open two new charter schools in 2018, in Community School Districts 19 and 22, to further Ascend's mission to provide students with the knowledge, confidence, and character to succeed in college and beyond.

We'd love your feedback! Visit our website to learn more about our plan to open two new schools in Central Brooklyn and share your thoughts here: surveymonkey.com/r/ascendnewschools



Ascend's proposed new schools community feedback form Survey

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

SURVEYMONKEY.COM

354 people reached

Boost Post

👍 Like

💬 Comment

➦ Share

🐦 Hootlet





Ascend Schools
@ascendschools

Following 



Spread the word - Ascend applies to open new schools in 2018! Visit our website to learn more & submit feedback at ow.ly/8Fza309EpCL

LIKE

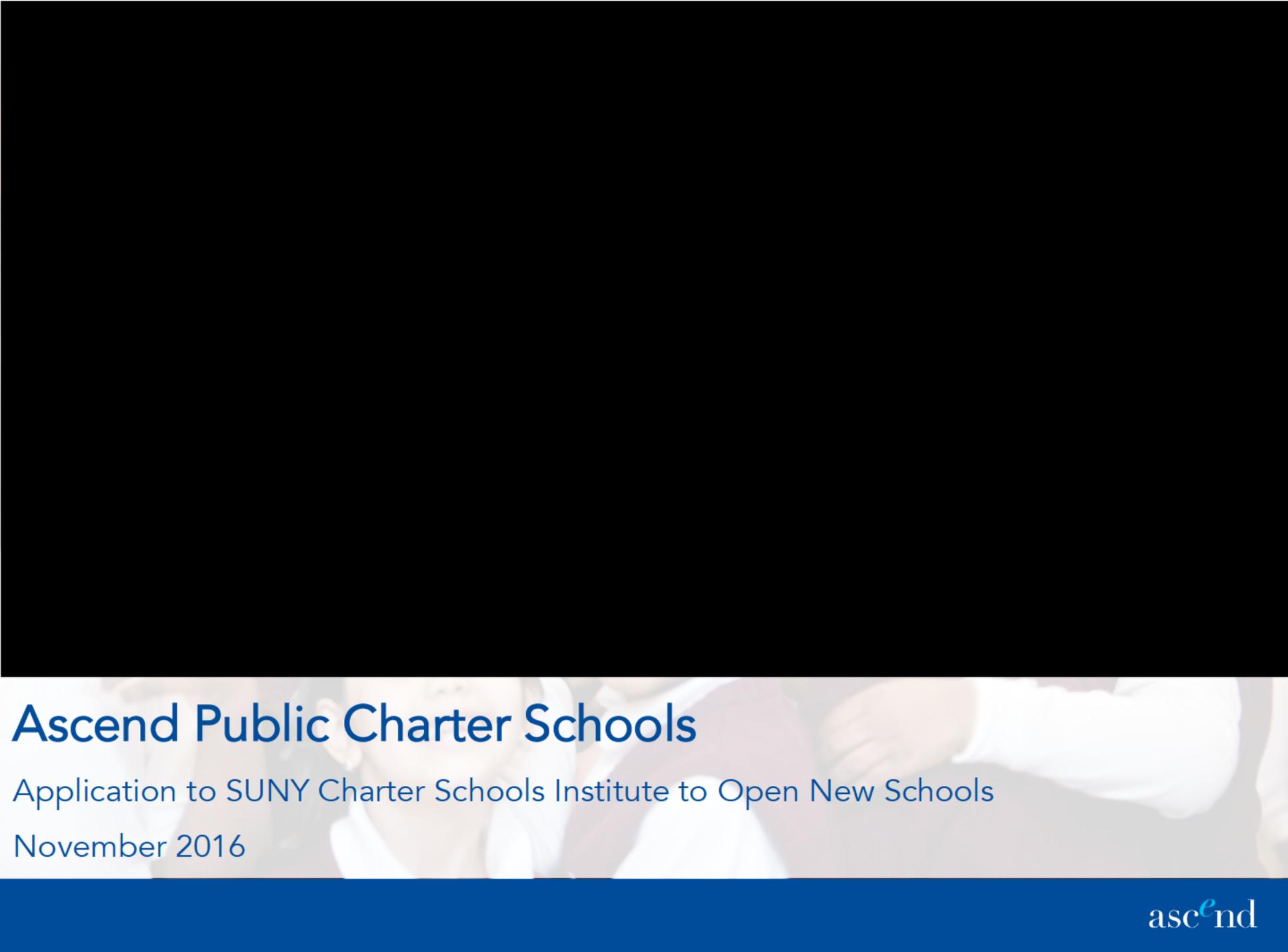
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4:08 PM - 7 Mar 2017



1



Ascend Public Charter Schools

Application to SUNY Charter Schools Institute to Open New Schools

November 2016

Our schools' mission

The mission of every Ascend school is to equip our students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

The Ascend Public Charter Schools network

- Nine schools in Central Brooklyn
- 3,977 students in 2016-17, grades K-10
- 80% eligible for free and reduced-price lunch
- 13% special needs
- 5% English language learners
- All schools in beautifully renovated, privately leased facilities. Ascend schools are not co-located.



Brownsville Ascend Lower and Middle Schools and Brooklyn Ascend High School, in the former Loew's Pitkin movie theater in the heart of Brownsville

The Ascend Public Charter Schools network

Educating 3,977 students in Brooklyn's most underserved communities



Distinctly Ascend

1. An **ambitious liberal arts curriculum**—modeled on the city's finest schools
2. A **warm and caring culture**—tapping Responsive Classroom and restorative practices in place of “No Excuses”
3. Truly **public** schools—educating all students

Our core values

Integrity. We believe and teach that moral character and honesty matter.

Curiosity. We approach our work and world with wonder and excitement and a constant quest to improve.

Community. We are bound by a commitment to our students, and approach one another with empathy, generosity of spirit, and laughter.

Empowerment. We instill in one another the skills and confidence to live lives of power, purpose, and meaning.

Growth. We welcome feedback, hunger for new ideas, and seek to expand our capacities.

Daring. We have the courage and optimism to act boldly.

Excellence. We aim to do everything with distinction, always.

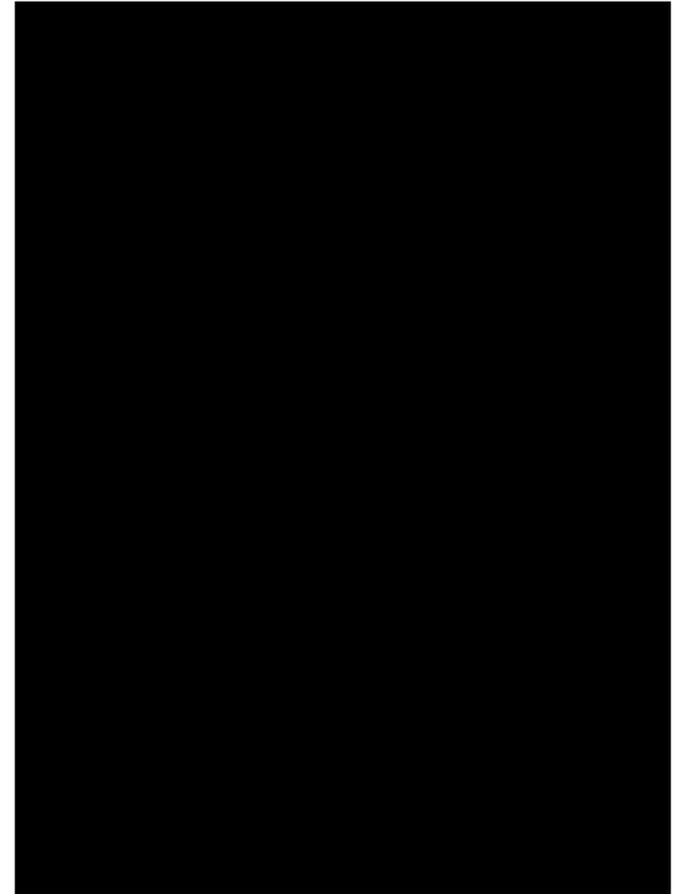
1. Our liberal arts program

- Fosters curiosity and best prepares students for success in college
- Offers early and continuous exposure to great works of the imagination in literature and visual arts
- Develops a love for the beauty of math and the power of scientific thinking
- Celebrates education as an end in itself

2. Ascend's unique student culture

Ascend has moved beyond "No Excuses" to develop a unique cultural advantage in the charter sector: a positive discipline model.

- Departs from zero tolerance approaches while rejecting excuses for why students can't achieve
- Provides abundant but not excessive structure through clear values, strong procedures, and explicit expectations of "what to do"
- Helps students develop social and emotional competencies, including cooperation, assertion, empathy, and self-control
- Fosters a strong, safe, and warm school community
- Builds **agency**: students know they are in control of their own lives and can act of their own free choices



The Ascend culture and “logical consequences”

By replacing traditional punishments with “logical consequences,” Ascend allows students to develop the skills to self-manage. Rather than becoming alienated from schooling, students become productive and successful members of the school community.

	Traditional discipline	Logical consequences
Nature of the consequence	Not related to, and doesn't address the damage done (e.g. student writes on desk, is detained after school).	Related to the behavior; addresses and fixes the damage done (student writes on desk; student asked to clean that desk during lunch).
Message to the child	The student is the problem.	The act is the problem; the dignity of the child is upheld.
Long-term effect on the child	Encourages student to use evasion and deception in the future; follows rules to avoid punishment.	Helps student know what to do next time; follows rules because it's the right thing to do.

A cultural path to college success

Students learn to thrive without restrictive structures.

Increasing autonomy

In a structured, warm, and supportive community, children develop essential social and emotional skills that equip them for social and academic success.

Lower school

Adolescents' needs for autonomy, competence, relationship, and fun are met; students feel connected, heard, empowered, and safe.

Middle School

High School

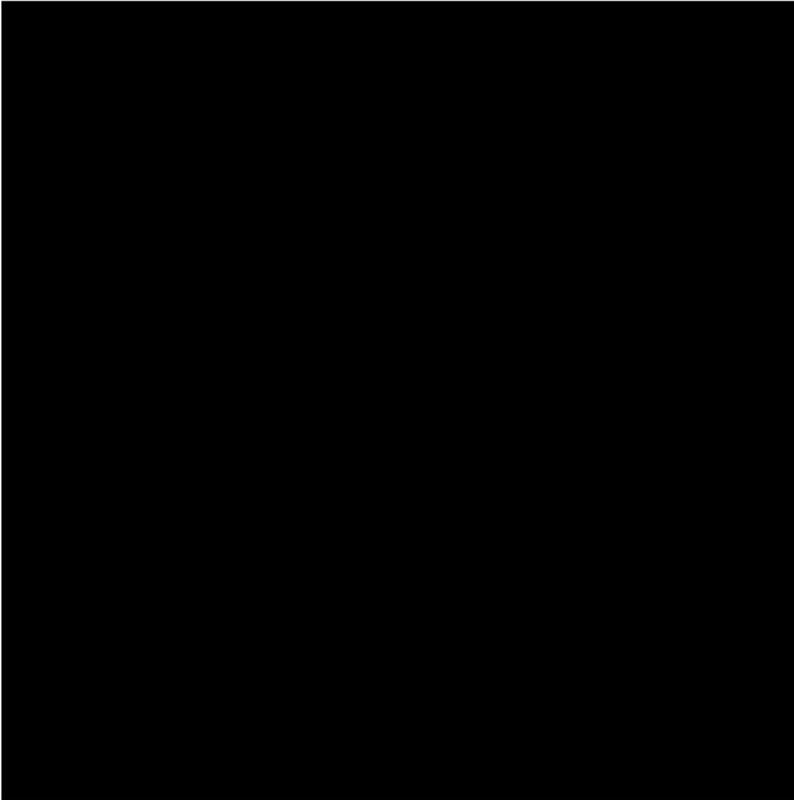
Ascend students' sense of agency—the confidence that they are in control of their own lives and can act of their own free choices—is furthered.

College

Ascend graduates are prepared to succeed in a setting where freedom and responsibility will be exercised in a nearly complete absence of supervision.

3. We are public schools.

Ascend's mission insists that our schools be truly public institutions.



Our schools

- are free and open to all children—no admission criteria, tuition, or fees
- don't "counsel out" challenging students
- fill all vacated seats through grade 10
- proudly serve students with special needs and English language learners
- operate at district spending levels

Our 2016 results

Offering our families a much better option for their children

- We posted **higher proficiency levels** than those of our **community school districts**, the **city**, and **state**.
- Our most established schools began to **reverse the achievement gap**
 - Brooklyn Ascend and Brownsville Ascend Lower Schools
 - in **ELA**, **reversed** the achievement gap: the percentage of their black and Latino students found proficient in ELA was higher than the percentage of white students found proficient statewide
 - in **Math**, fell just 1 to 2 points shy of meeting the statewide average in math of white students
- In the second year of our new Common Core curriculum, we posted some of the largest **proficiency gains** of networks in the city.

Our oldest students are thriving.

Our first high school had an exceptional first year, with outstanding Regents results that surpassed those of both the city and the state the previous year. Results on student surveys were also very strong.

Exam	Brooklyn Ascend (2016)	City (2014-15)	State (2014-15)
Living Environment	86%	67%	77%
Common Core Algebra	83%	52%	63%

Student survey question	Percent agreeing
I am going to college.	94%
My teachers like me and care about me.	92%
My classes in this school really make me think.	92%
My teachers nearly always show their excitement about what they are teaching.	86%

Thank you for your interest in
Ascend Public Charter Schools.

Send comments to
info@ascendlearning.org.



A tuition-free liberal arts education that places students on the path to college

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood. To learn more, visit www.ascendlearning.org/proposed-schools/.

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[Redacted]	ENY	[Redacted]	2/25/17
[Redacted]	ENY	[Redacted]	2/25/17
[Redacted]	ENY	[Redacted]	2/25/17
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[Redacted]	ENY	[Redacted]	2/25/17
[Redacted]	ENY	[Redacted]	2/25/17
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5	[Redacted]	ENY	[Redacted]	2/28/17
6	[Redacted]	ENY	[Redacted]	2/28/17
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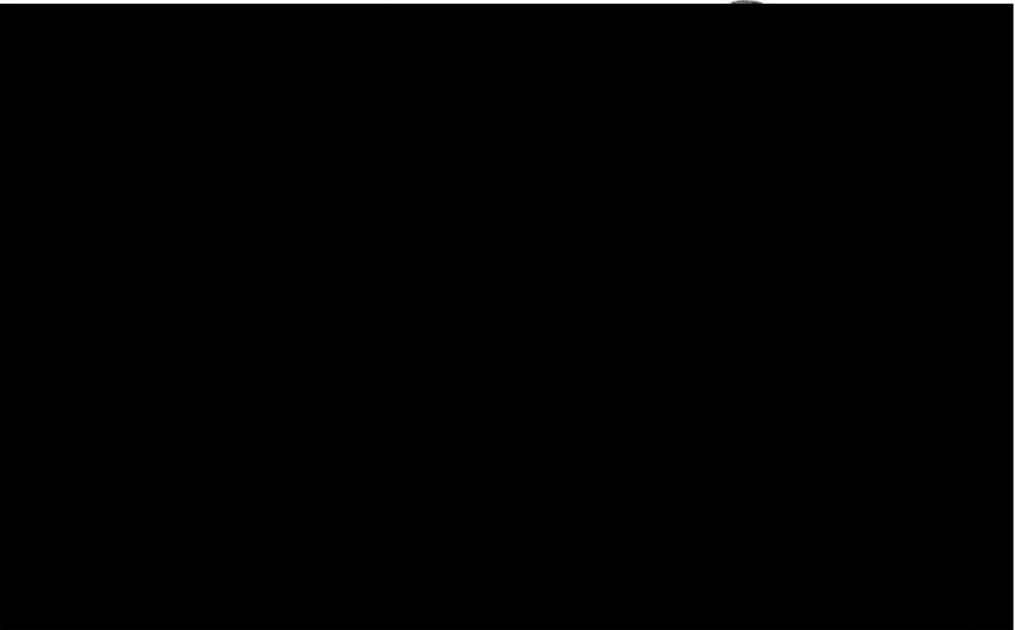
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[Redacted]	E NY	[Redacted]	2/28/17
[Redacted]	EAST KENT	[Redacted]	2/28/17
[Redacted]	E NY	[Redacted]	2/28/17



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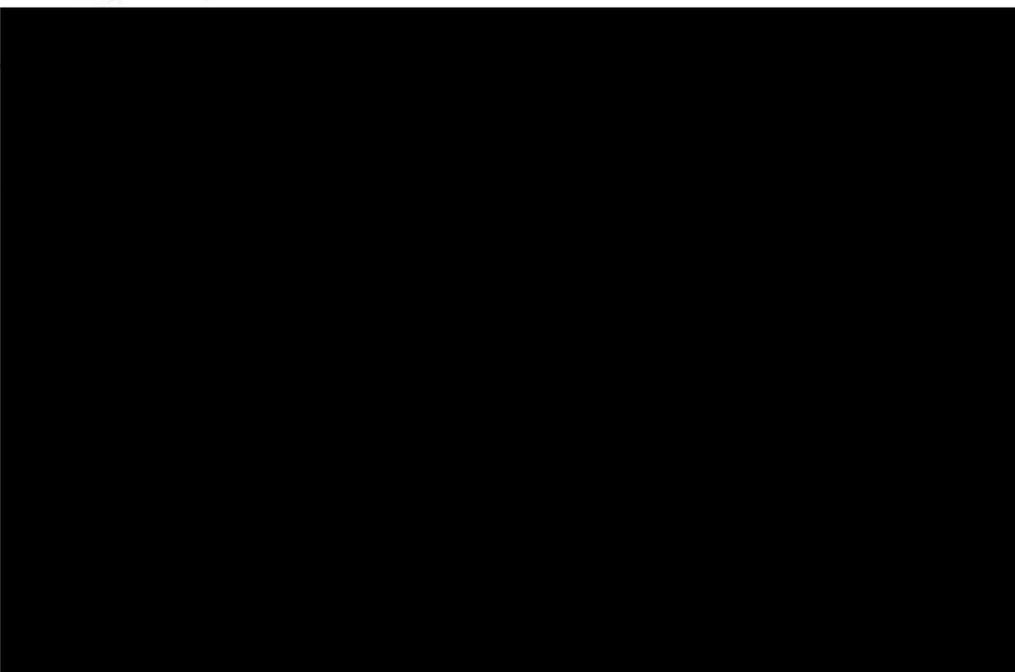
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8	[Redacted]	END	[Redacted]	2/28/17
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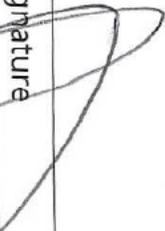
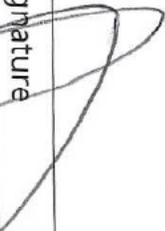
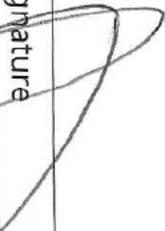
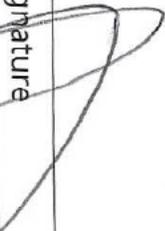
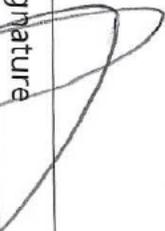
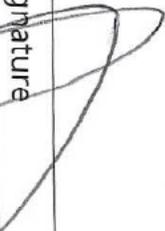
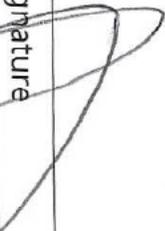
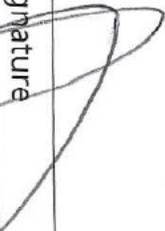
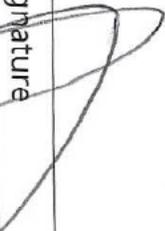
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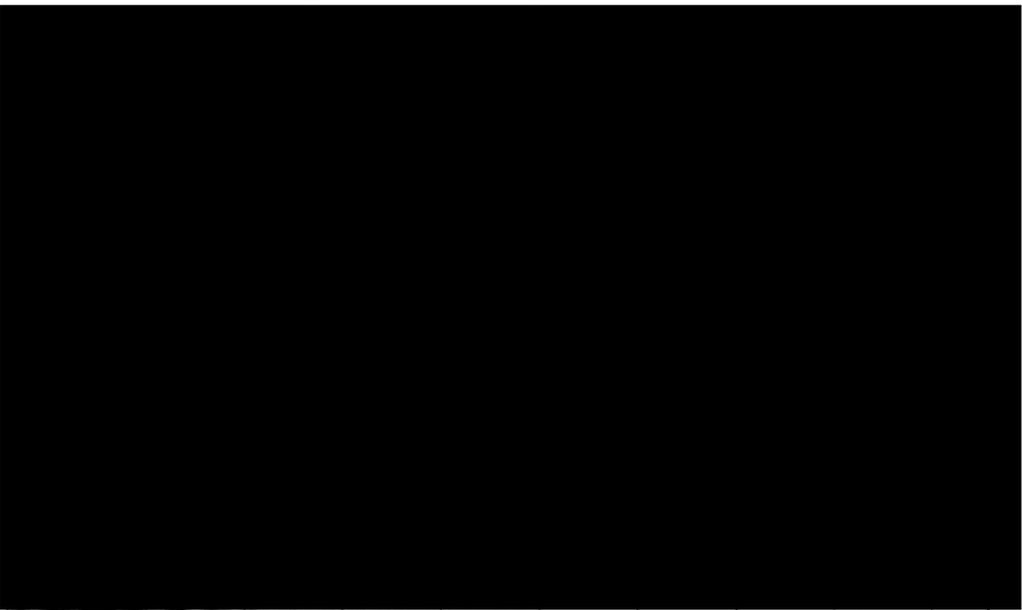
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Neighborhood where I live	Signature	Date
END		3.1-17
END		3/1/2017
END		3/1/17
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END		3/1/17
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Neighborhood where I live	Signature	Date
ENY		3/11/17
ENY		3/11/17
ENY		3/11/17
East new york		3/11/17
ENY		3/11/17
ENY		March, 2017
ENY		3/11/17

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3	[Redacted]	ENY	[Redacted]	3-1-17
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3	[Redacted]	EE NY	[Redacted]	3-1-17
4	[Redacted]	EE NY	[Redacted]	3-1-17
5	[Redacted]	EE NY	[Redacted]	3-1-17
6	[Redacted]	EE NY	[Redacted]	3-1-17
7	[Redacted]	EE NY	[Redacted]	3-1-17
8	[Redacted]	EE NY	[Redacted]	3-1-17
9	[Redacted]	EE NY	[Redacted]	3-1-17
10	[Redacted]	EE NY	[Redacted]	3-1-17

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

	Name	Neighborhood where I live	Signature	Date
1	[Redacted]	ENY	[Redacted]	3/1/17
2	[Redacted]	ENY	[Redacted]	3-1-17
3	[Redacted]	ENY	[Redacted]	3-1-17
4	[Redacted]	ENY	[Redacted]	3-1-17
5	[Redacted]	ENY	[Redacted]	3-1-17
6	[Redacted]	ENY	[Redacted]	3-1-17
7	[Redacted]	ENY	[Redacted]	3-1-17
8	[Redacted]	ENY	[Redacted]	3-1-17
9	[Redacted]	ENY	[Redacted]	3-1-17
10	[Redacted]	ENY	[Redacted]	3-1-17

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Neighborhood where I live	Signature	Date
[Redacted]	[Redacted]	3/11/17
ENY	[Redacted]	3/11/17
work were she live	[Redacted]	3/11/17

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

	Name	Neighborhood where I live	Signature	Date
1		ENY		3/1/17
2		ENY		3/1/17
3		ENY		3/1/17
4		ENY		3/1/17
5		ENY		3/1/17
6		ENY		3/1/17
7		Barnwick		3/1/17
8		Rushmore		3/1/17
9		Barnwick		3/1/17
10				3/1/17

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17
[Redacted]	E NY	[Redacted]	3/11/17

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Name	Neighborhood where I live	Signature	Date
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17
[Redacted]	E NY	[Redacted]	3/1/17

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	Name	Neighborhood where I live	Signature	Date
1	[Redacted]	Flaotbush	[Redacted]	
2	[Redacted]	Flaotbush	[Redacted]	
3	[Redacted]	Flaotbush	[Redacted]	
4	[Redacted]	Flaotbush	[Redacted]	
5	[Redacted]	Flaotbush	[Redacted]	
6	[Redacted]	Flaotbush	[Redacted]	
7	[Redacted]	Flaotbush	[Redacted]	
8	[Redacted]	Flaotbush	[Redacted]	
9	[Redacted]	Flaotbush	[Redacted]	
10	[Redacted]	Flaotbush	[Redacted]	

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
1	Platbush	[Redacted]	
2	Platbush	[Redacted]	
3	Platbush	[Redacted]	
4	Platbush	[Redacted]	
5	Platbush.	[Redacted]	
6	Platbush	[Redacted]	
7	Platbush	[Redacted]	
8	Platbush	[Redacted]	
9	Platbush	[Redacted]	
10	Platbush	[Redacted]	

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Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

	Name	Neighborhood where I live	Signature	Date
1	[Redacted]	Flatbush	[Redacted]	
2	[Redacted]	Flatbush	[Redacted]	
3	[Redacted]	Flatbush	[Redacted]	
4	[Redacted]	Flatbush	[Redacted]	
5	[Redacted]	Flatbush	[Redacted]	
6	[Redacted]	Flatbush	[Redacted]	
7	[Redacted]	Flatbush	[Redacted]	
8	[Redacted]	Flatbush	[Redacted]	
9	[Redacted]	Flatbush	[Redacted]	
10	[Redacted]	Flatbush	[Redacted]	



A tuition-free liberal arts education that places students on the path to college

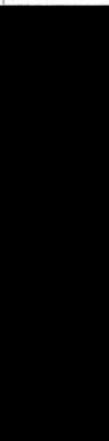
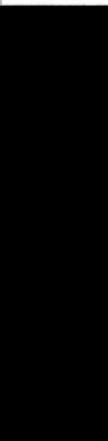
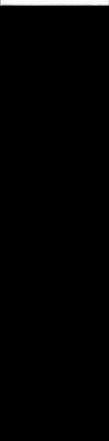
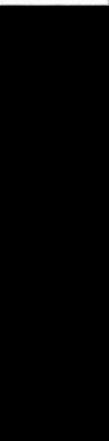
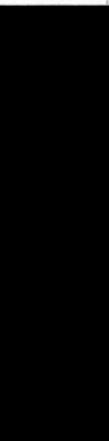
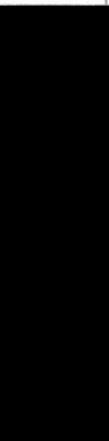
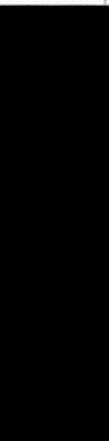
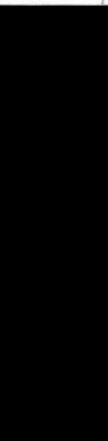
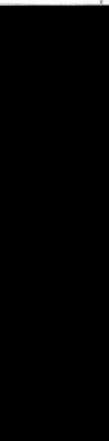
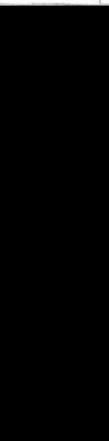
Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
1	Flatbush	[Redacted]	
2	Flatbush	[Redacted]	
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

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Name	Neighborhood where I live	Signature	Date
1	Flatbush		
2	Flatbush		
3	Flatbush		
4	Flatbush		
5	Flatbush.		
6	Flatbush		
7	Flatbush		
8	Flatbush		
9	Flatbush		
10	Flatbush		

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Name	Neighborhood where I live	Signature	Date
1	Flat bush	[Redacted]	
2	Flat bush	[Redacted]	
3	Flat bush	[Redacted]	
4	Flat bush	[Redacted]	
5	Flat bush	[Redacted]	
6	Flat bush	[Redacted]	
7	Flat bush	[Redacted]	
8	Flat bush	[Redacted]	
9	Flat bush	[Redacted]	
10	Flat bush	[Redacted]	

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2	Flatbush	[Redacted]	
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

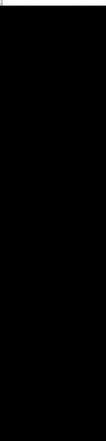
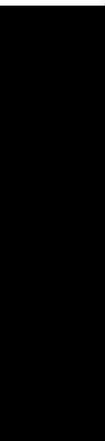
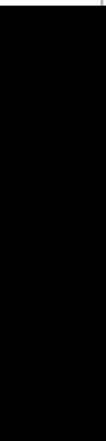
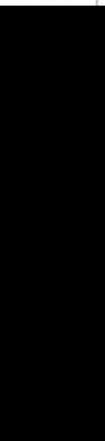
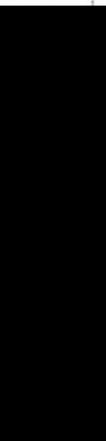
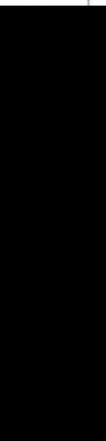
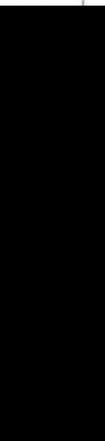
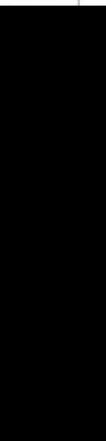
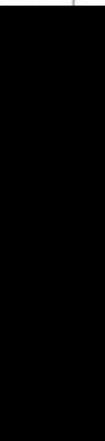
Community Petition

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	Name	Neighborhood where I live	Signature	Date
1	[Redacted]	Flotbush	[Redacted]	
2	[Redacted]	Flotbush	[Redacted]	
3	[Redacted]	Flotbush	[Redacted]	
4	[Redacted]	Flotbush	[Redacted]	
5	[Redacted]	Flotbush	[Redacted]	
6	[Redacted]	Flotbush	[Redacted]	
7	[Redacted]	Flotbush	[Redacted]	
8	[Redacted]	Flotbush	[Redacted]	
9	[Redacted]	Flotbush	[Redacted]	
10	[Redacted]	Flotbush	[Redacted]	

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
1	Flatbush		
2	Flatbush		
3	Flatbush		
4	Flatbush		
5	Flatbush		
6	Flatbush		
7	Flatbush		
8	Flatbush		
9	Flatbush		
10	Flatbush		

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
1	Flathbush	[Redacted]	
2	Flathbush	[Redacted]	
3	Flathbush	[Redacted]	
4	Flathbush	[Redacted]	
5	Flathbush	[Redacted]	
6	Flathbush	[Redacted]	
7	Flathbush	[Redacted]	
8	Flathbush	[Redacted]	
9	Flathbush	[Redacted]	
10	Flathbush	[Redacted]	

Community Petition

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Name	Neighborhood where I live	Signature	Date
1	Flatbush	[Redacted]	
2	Flatbush	[Redacted]	
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

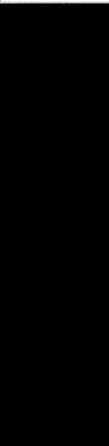
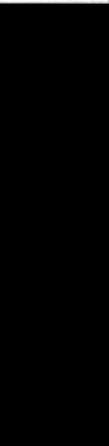
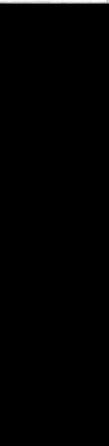
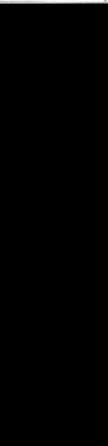
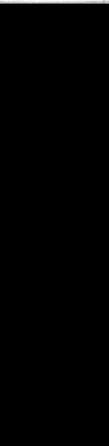
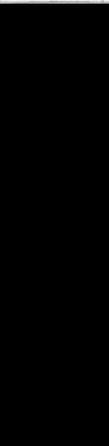
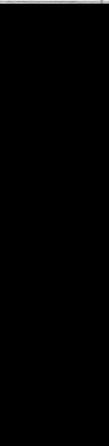
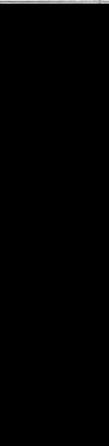
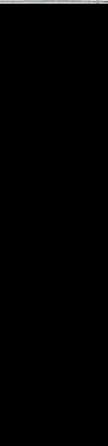
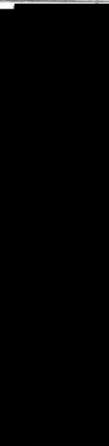
Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
1	Flatbush	[Redacted]	
2	Flatbush	[Redacted]	
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

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1	Flatbush		
2	Flatbush		
3	Flatbush		
4	Flatbush		
5	Flatbush		
6	Flatbush		
7	Flatbush		
8	Flatbush		
9	Flatbush		
10	Flatbush		

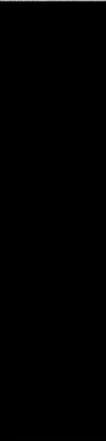
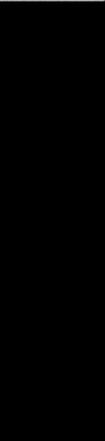
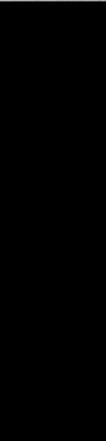
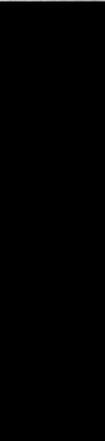
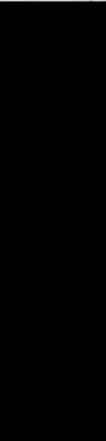
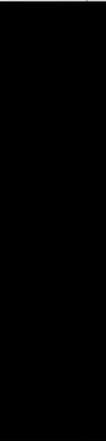
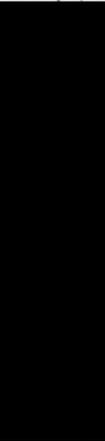
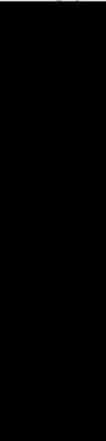
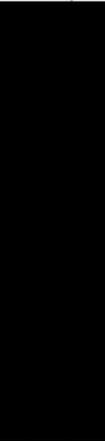
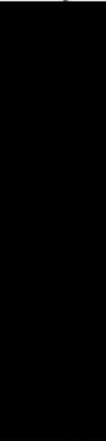
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Name	Neighborhood where I live	Signature	Date
1	Flatbush	[Redacted]	
2	Flatbush	[Redacted]	
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
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2	Flatbush		
3	Flatbush		
4	Flatbush		
5	Flatbush		
6	Flatbush		
7	Flatbush		
8	Flatbush		
9	Flatbush		
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Community Petition

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Name	Neighborhood where I live	Signature	Date
1	Flatbush	[Redacted]	
2	Flatbush	[Redacted]	11/10
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

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3	Flatbush	[Redacted]	
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8	Flatbush	[Redacted]	
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10	Flatbush	[Redacted]	



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1	Flatbush	[Redacted]	
2	Flatbush	[Redacted]	
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
1	Flatbush	[Redacted]	
2	Flatbush	[Redacted]	
3	Flatbush	[Redacted]	
4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

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4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
6	Flatbush	[Redacted]	
7	Flatbush	[Redacted]	
8	Flatbush	[Redacted]	
9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	



A tuition-free liberal arts education that places students on the path to college

Community Petition

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6	Flatbush	[Redacted]	
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9	Flatbush	[Redacted]	
10	Flatbush	[Redacted]	

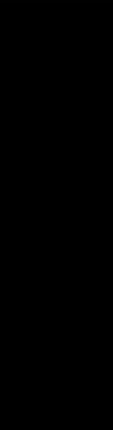
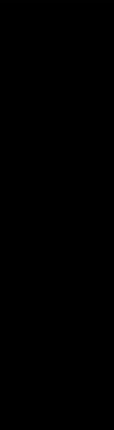
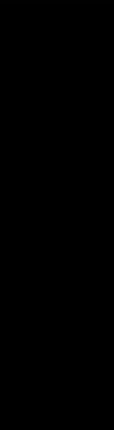
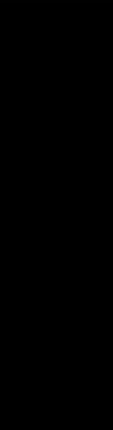
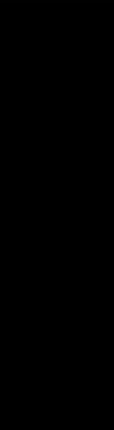
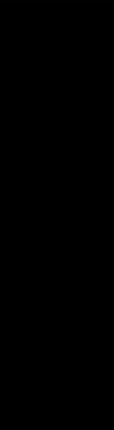
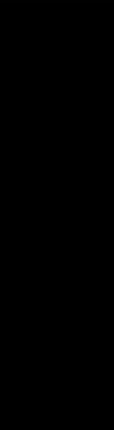
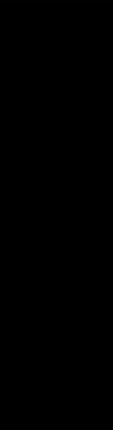
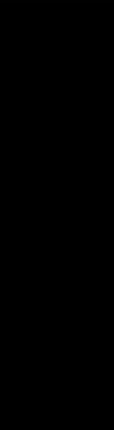
Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

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1	Flatbush	[Redacted]	
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4	Flatbush	[Redacted]	
5	Flatbush	[Redacted]	
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7	Flatbush	[Redacted]	
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Community Petition

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1	Flatbush		
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8	Flatbush		
9	Flatbush		
10	Flatbush		

Community Petition

Ascend Public Charter Schools is applying to open two new charter schools in Community School Districts (CSDs) 19 and/or 22. I support the opening of additional Ascend schools in my neighborhood.

Name	Neighborhood where I live	Signature	Date
1	Florestush	[Redacted]	
2	Florestush	[Redacted]	
3	Florestush	[Redacted]	
4	Florestush	[Redacted]	
5	Florestush	[Redacted]	
6	Florestush	[Redacted]	
7	Florestush	[Redacted]	
8	Florestush	[Redacted]	
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10	Florestush	[Redacted]	

Community Petition

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Name	Neighborhood where I live	Signature	Date
1 [Redacted]	Flatbush	[Redacted]	
2 [Redacted]	Flatbush	[Redacted]	
3 [Redacted]	Flatbush	[Redacted]	
4 [Redacted]	Flatbush	[Redacted]	
5 [Redacted]	Flatbush	[Redacted]	
6 [Redacted]	Flatbush	[Redacted]	
7 [Redacted]	Flatbush	[Redacted]	
8 [Redacted]	Flatbush	[Redacted]	
9 [Redacted]	Flatbush	[Redacted]	
10 [Redacted]	Flatbush	[Redacted]	

Triple D's



Monday - Sunday

Sunday 9am-7pm

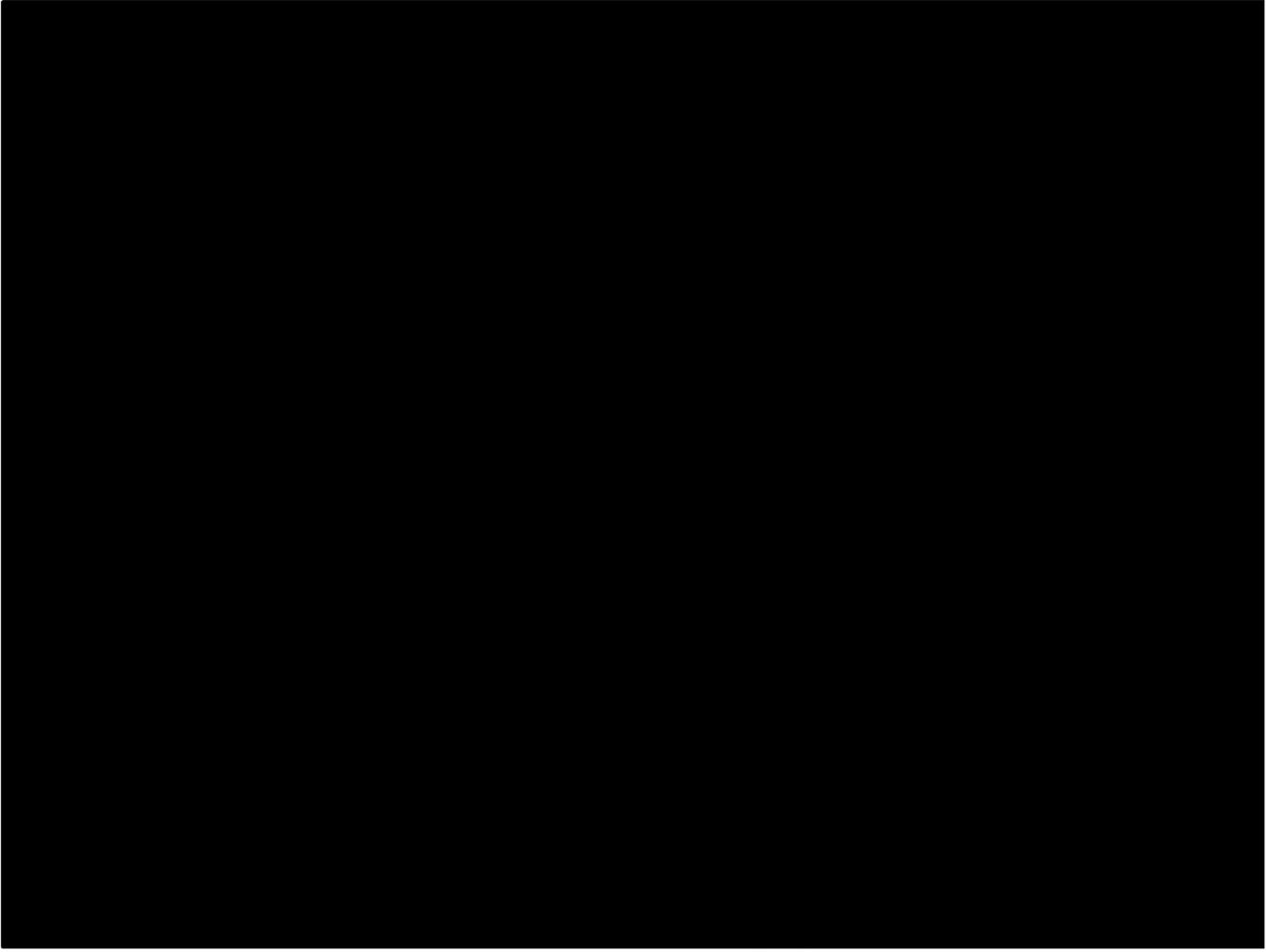
We Deliver
\$10 per fee delivery

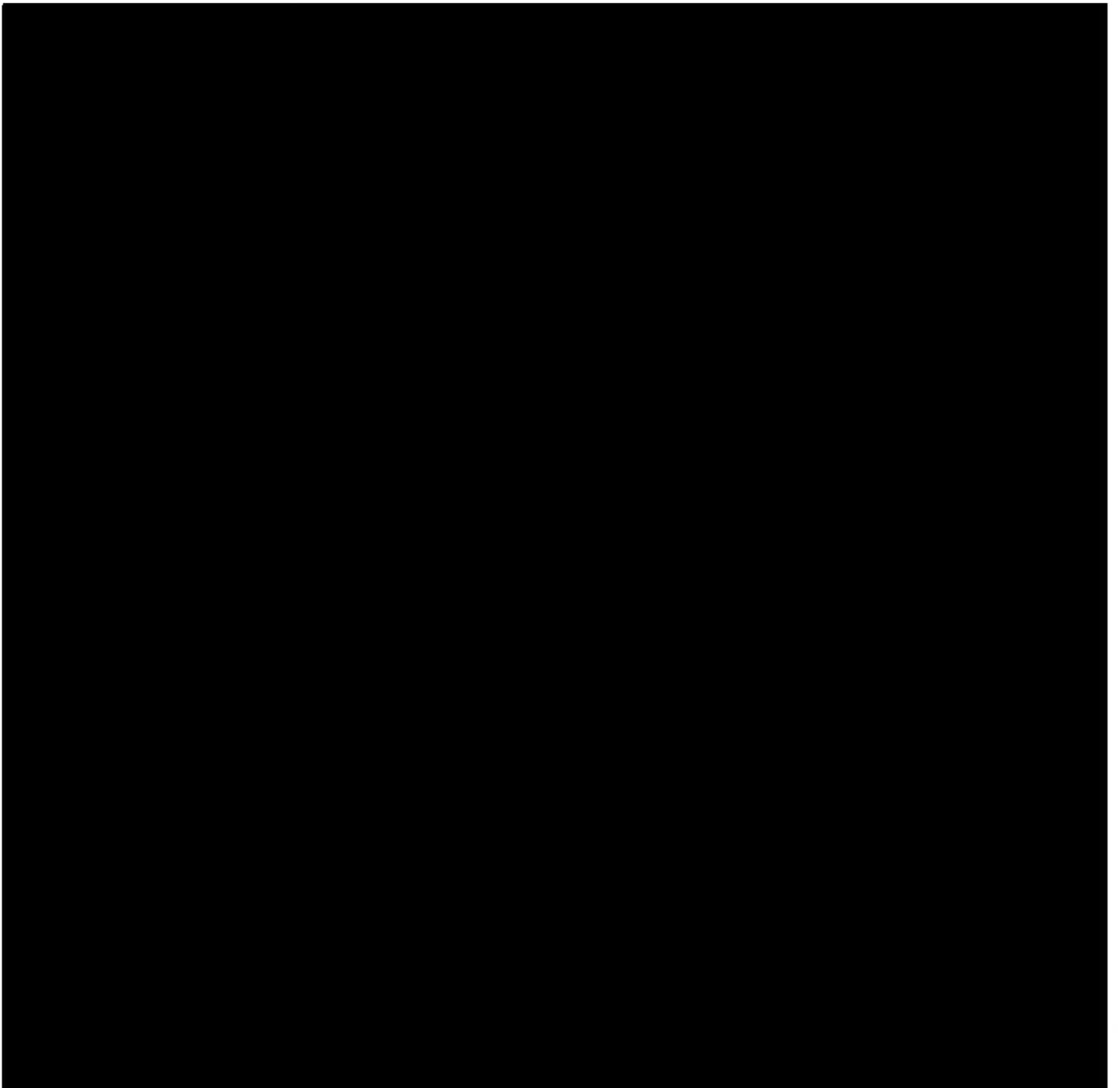
Pitkin Shipping & Packaging Inc.

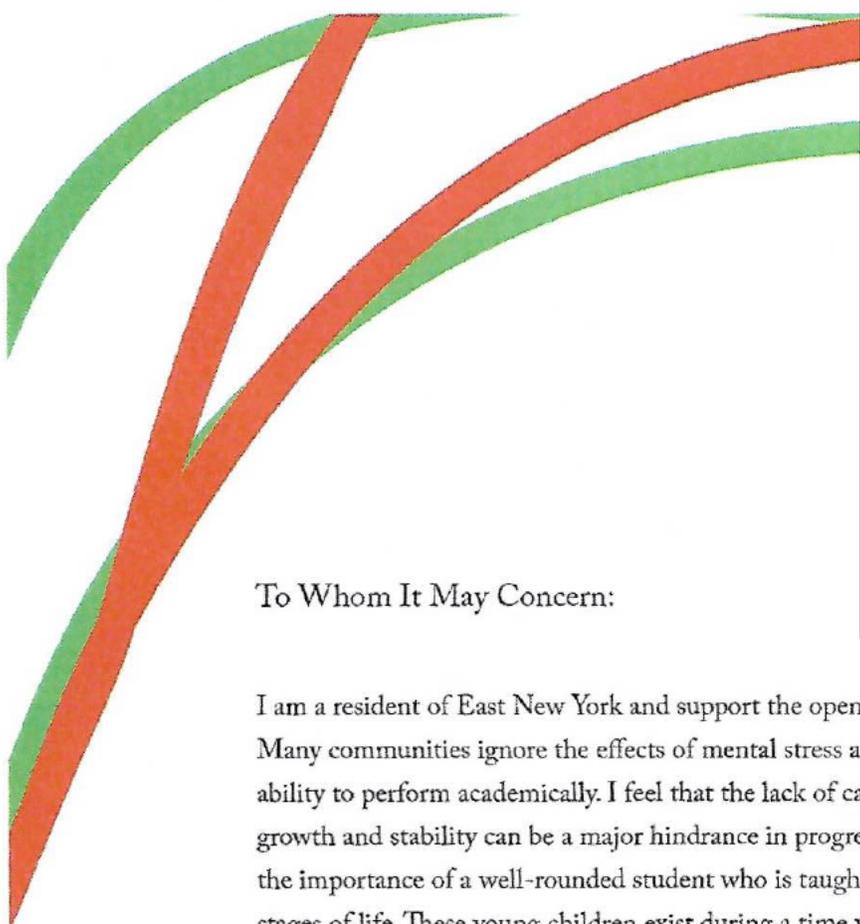
FedEx.
Authorized ShipCenter

Other Services Include
Copying, Printing, Binding, Notary, Scan
Fax, Graphic Design, USPS Services
Amerijet, Computer Repair Services

Email: psp.copycenter@gmail.com



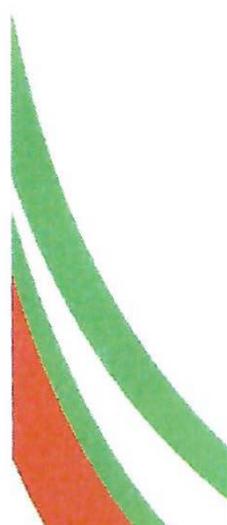
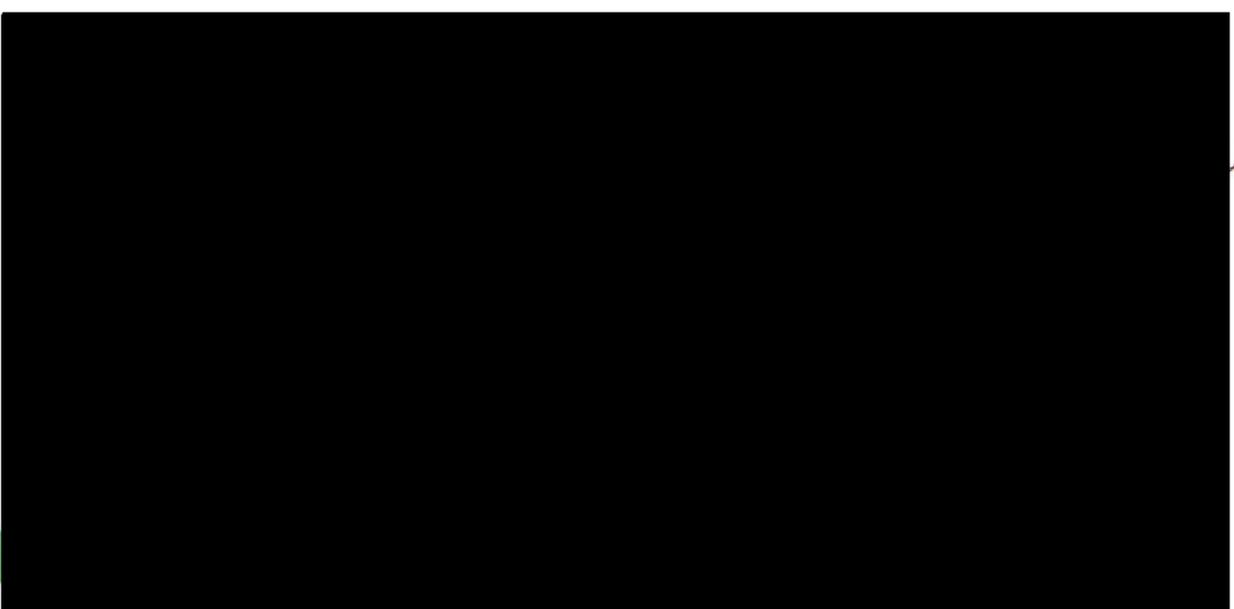




To Whom It May Concern:

I am a resident of East New York and support the opening of Ascend Charter School. Many communities ignore the effects of mental stress and anxiety on an individual's ability to perform academically. I feel that the lack of catering to a student's emotional growth and stability can be a major hindrance in progression. At Ascend, they understand the importance of a well-rounded student who is taught self-regulation skills in the early stages of life. These young children exist during a time when competition between students and academic institutions continues to increase and exams continue to become more complex. Students need to be reminded that they are still human, they have emotions, and that mistakes or failure do not mean giving up. One example showing the dedication Ascend has on mental health, involves the guided relaxation students participate in. Such an exercise is very important because it teaches students to truly exist in a moment and put aside any of the stressors they deal with on a daily basis.

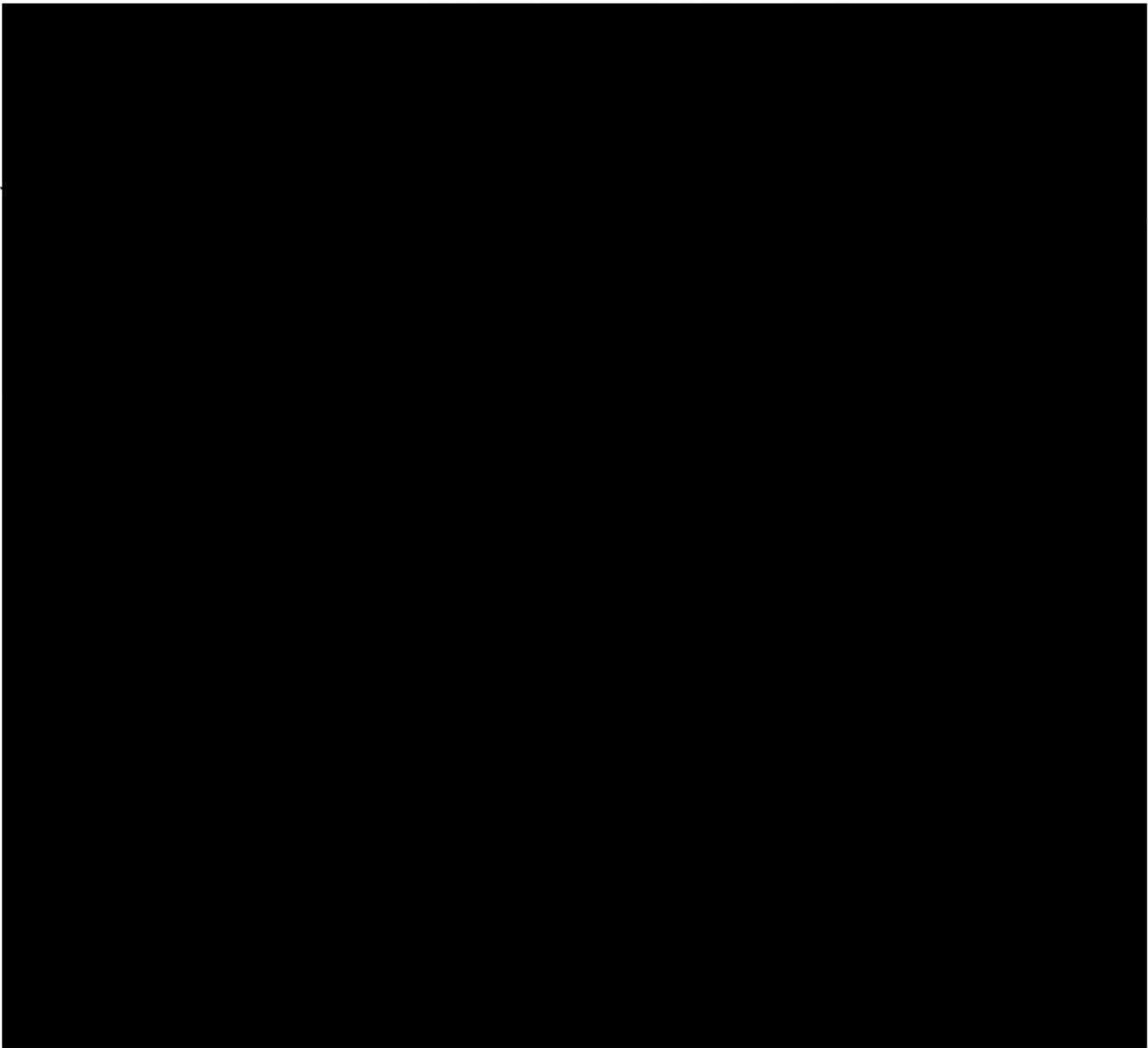
Skills such as these will always be useful and I can imagine that these student's future-selves being very grateful to have learned skills like these and many more at Ascend.

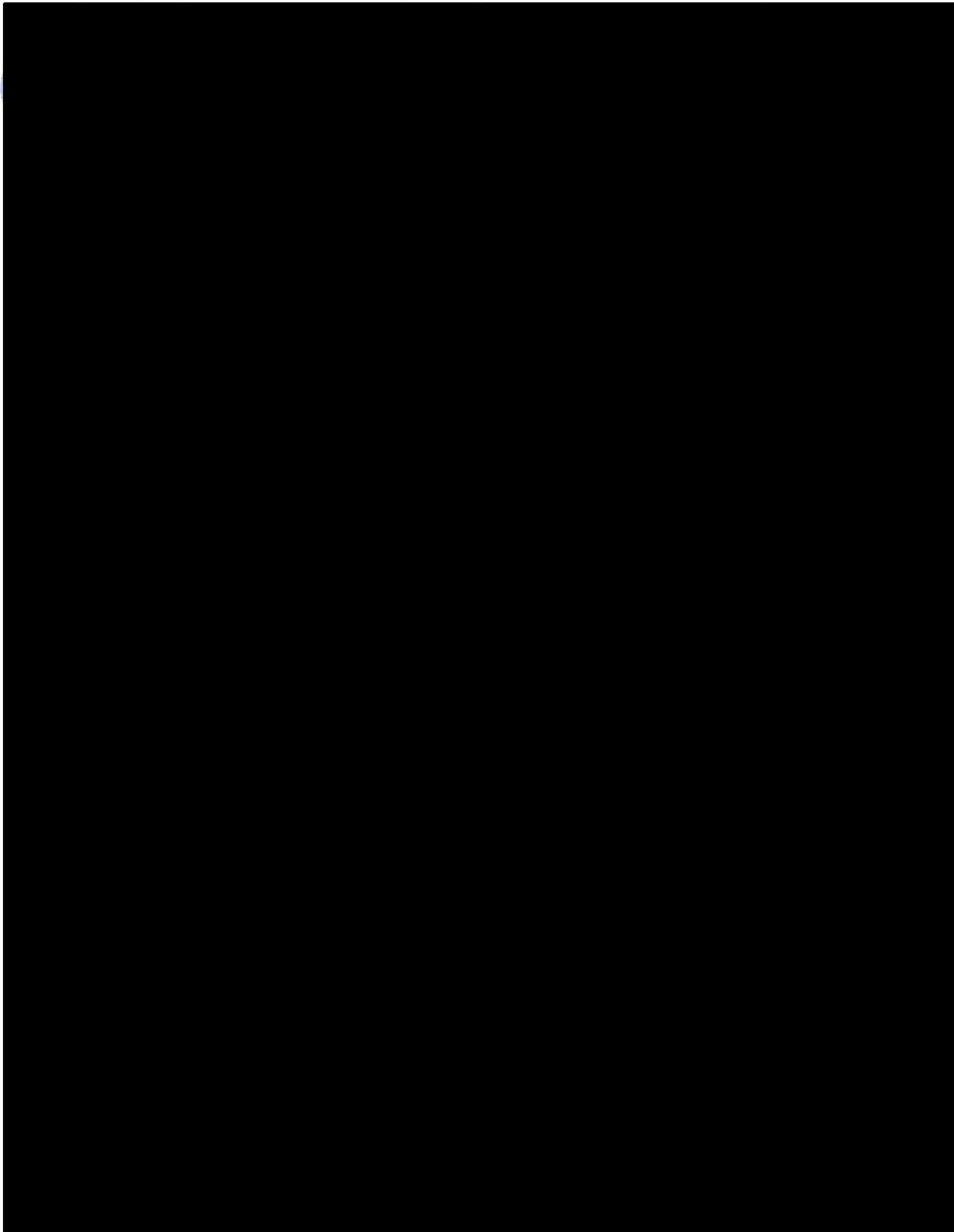




February 27, 2017

To Whom It May Concern:



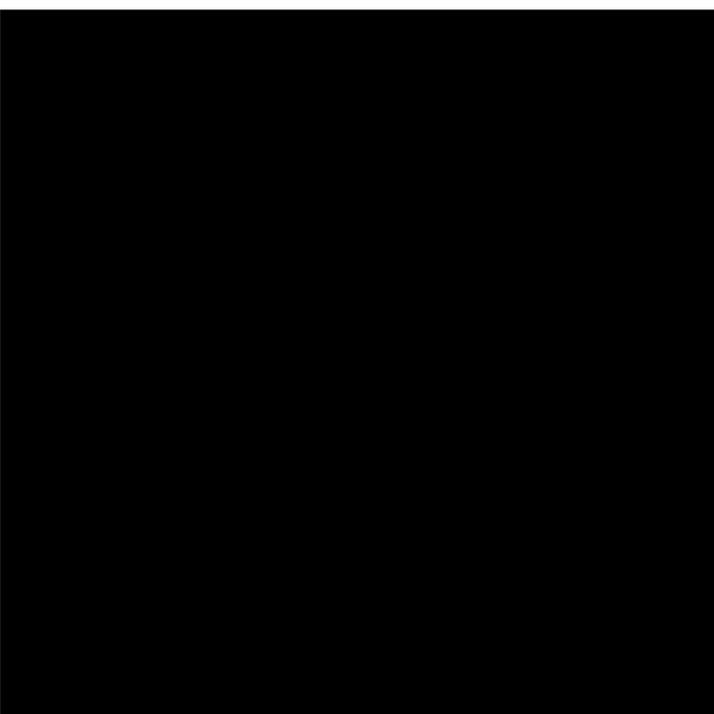


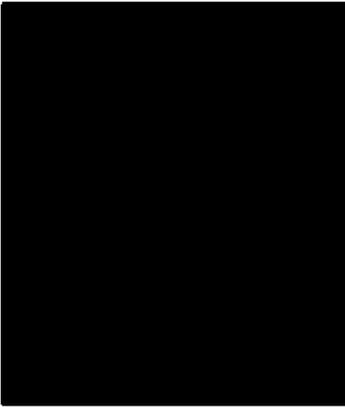
February 14, 2017

To whom it may concern:

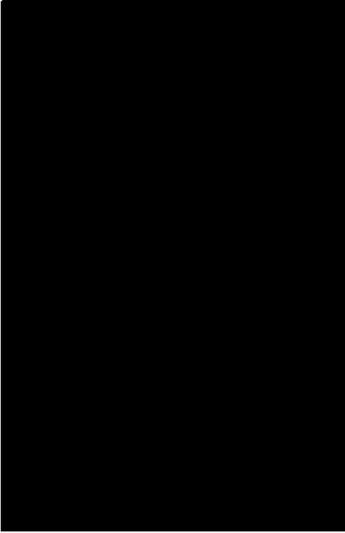
Ascend Charter Schools are creating the next group of leaders. Therefore, I support Ascend Charter School opening in my community.

What I admire and appreciate most about Ascend is that they do not believe in telling their students what to think. Students are expected to do the reading, do the thinking, and articulate their own ideas in class. Though this may appear as an obvious necessity to some, this is not true for all. There are some teachers that teach to get through a curriculum and then there are those at Ascend who teach to make sure students learn. Most important to this learning is the ability of students to analyze texts, create original thought, and come away with a lesson each day from grappling with new ideas and concepts. Such skills are the foundation for high school as well as college success. Ascend does everything possible to make sure students are fully prepared for those journeys.





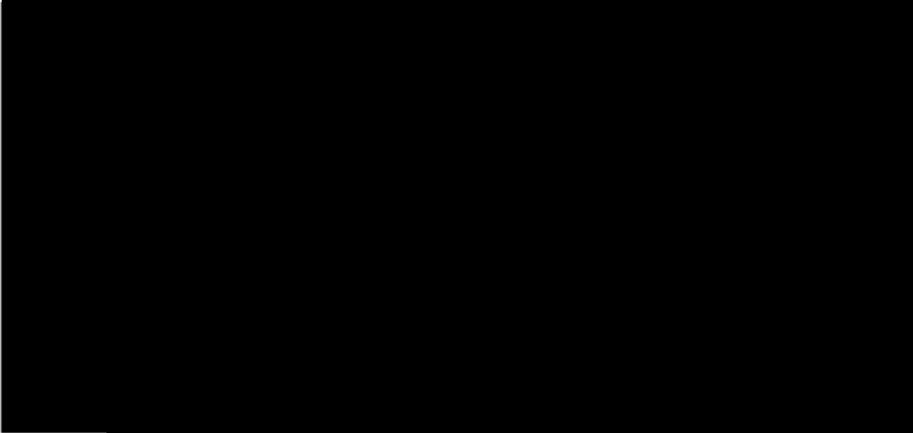
To Whom It May Concern:

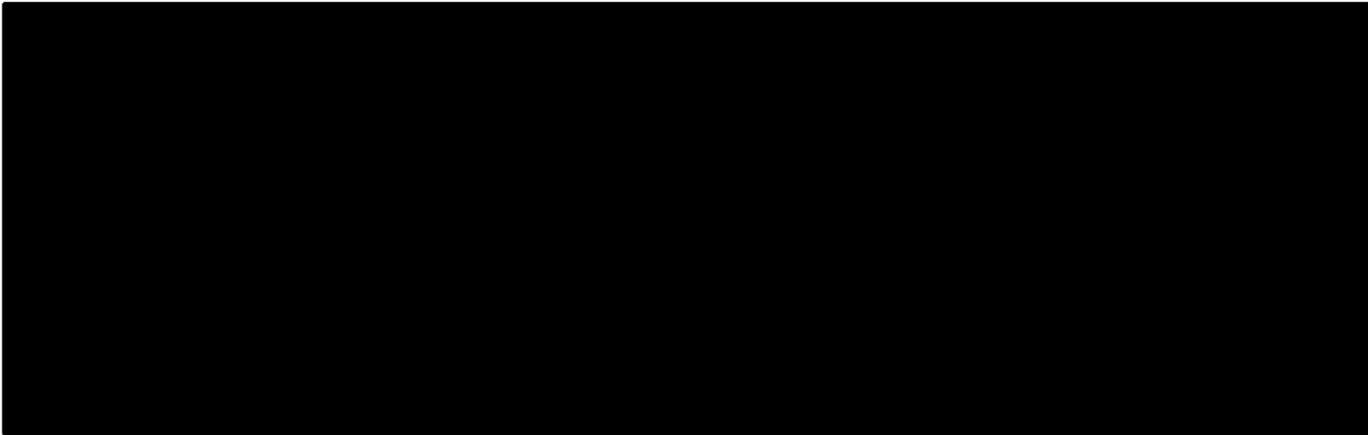


I am writing to express my support for the approval of the Ascend Charter Schools in Community School District 19 and 22. I am a resident of East New York and I believe that the Ascend Charter School will be a great benefit to our community.

In a current environment where students face disproportionate levels of discipline in the classroom, Ascend Charter School is a breath of fresh air. As a community activist and mother, education is very important to me, and I believe that every child should be given the opportunity of a great education. I know that Ascend charter school can offer a holistic experience in this community.

We at  look forward to seeing this school flourish in our wonderful community. We have proudly served this neighborhood for 8 years and are excited to have new partnerships that will strengthen its infrastructure. Please feel free to contact us for additional information.

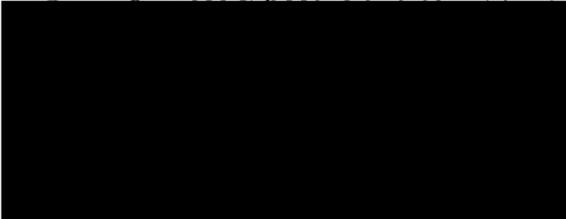




To Whom It May Concern:

I am writing to express my support for the approval of the Ascend Charter School. I believe the Charter school will be a great addition to district 19. It will be a great benefit to this community. We have a current environment that students face disproportionate levels of education. Ascend Charter schools is a breath of fresh air. Ascend teaches their students self discipline. This creates an environment of respect and trust with the teachers. This is tool is a tool that allows them to resolve conflict appropriately.

With Ascend learning always goes beyond the classroom. They provide countless workshops and school events. They provide a transparency with the parents, allowing them to participate. Students are exposed to many forms of artistic expression such as music and dance. Extracurricular activities help the students to be well rounded. There are able to attend college with vast exposure and confidence. Ascend wants to see their students thrive for a lifetime.



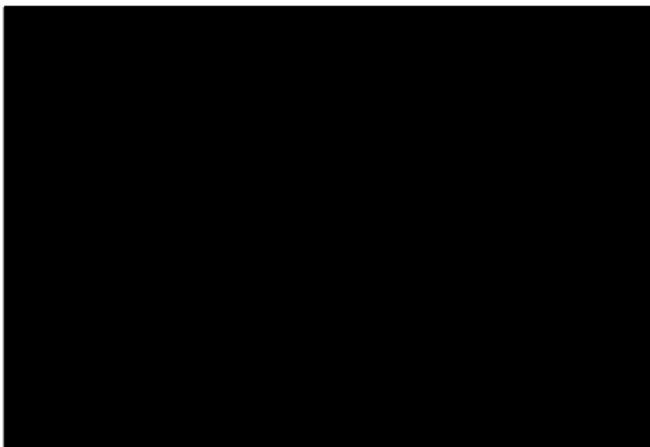
February 25, 2017

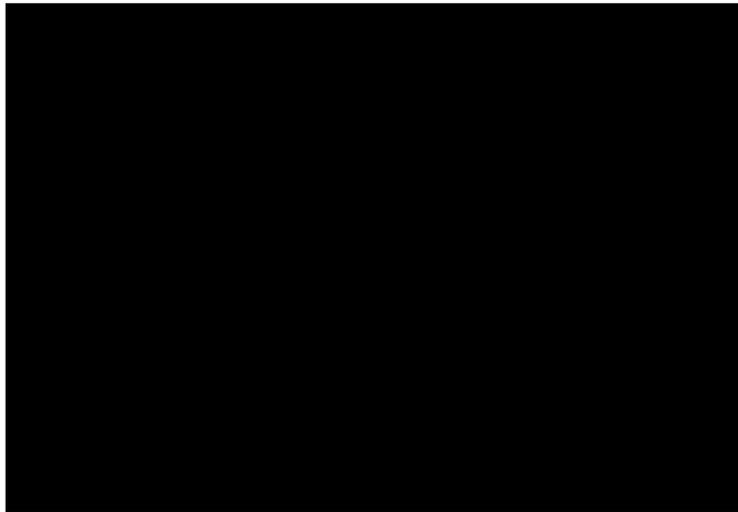
To Whom It May Concern:

I truly believe that Ascend Charter School has created a school formula that works and is a formula that District 19 would really benefit from. Amongst the many things that Ascend Charter Schools offers I believe that the newly constructed and renovated spaces used by all Ascend Charter Schools gives students a different mentality towards learning and a better chance at success. Ascend creates an environment that says not only is your education important, but you as a person and the place where you learn is important as well. Ascend provides multiple forms of access and this is sometimes all a student needs.

From the moment students walk into Ascend they are reminded that they are expected to achieve great things and this is reinforced in the classroom and beyond.

Sincerely,





February 24, 2017

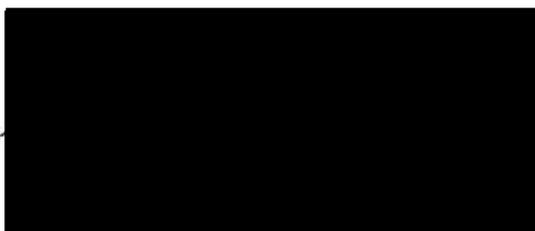
To Whom It May Concern:

I am writing to express my support for the approval of the Ascend Charter Schools in Community School District 19. I am a Business owner in CSD 19 and I believe that the Ascend Charter School will be a great benefit to the local community.

In a current environment where students face disproportionate levels of discipline in the classroom, Ascend Charter School is a breath of fresh air. One way Ascend does this is through their teaching of self-discipline to the students in order to create this trust in the teachers as well as a trust in themselves when dealing with the resolution of conflict. This opportunity of independence in self-regulation is only one of the many life skills, complimentary to the academics, that students whom attend Ascend take with them.

When looking at the academics Ascend offers, it is important to me that they truly understand the parent involvement necessary for a child to succeed. This is proven through their countless workshops and school events that never let parents feel like they are in the dark about their child's education. Students are also introduced to many forms of artistic expression through music, dance and more. Such extracurricular help guarantee that students are well-rounded and are able to attend college with a vast exposure and confidence in where their interest might lie.

With Ascend, learning always goes beyond the classroom. This school not only wants to see their students thrive, but they will also be with them every step of the way.

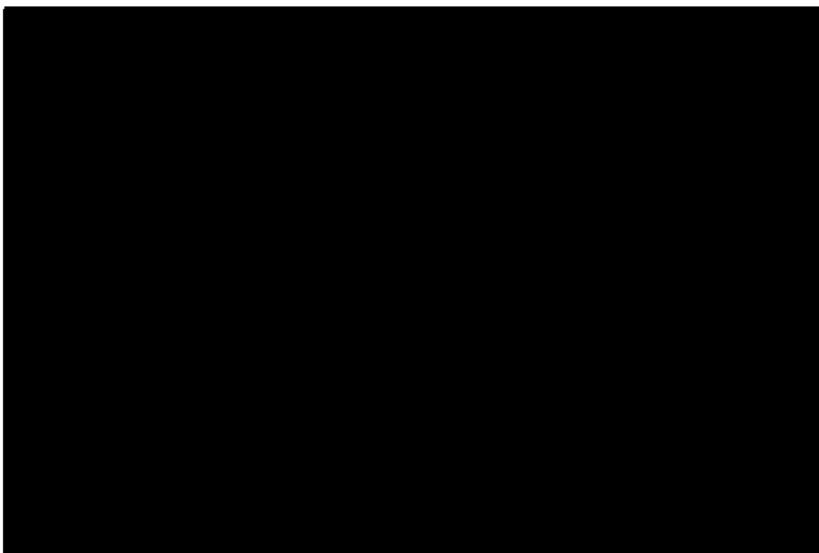


To whom it may concern:

One of the most important things to consider when deciding where to send a child to school, is the care that the staff and teachers show towards students on an everyday basis. Educating and sculpting young minds is not an easy task. However, at Ascend, it is second-nature to their teachers.

Ascend makes a habit out of finding educators who have gone through rigorous educational trainings and/or have numerous previous teaching roles that speak to their dedication to the field. Not only do Ascend educators pride themselves on getting to know their students, they also encourage the involvement of parents and guardians throughout the learning process. Schools need teachers that are willing to work with parents when there are concerns about their child's success.

Ascend has a record of excelling when meeting the needs of not only the students but of the parents as well, which will make Ascend Charter School a much needed addition to our community.

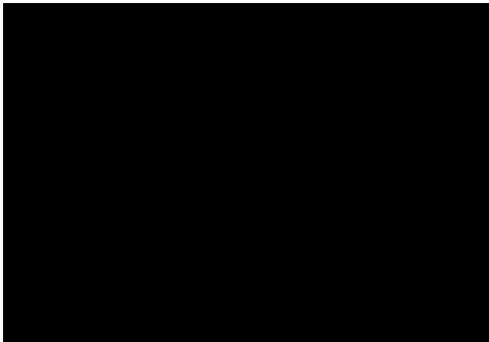




To Whom It May Concern:

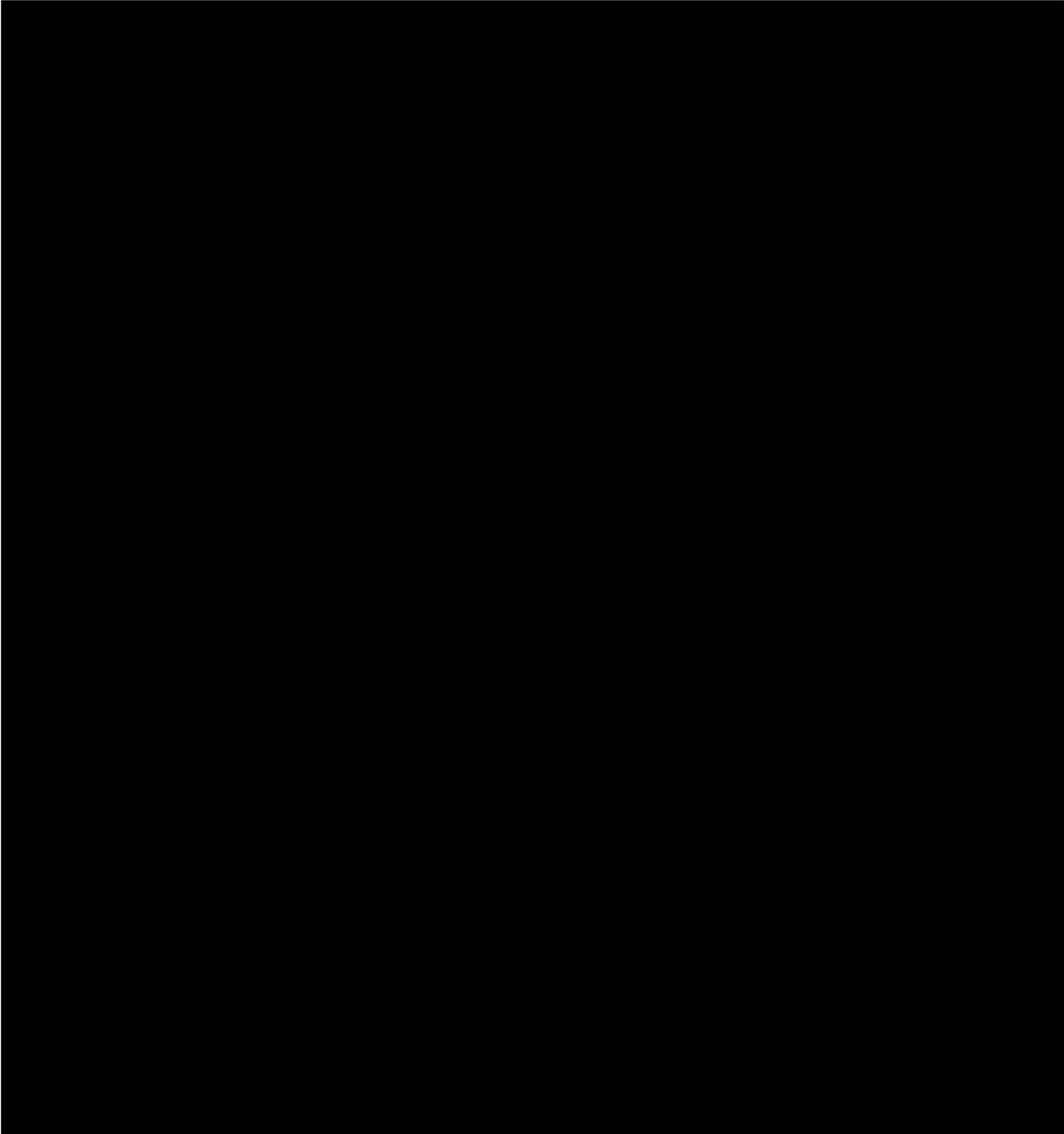
Ascend Charter School supports every student that walks through their doors, which is the main reason I desire the opening of this school in District 22.

Ascend Charter Schools is very attentive to children with special needs and those who require extra help if English is their second language. Ascend Charter Schools understand that they have a strong curriculum and great teachers to support every child. Ascend's above average passing test scores, arts education, and qualified teachers are all evidence that every child receives full support and is expected to flourish. My community will really benefit from Ascend Charter School opening.





To Whom It May Concern:





February 17,2017

To Whom It May Concern:

I support the approval of the Ascend Charter School in East New York. I believe that every parent should have choices about where they could send their children. Ascend Charter School will be a great addition as an option for parents to be able to choose from.

Ascend Charter school's goals is to transform lives. Through the liberal arts and creative courses students are transforming with every lesson. Every child should have the opportunity to have supportive teachers and a great community in their school. The thing that stands out to me the most about Ascend is not only how much they offer, but also how passionate and supportive they are about making sure that every child succeeds.

Parents in Community School District 19 should have the opportunity to make Ascend Charter School an option in our community.

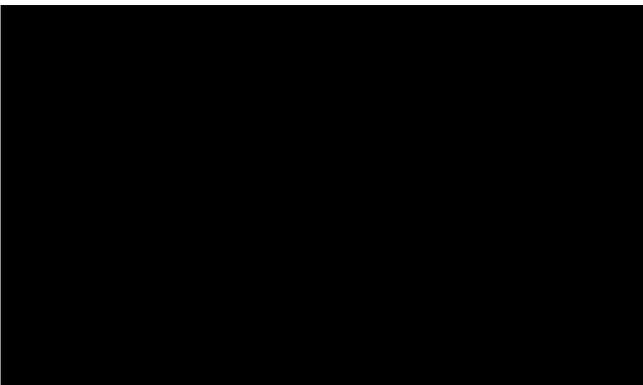




To Whom It May Concern:

Ascend Charter Schools are modeled after elite private schools, which reinforces the idea that every child regardless of where they live should receive a top education. This is what I desire for students in District 22.

One aspect of Ascend Charter Schools that I find to be very intriguing is their utilization of wall space to display fine works of arts for students to see on a daily basis. Ascend students are not only encouraged to develop an appreciation for the different forms of art out there, they are also expected to analyze paintings and create their own original pieces. The arts are also incorporated into their academic subjects. Students at Ascend Charter School are provided with a strong mix of academic and art skills. This is very important in a current education system that is slowly turning a blind eye to the added intelligence and expression art programs allow.



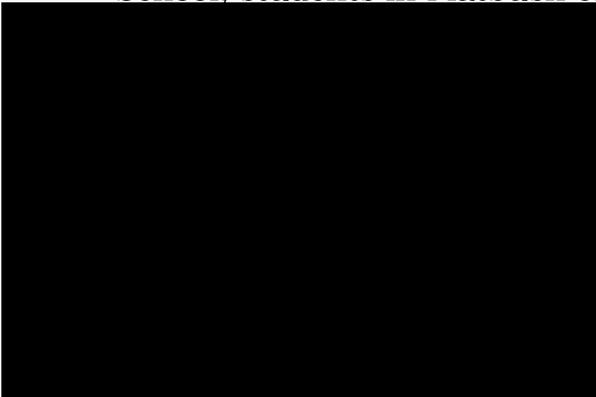


To Whom It May Concern:

I Support Ascend Charter School opening in District 22.

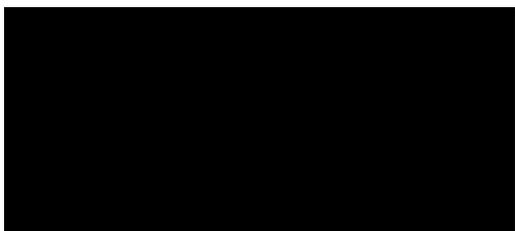
At Ascend Charter Schools parents, teachers and administrators are all working together to make sure that every child is reaching their potential. Ascend Charter School understands that in order for the child to succeed, collaborative effort is very important. Unfortunately, many high school students are not provided with the support they need when applying to college because high schools often have one college counselor overwhelmed with the need to support a large student body. Ascend has a program in place where college counselors work closely with families of high school students to plan their child's college application process. Ascend and their ability to create a relationship with these families ensures that students feel supported both inside and outside of the school environment.

With a supportive parent and the support of the staff at Ascend Charter School, students in Flatbush can reach their full potential.



To Whom It May Concern:

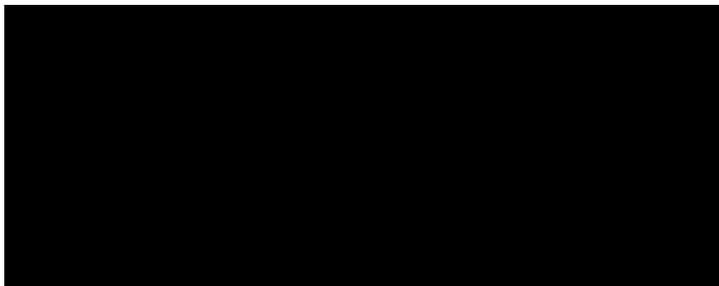




To Whom It May Concern:

Ascend Charter Schools have proven in more than one way that they are excelling so that is why I support an Ascend Charter School opening in my community.

Ascend knows that students are succeeding when they discover a passion for learning and master both academic and social skills. At Ascend, students are provided with the knowledge and preparation necessary to pass required State Examinations. Ascend Charter Schools also understand that learning goes beyond these same exams and that learning comes in many different forms. This is shown through their dedication to the arts. The fact that Ascend Charter Schools have not cut down on the arts and every child is still excelling academically proves that Ascend Charter Schools are great schools that develop well-rounded individuals.

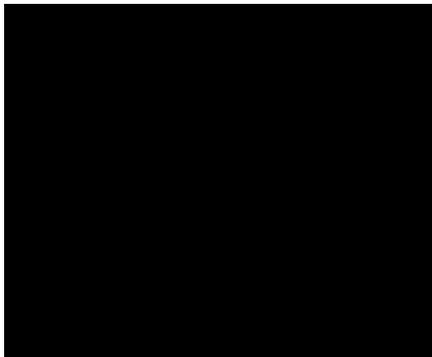


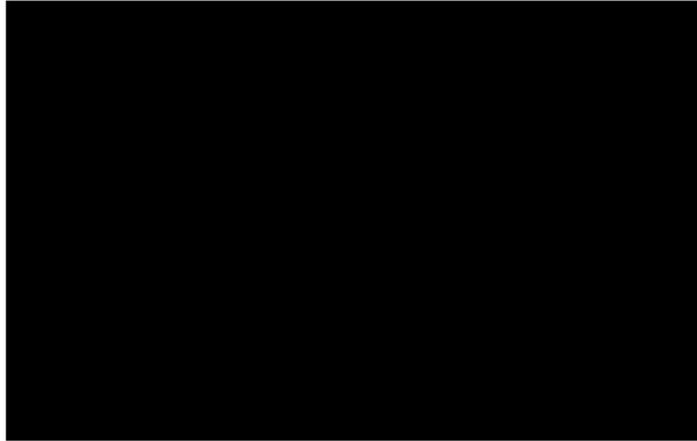


To Whom It May Concern:

Most of the students who attend Ascend Charter Schools currently qualify for free or reduced lunches and are students of color. Ascend Charter School opening in East New York will directly serve the students in my community. District 22 needs a school that provides the students in my district with an excellent education.

Ascend Charter school wants to open in District 22 to specifically to cater to the needs of students in my community. Ascend Charter Schools understand that students in Brooklyn should be provided with a private school-caliber education. Ascend's Common Core-aligned liberal arts curriculum, movement-based health classes, musical expression classes, and arts classes are all benefits that students in District 22 will reap.





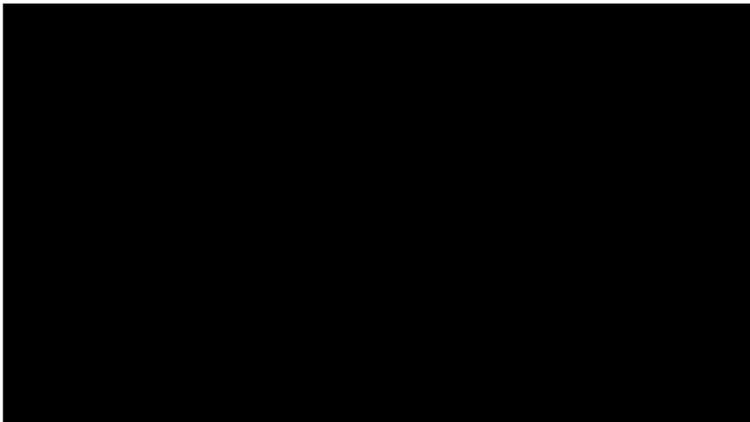
February 27, 2017

To Whom It May Concern:

Ascend has a dedication to the students that is unmatched by other schools. Therefore, I support the approval of Ascend Charter School in East New York.

Ascend's small class sizes have many advantages to their students. To name a few, students are given the chance to build an important bond with their teacher, take full advantage of educators who can notice a struggling student, and teachers have the time and willingness to take extra time to help. Ascend is filled with teachers who are more than passionate about their craft and want nothing more than to see their student's thrive. Not only do teachers act as a beacon of knowledge for students, but also the resources offered by the school give students the chance to explore and learn on their own. For example, Ascend has a library stocked with books on numerous topics and students are always encouraged to read texts outside of their comfort zone to constantly learn new things.

Nothing but good things can come from the addition of Ascend Charter School in my community.





To Whom It May Concern:

I Support Ascend Charter School opening in District 22.

At Ascend Charter Schools parents, teachers and administrators are all working together to make sure that every child is reaching their potential. Ascend Charter School understands that in order for the child to succeed, collaborative effort is very important. Unfortunately, many high school students are not provided with the support they need when applying to college because high schools often have one college counselor overwhelmed with the need to support a large student body. Ascend has a program in place where college counselors work closely with families of high school students to plan their child's college application process. Ascend and their ability to create a relationship with these families ensures that students feel supported both inside and outside of the school environment.

With a supportive parent and the support of the staff at Ascend Charter School, students in Flatbush can reach their full potential.





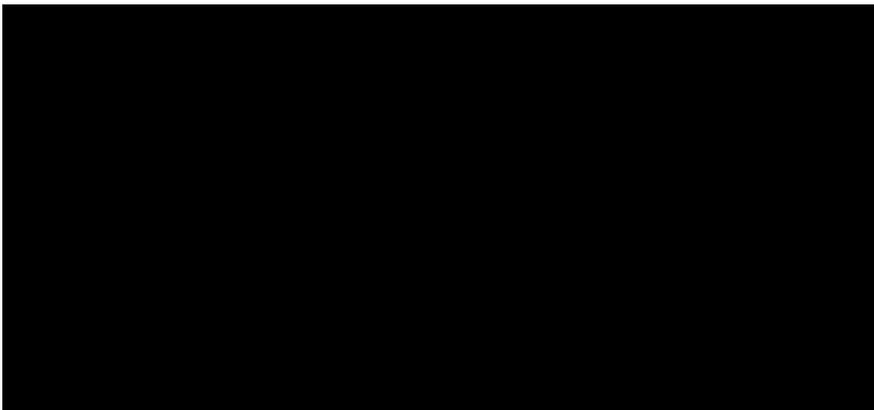
February 23,2017

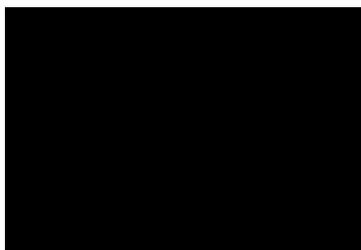
Dear Sirs and Madams,

I give my full support, to have Ascend Charter Schools come into my District. I have lived in District 19 for 37 years and have children that have gone through the public school system. Growing up during those times the children and their families did not have choices. The system was not like it is today. The children of today are more technologically advanced then in the late 80's -90's.

Teaching was challenging, media and technology oriented, Children need more variety and constant change with their educational curriculum to decrease the possibility of boredom, lack of life skills, communication skills and socialization skills. As it is now and will be in the future.

Any questions please do not hesitate to call.

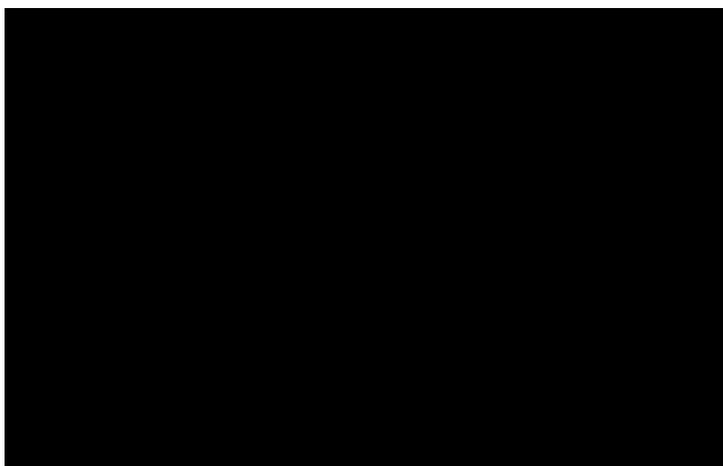


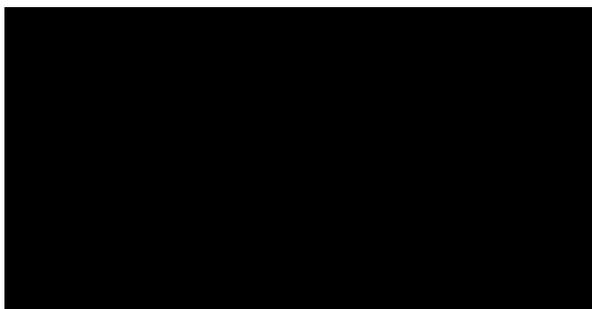


To Whom It May Concern:

Ascend Charter Schools are creating a path to college for thousands of Brooklyn students. East Flatbush should be another Brooklyn Community that benefits from the tools that Ascend Charter School is providing to its students.

The fact that students can attend an Ascend Charter school from kindergarten to 12th grade without any re-application roadblocks along the way proves that Ascend is dedicated to every child that walks through their doors. There aren't many schools that provide support through the 12th grade that also pave a path to college with heavy guidance along the way. Students learning about college as early as kindergarten, having a school they can count on along the way, and obtaining the tools needed to succeed in higher education and beyond is what the students in East Flatbush need.

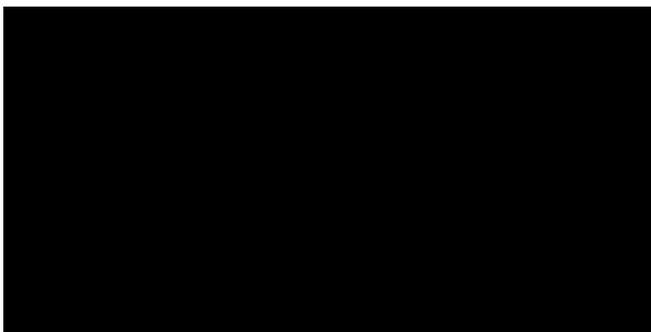


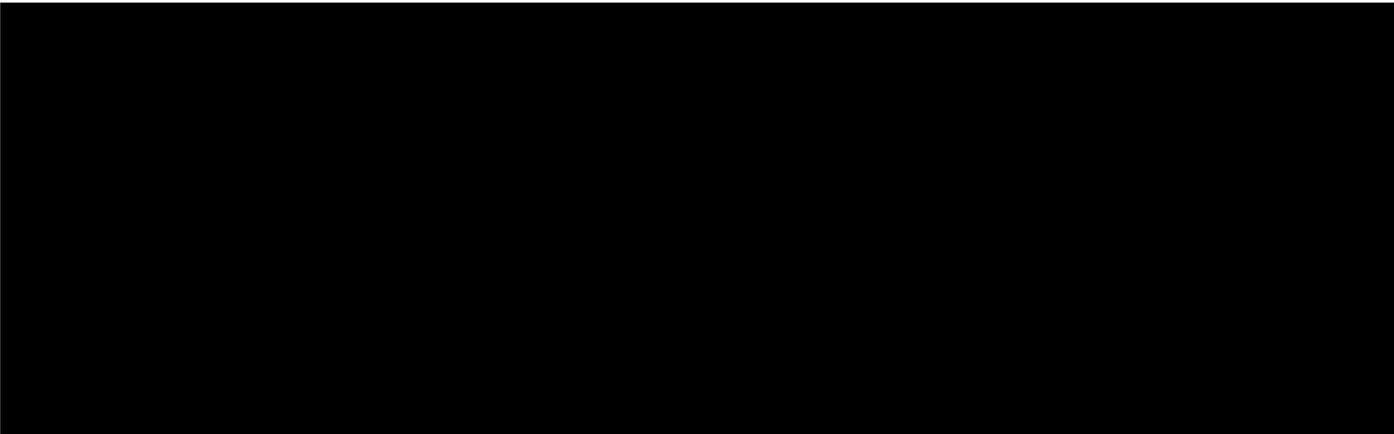


To Whom It May Concern:

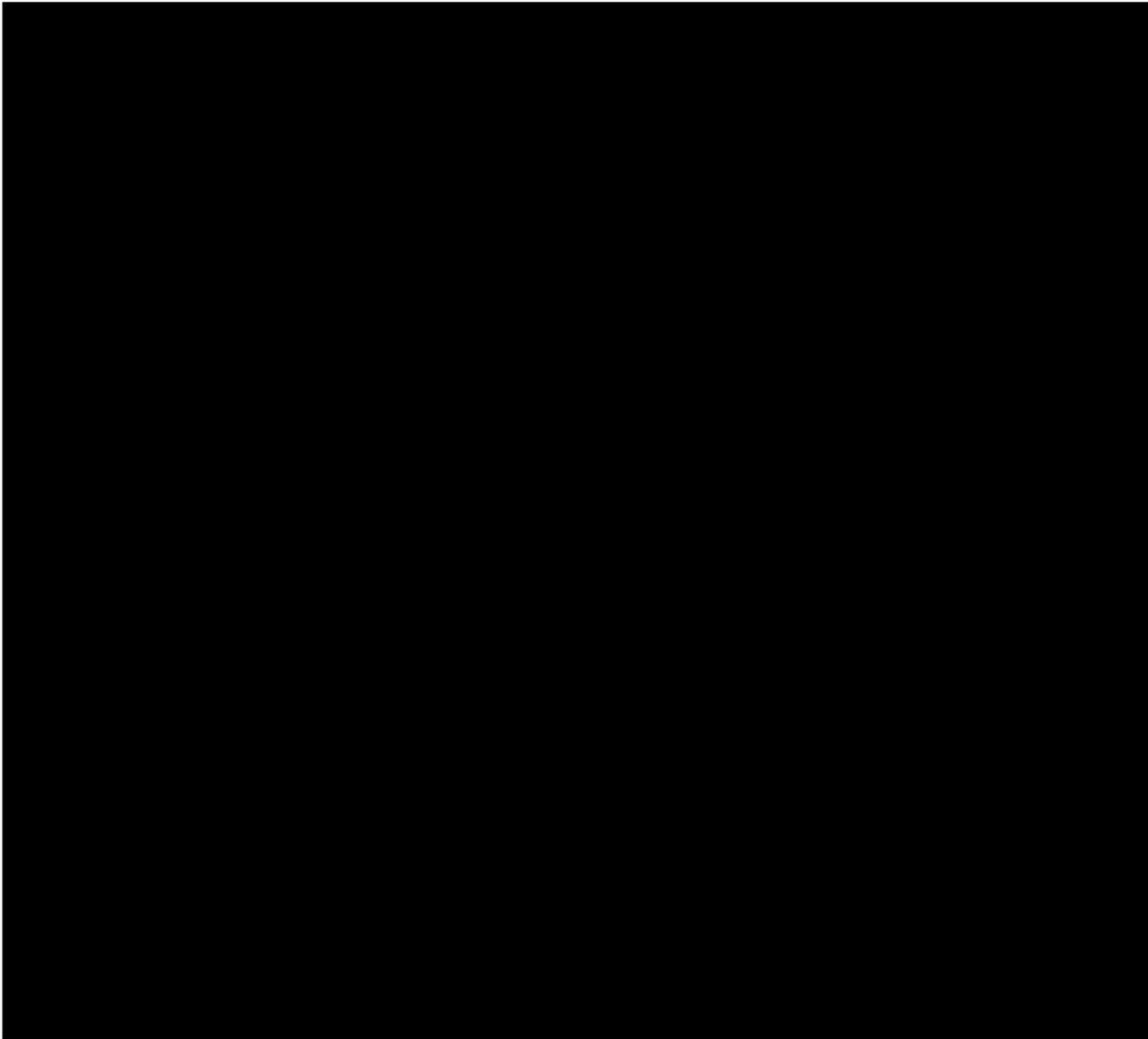
Most of the students who attend Ascend Charter Schools currently qualify for free or reduced lunches and are students of color. Ascend Charter School opening in East Flatbush will directly serve the students in my community. District 22 needs a school that provides the students in my district with an excellent education.

Ascend Charter school wants to open in District 22 to specifically to cater to the needs of students in my community. Ascend Charter Schools understand that students in Brooklyn should be provided with a private school-caliber education. Ascend's Common Core-aligned liberal arts curriculum, movement-based health classes, musical expression classes, and arts classes are all benefits that students in District 22 will reap.

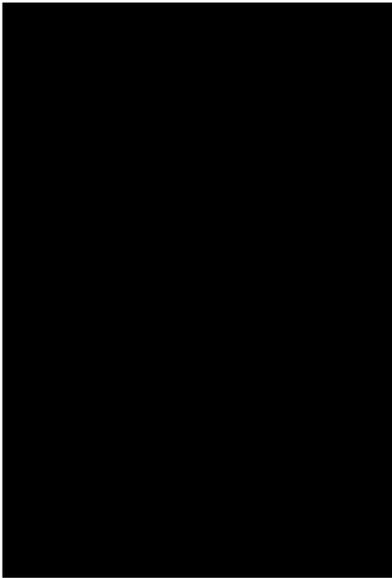




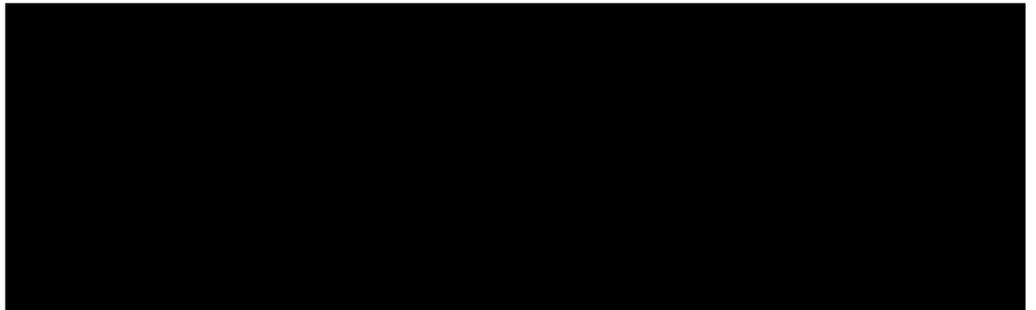
February 7, 2017







December 2, 2016



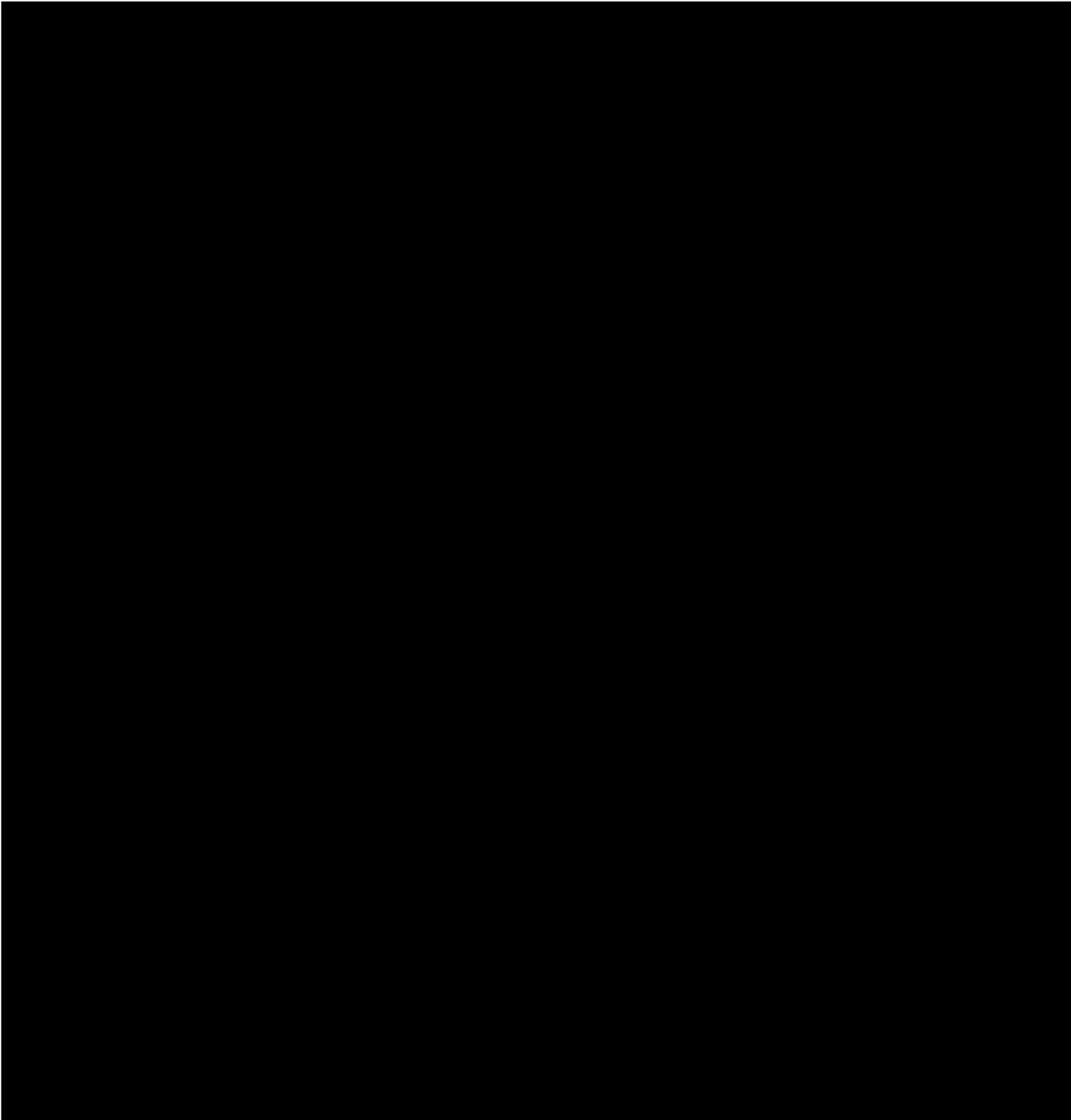
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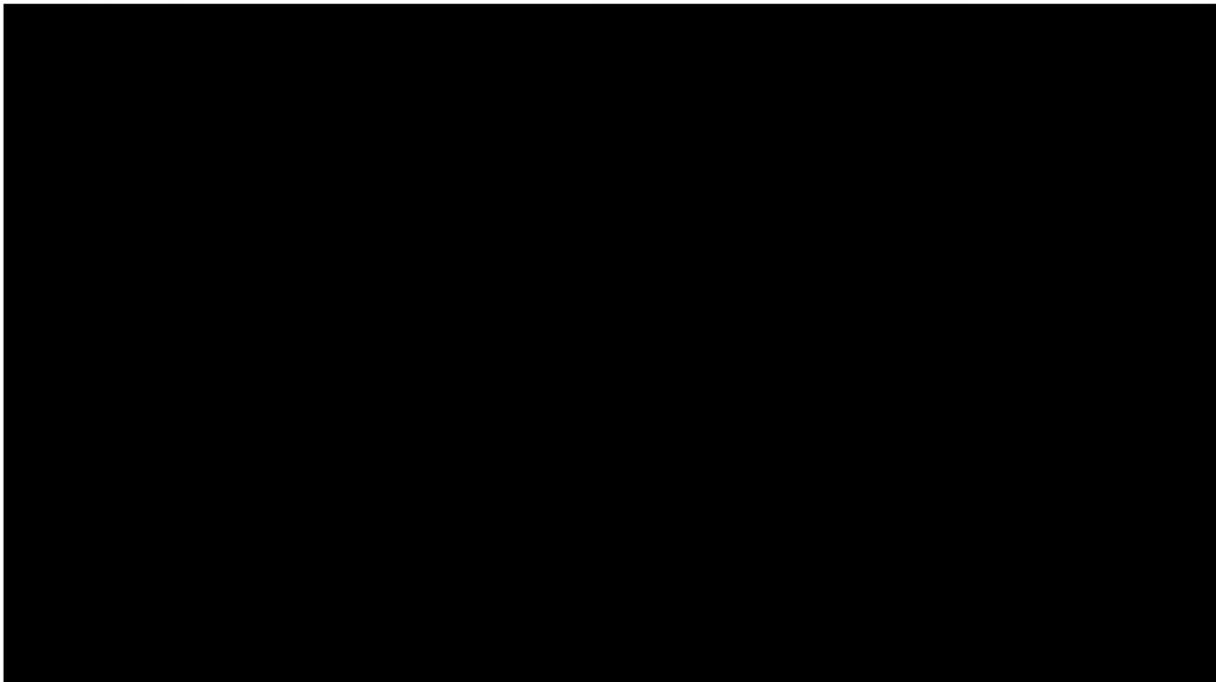
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[REDACTED]

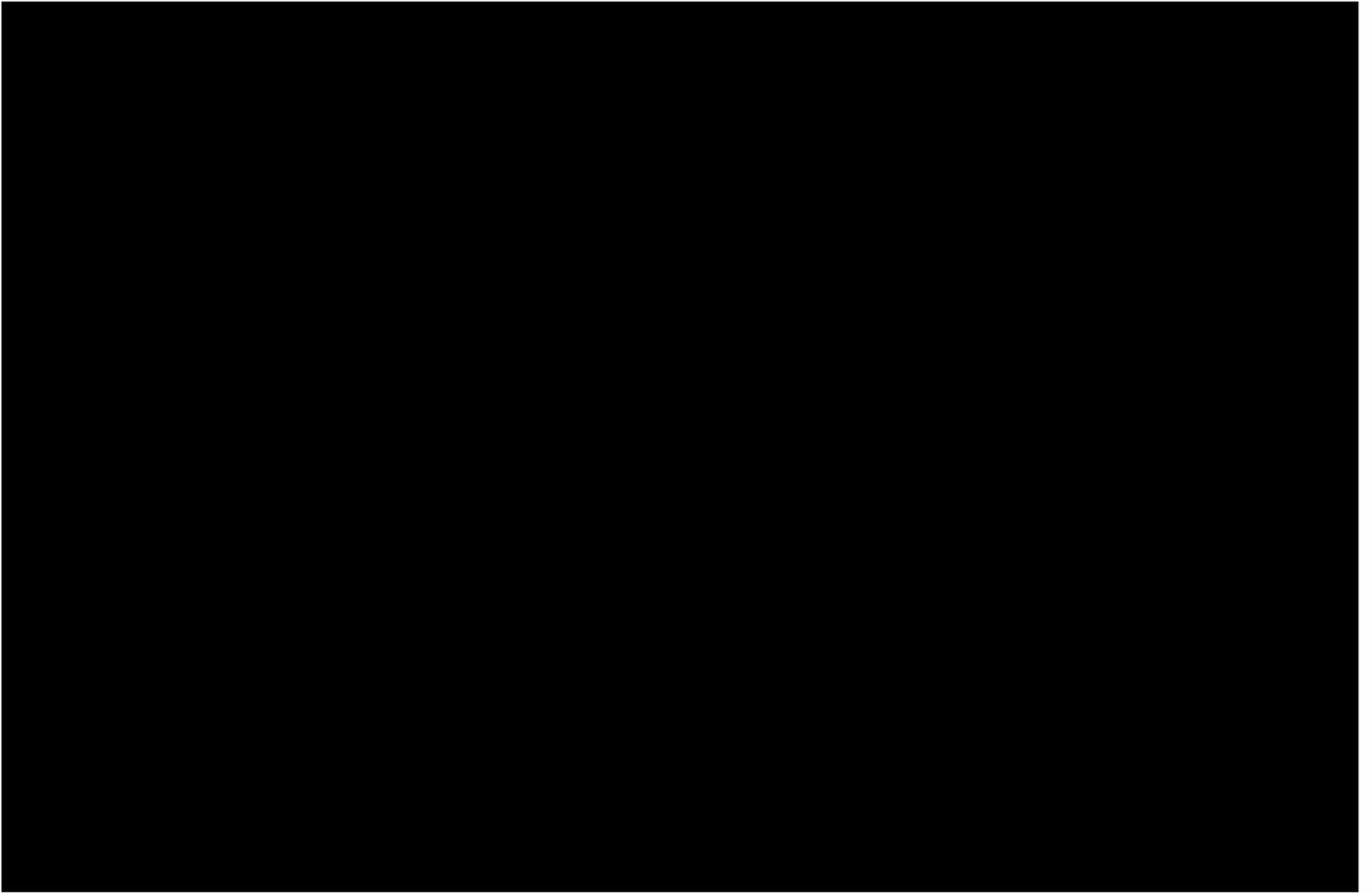


December 12, 2016



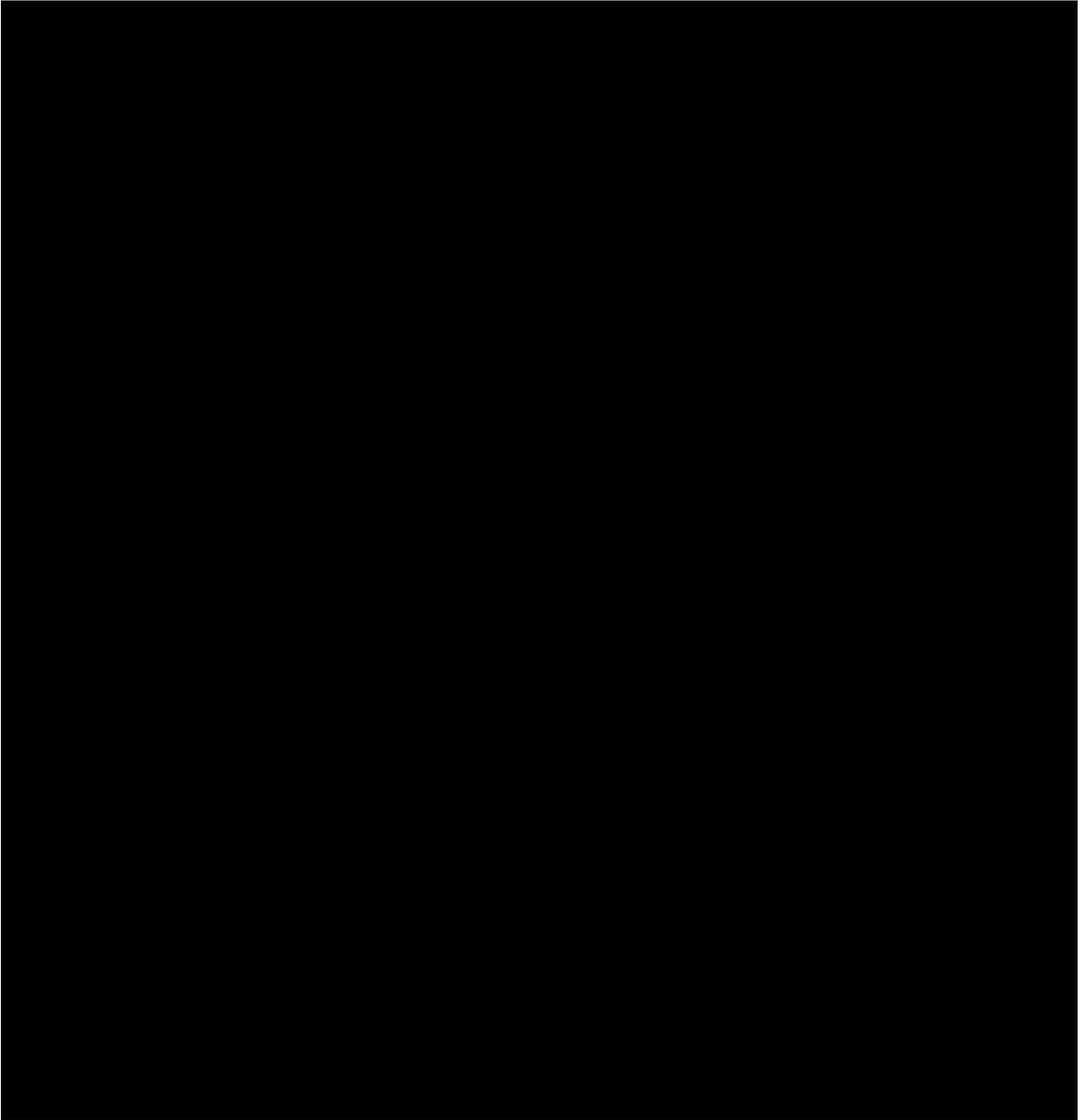


February 13, 2017

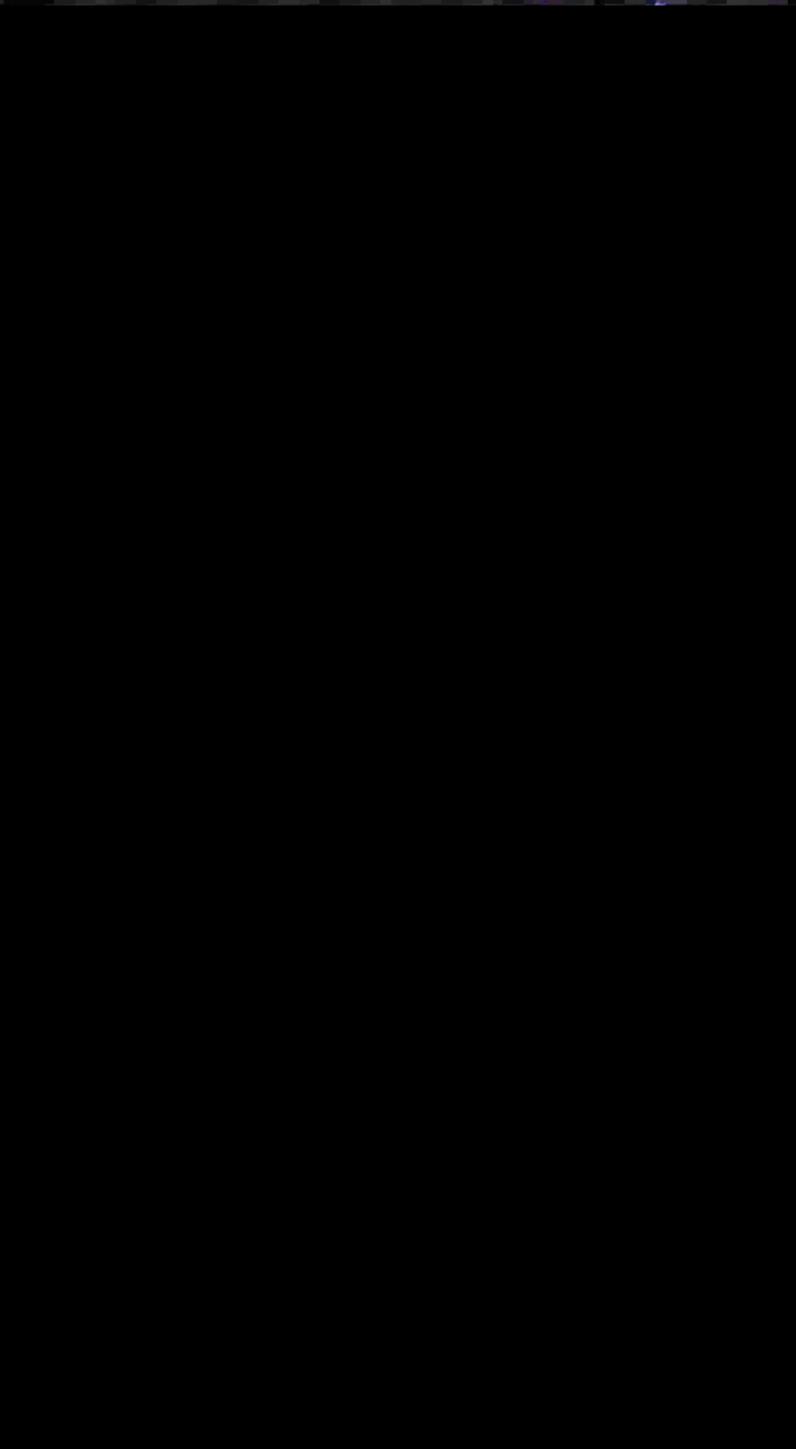




November 29, 2016



Advanced Research Foundation



Assess Parent Position

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Asymptotic Expansion of the Partition Function

Assessment of General Practitioner

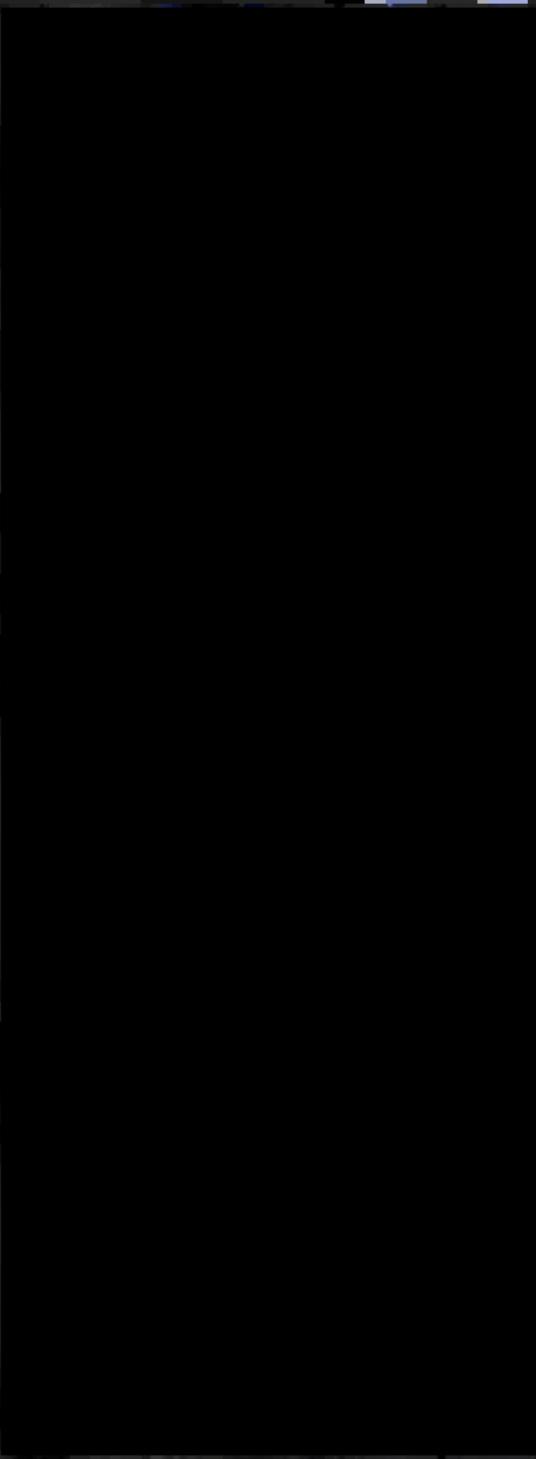
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Category	Score
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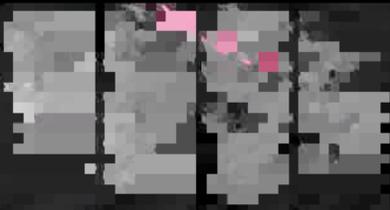
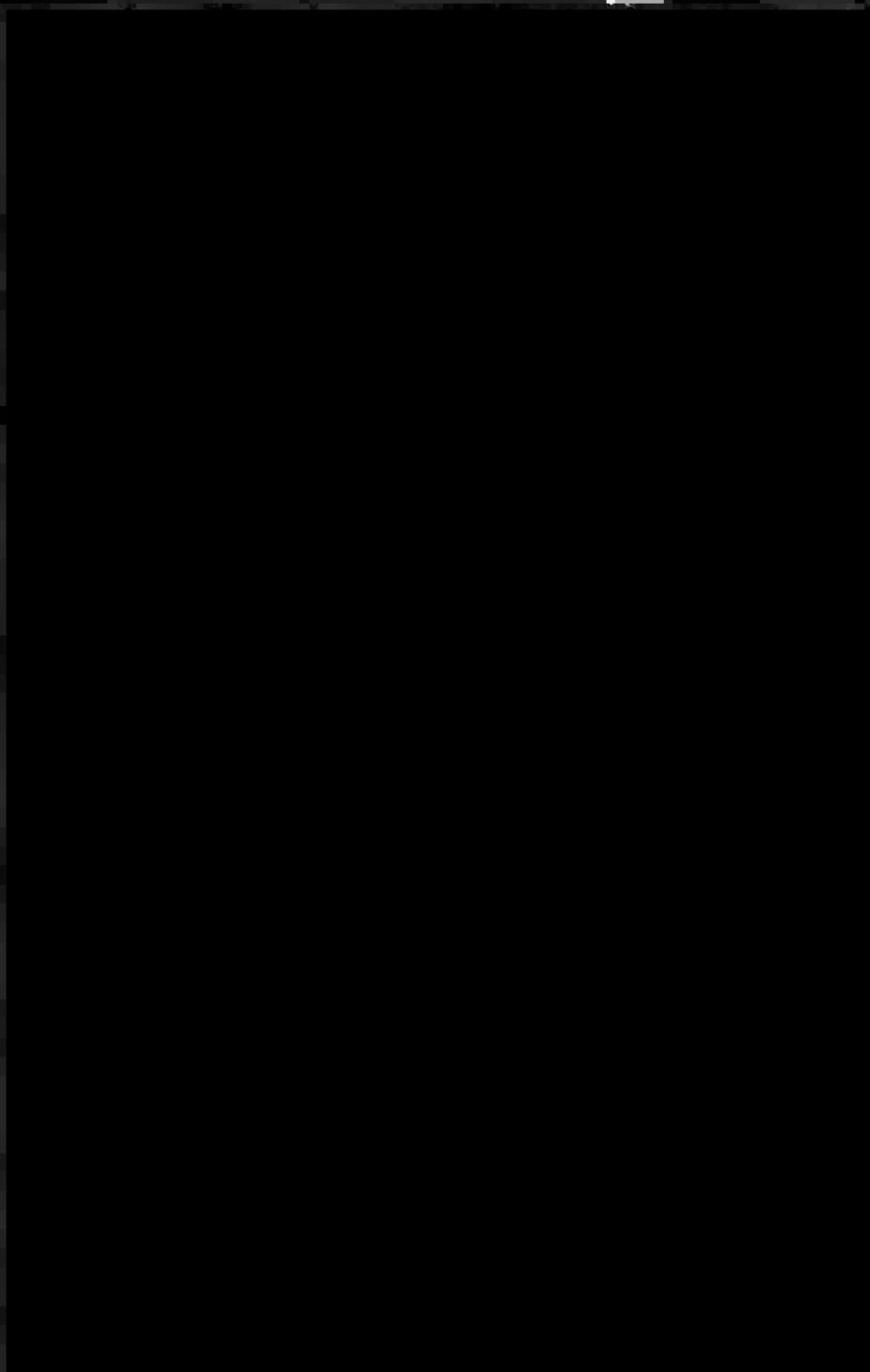
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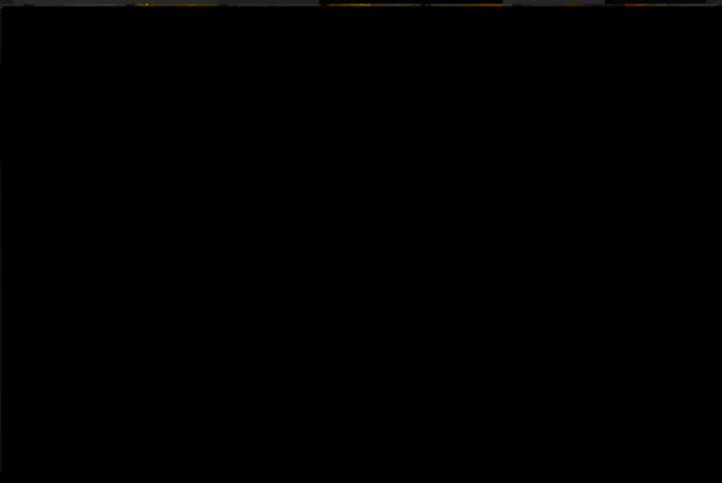






Environmental Management Certification





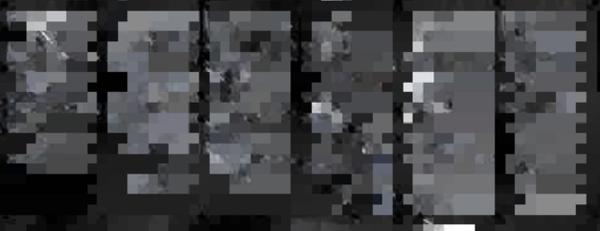
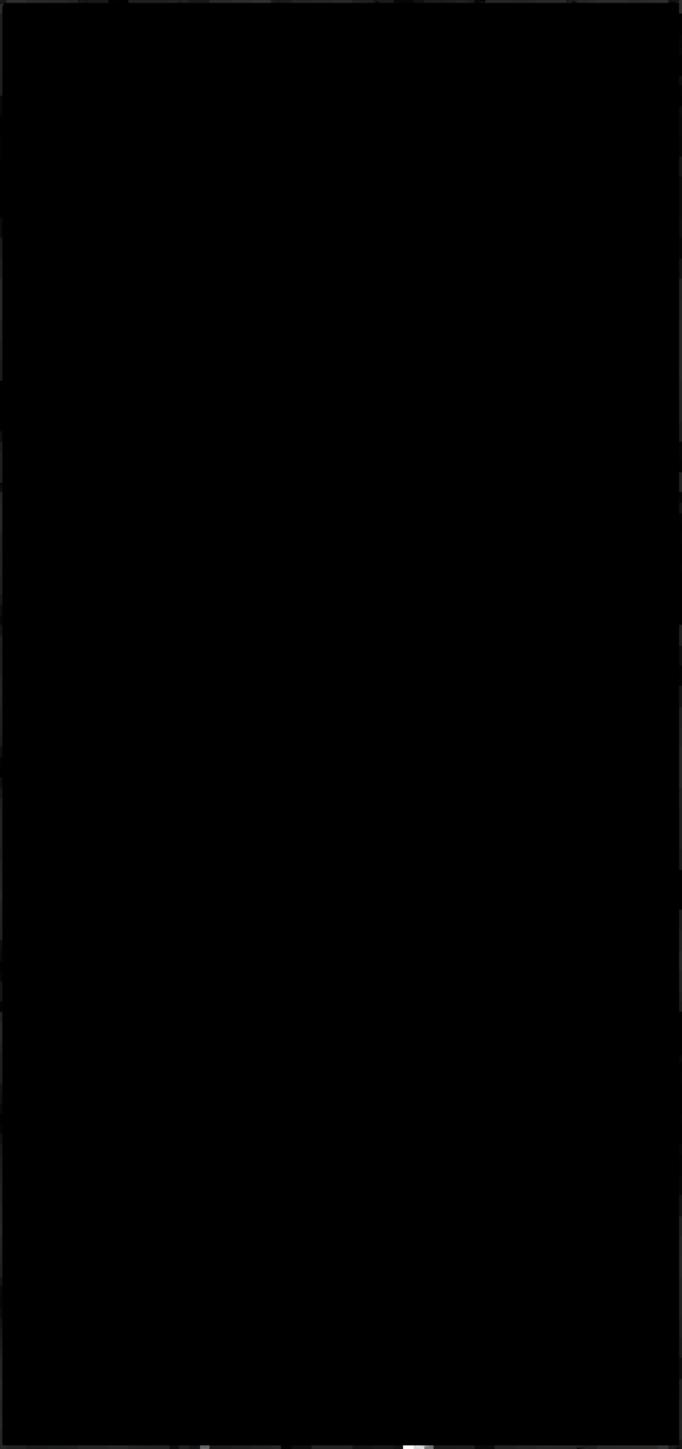
Advanced Placement Portfolio

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Account Financial Position





Ascend Parent Petition

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	Name	Address	Signature	Date
1	[Redacted]			3/6/17
2				3/6/17
3				3/6/17
4				3/6/17
5				3/6/17
6				3-6-17
7				3/6/17
8				3/6/17
9				
10				

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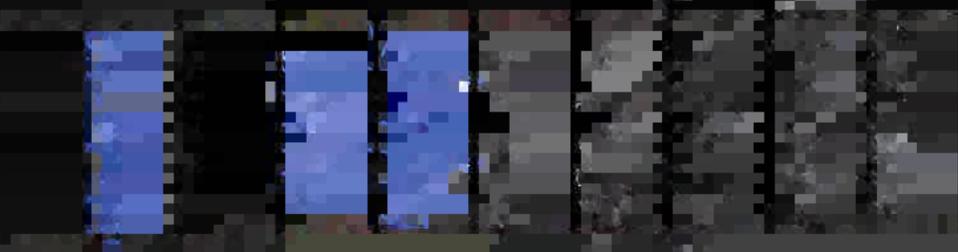
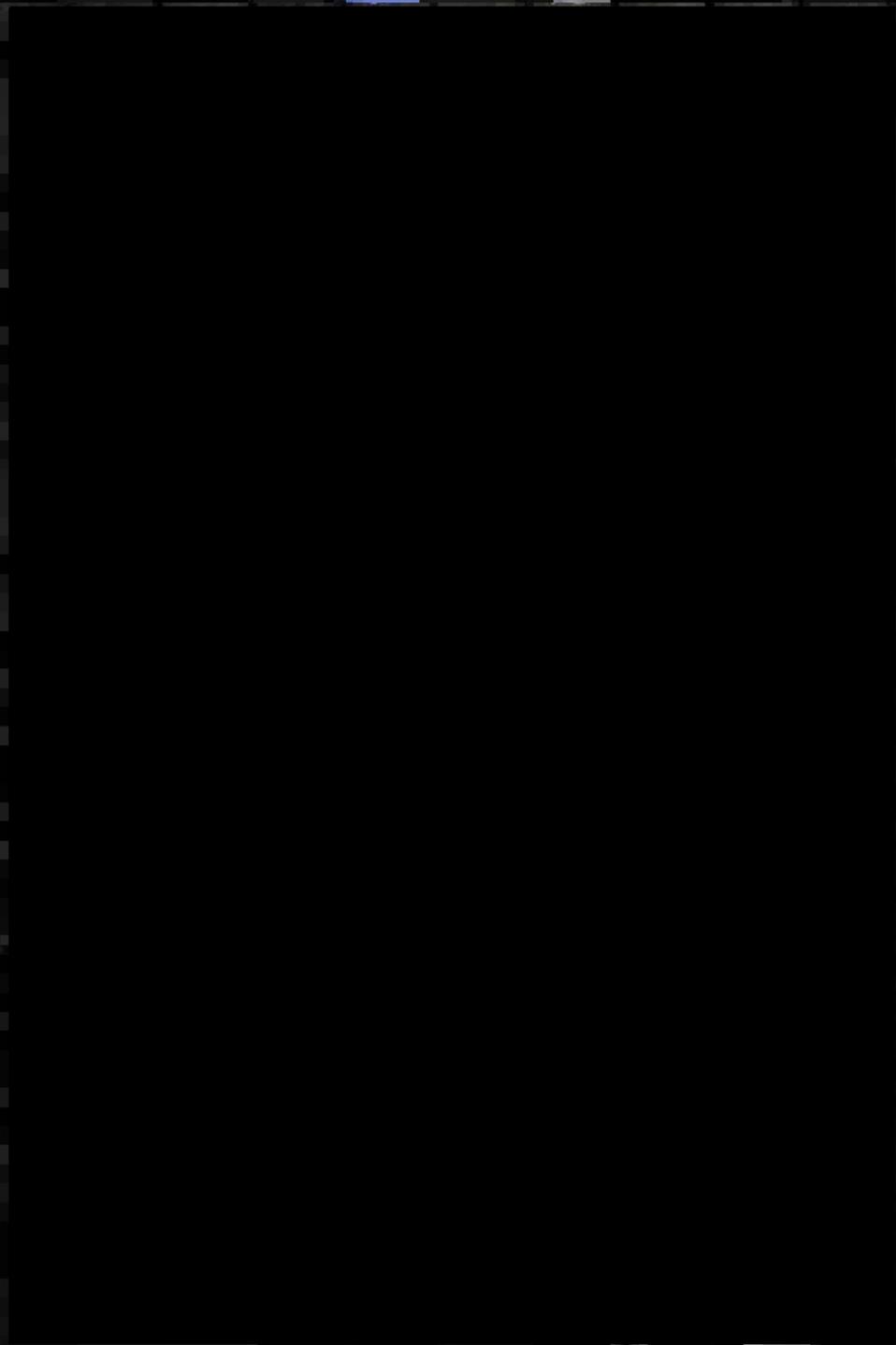
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7	[Redacted]			3/6/17
8	[Redacted]			3/6/17
9	[Redacted]			3/6/17
10	[Redacted]			

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	Name	Address	Signature	Date
1	[Redacted]			3/6/17
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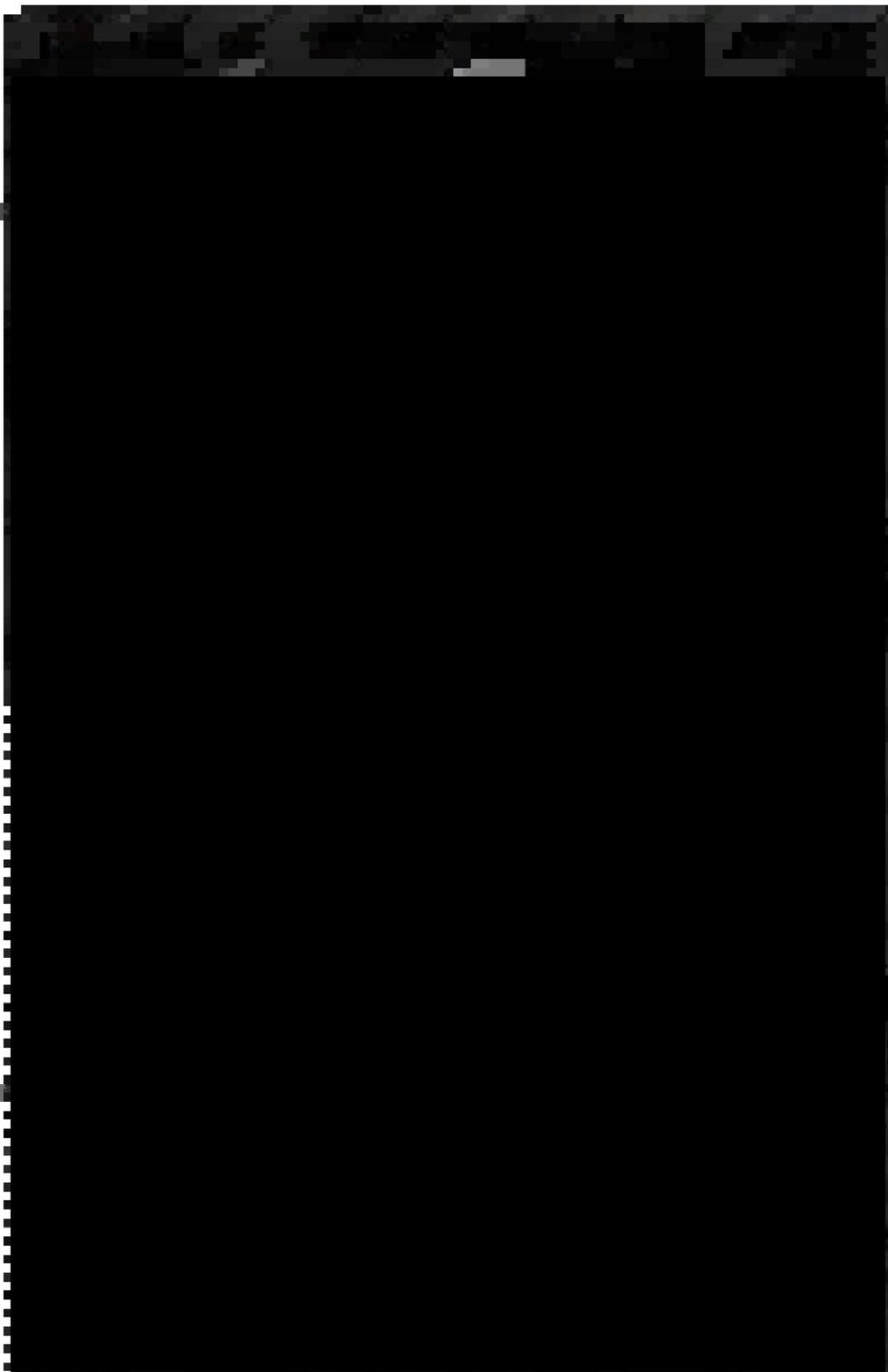




Journal of Applied Psychology



Asociación Profesional Peruvian



THE UNIVERSITY OF CHICAGO

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[REDACTED]

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As a result of the...

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7				FS	3/11/17
8				TE	3-7-17
9					
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1	Signature			
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Ascend Parent Petition

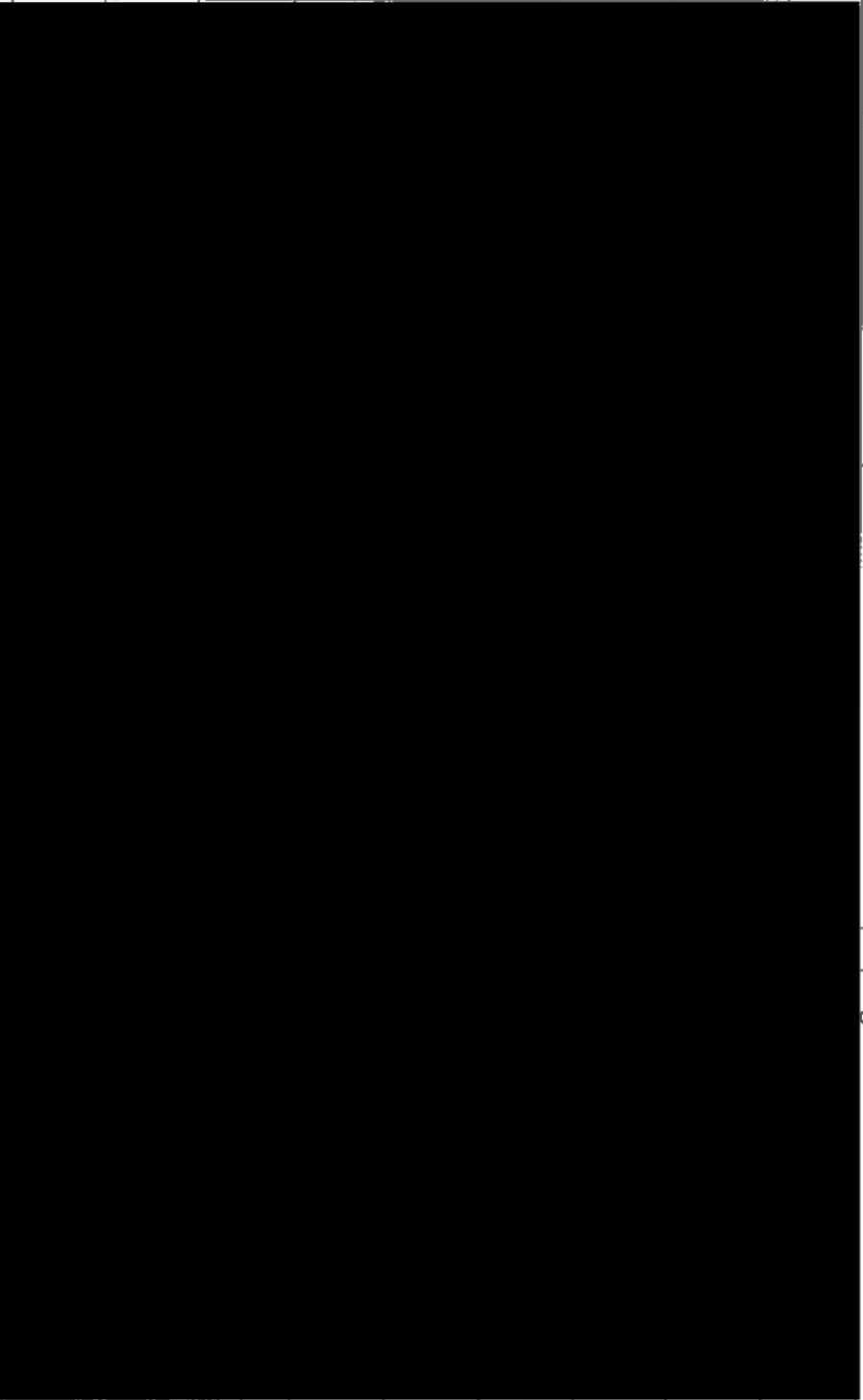
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	Name	Address	Signature	Date
1	[Redacted]			3/3/17
2				3/5/17
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4				3/3/17
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6				3/3/17
7				3/3/17
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A tuition-free liberal arts education that places students on the path to college

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	Name	Address	Signature	Date
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2				3/3/17
3				3/3/17
4				3/3/17
5				3/5/17
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8				3/3/17
9				
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3						3/8/2017
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2017

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	Name	Address	Signature	Date
1				3/6/17
2				3/6/17
3				
4				3/6/17
5				3/6/17
6				3/6/17
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3				3/2/17
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6				3.8.17
7				3.8.17
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10				3/8/17

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Ascend Parent Petition

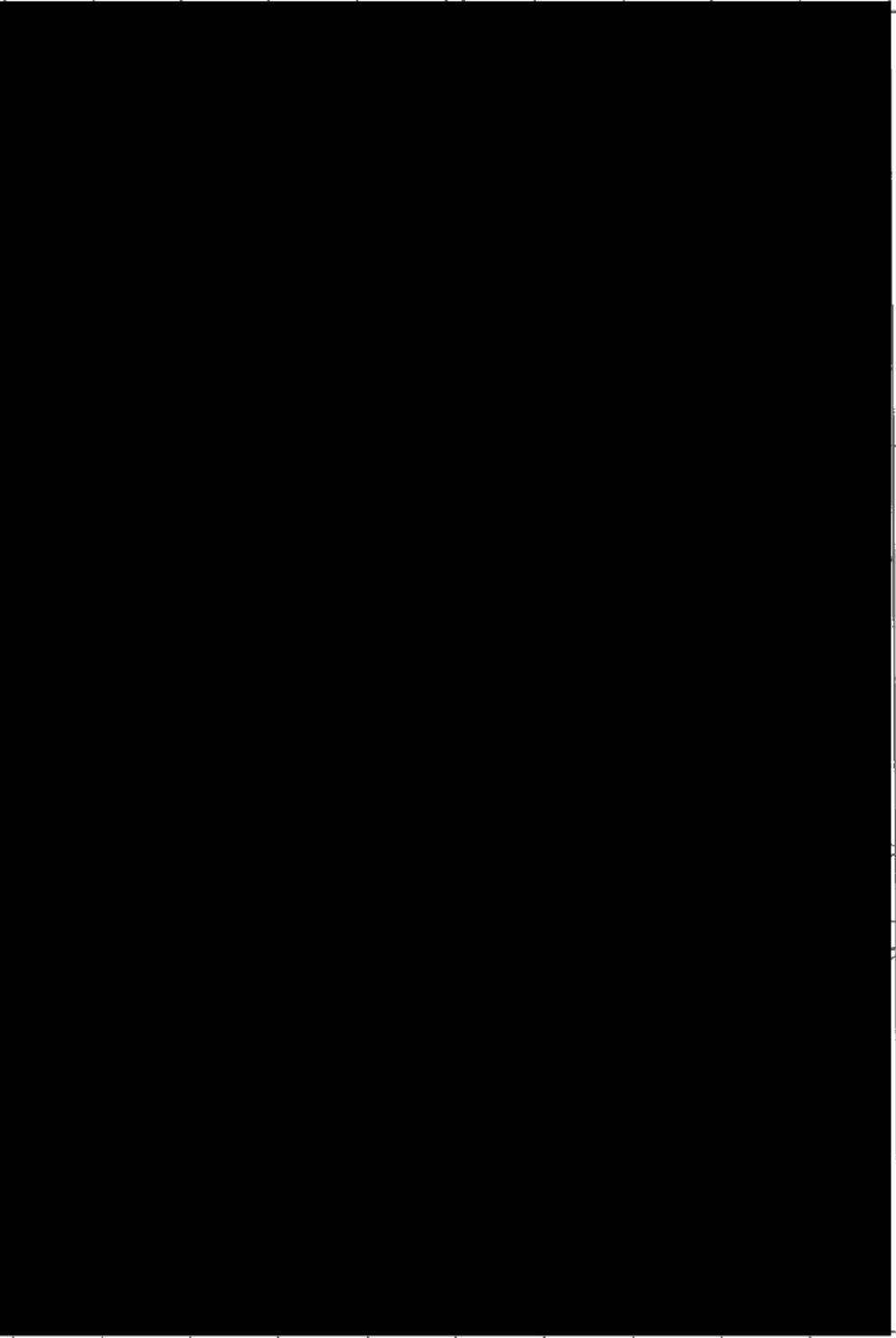
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6	[Redacted]	[Redacted]	[Redacted]	3/8/17
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	Name	Address	Signature	Date
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3.3.2017

3/3/17

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	Name	Address	Signature	Date
1				3/3/17
2				3/3/17
3				3/3/17
4				3/3/17
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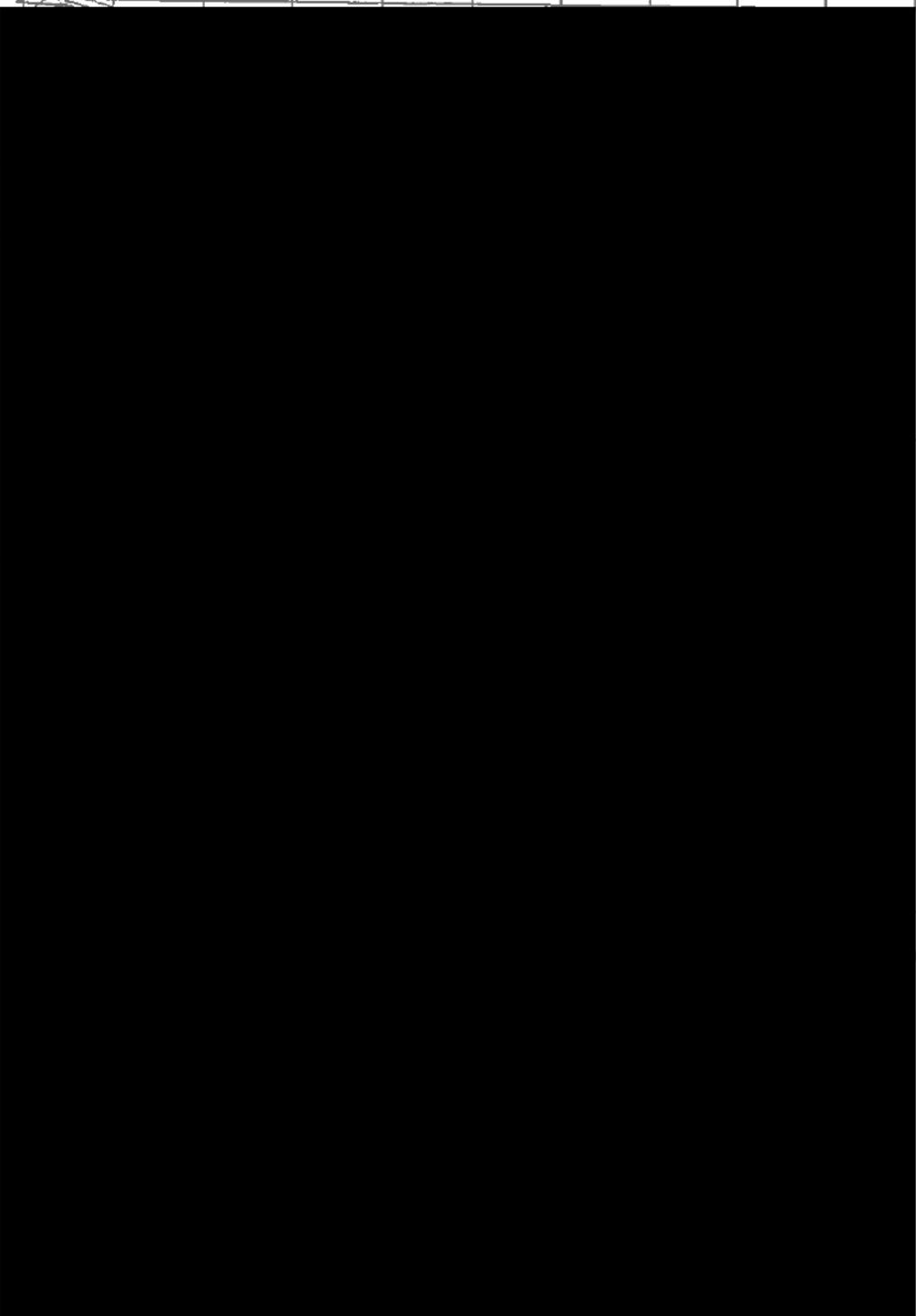
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Signature					
1					3/3/17
2					3/3/14
3					9-3-17
4					3-3-17
5					3-3-17
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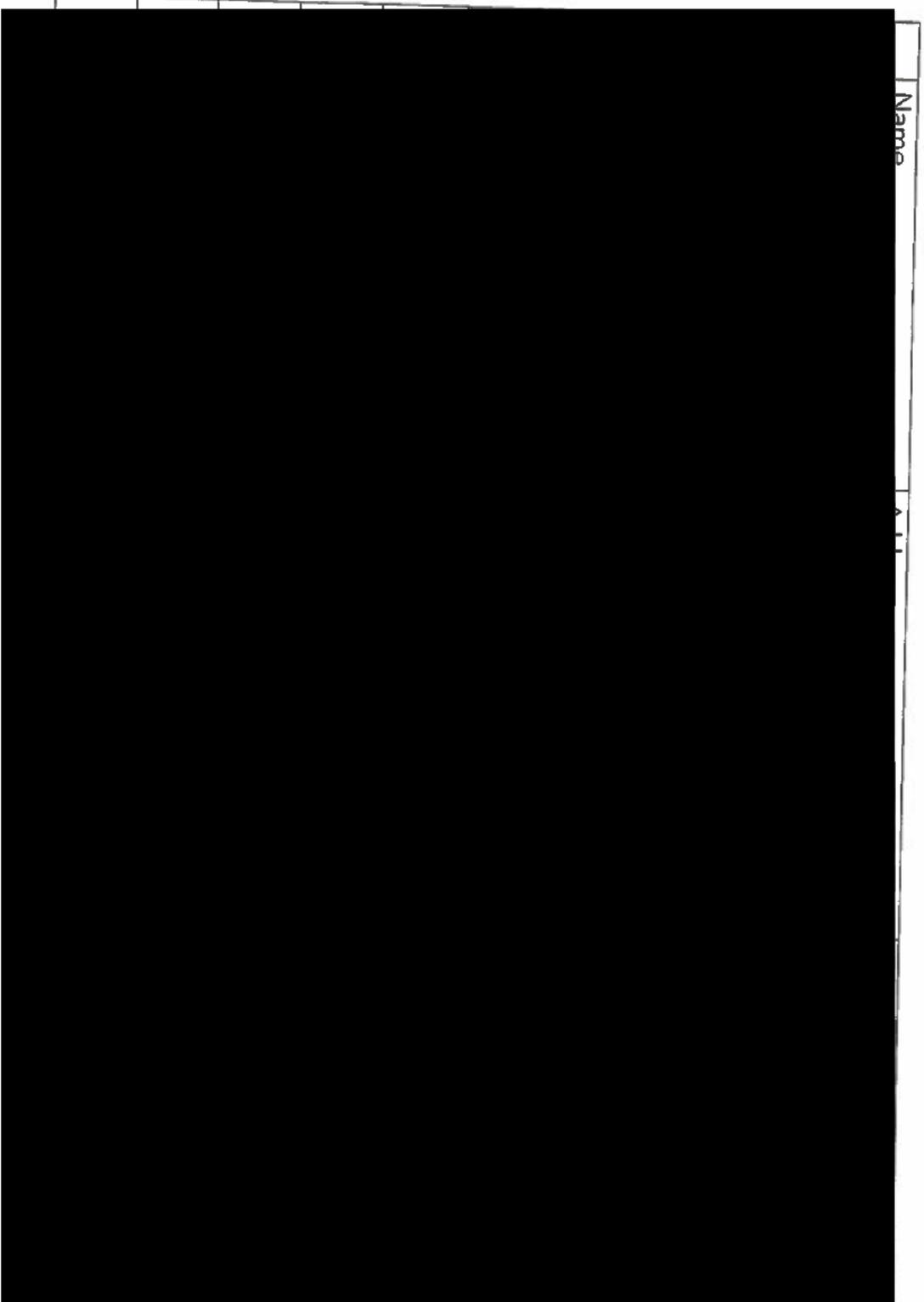
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	Name	Address	Signature	Date
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10				3/3/17

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Name	Date
[Redacted]	3-3-17
[Redacted]	3/3/17
[Redacted]	[Redacted]
[Redacted]	03/03/17
[Redacted]	3/7/17
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2	[Redacted]	[Redacted]	[Redacted]	3-8-17
3	[Redacted]	[Redacted]	[Redacted]	3/8/17
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5	[Redacted]	[Redacted]	[Redacted]	3/8/17
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9	[Redacted]	[Redacted]	[Redacted]	3/8/17
10	[Redacted]	[Redacted]	[Redacted]	3-8-17

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	Name	Address	Signature	Date
1	[Redacted]	[Redacted]	[Redacted]	3-8-17
2	[Redacted]	[Redacted]	[Redacted]	3/8/17
3	[Redacted]	[Redacted]	[Redacted]	3/8/17
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8	[Redacted]	[Redacted]	[Redacted]	3/8/17
9	[Redacted]	[Redacted]	[Redacted]	3/8/17
10	[Redacted]	[Redacted]	[Redacted]	3/8/17

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Name	Address	Signature	Date
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2	[Redacted]	[Redacted]	3.7.17
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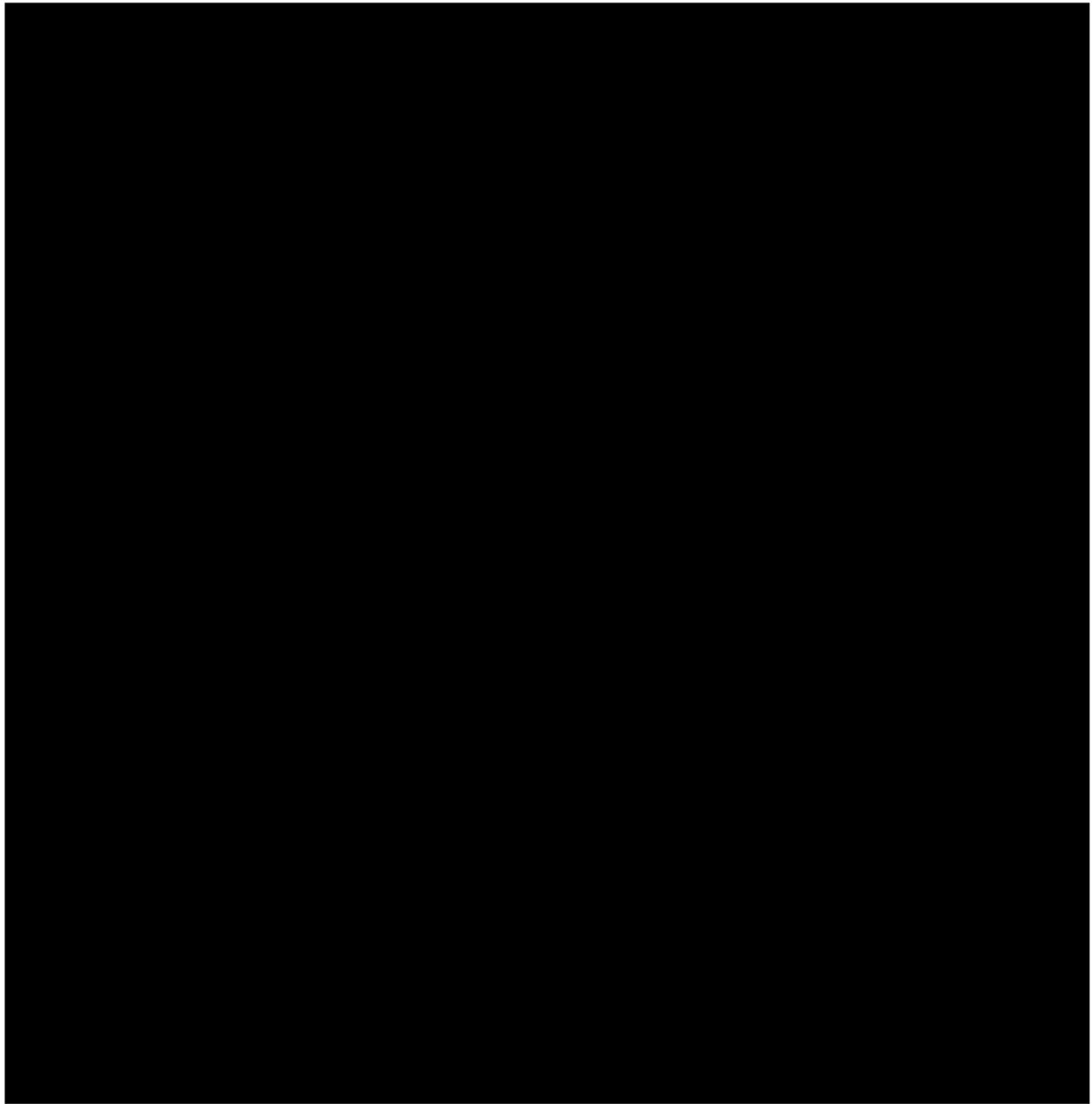
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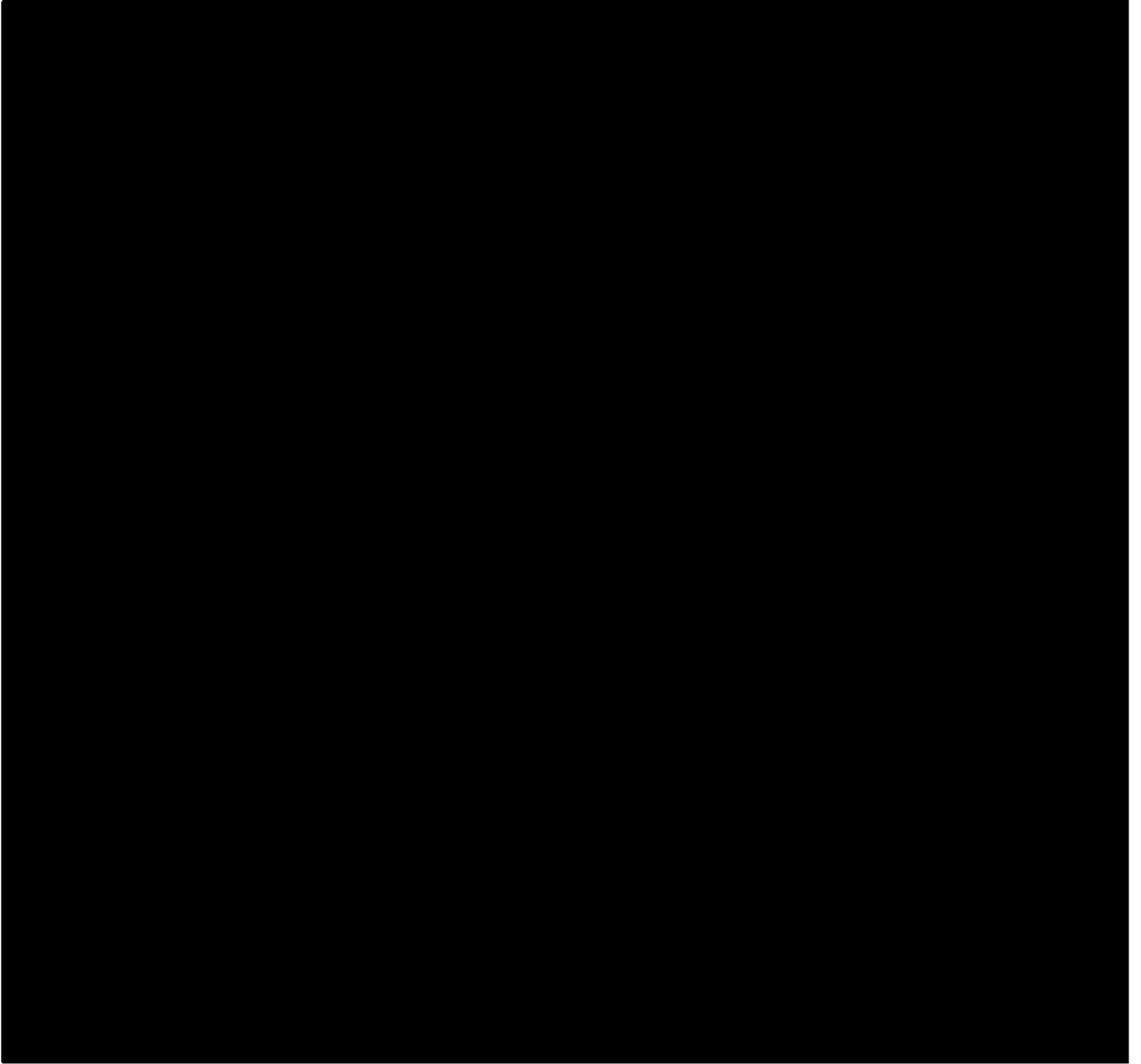
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Name	Address	Signature	Date
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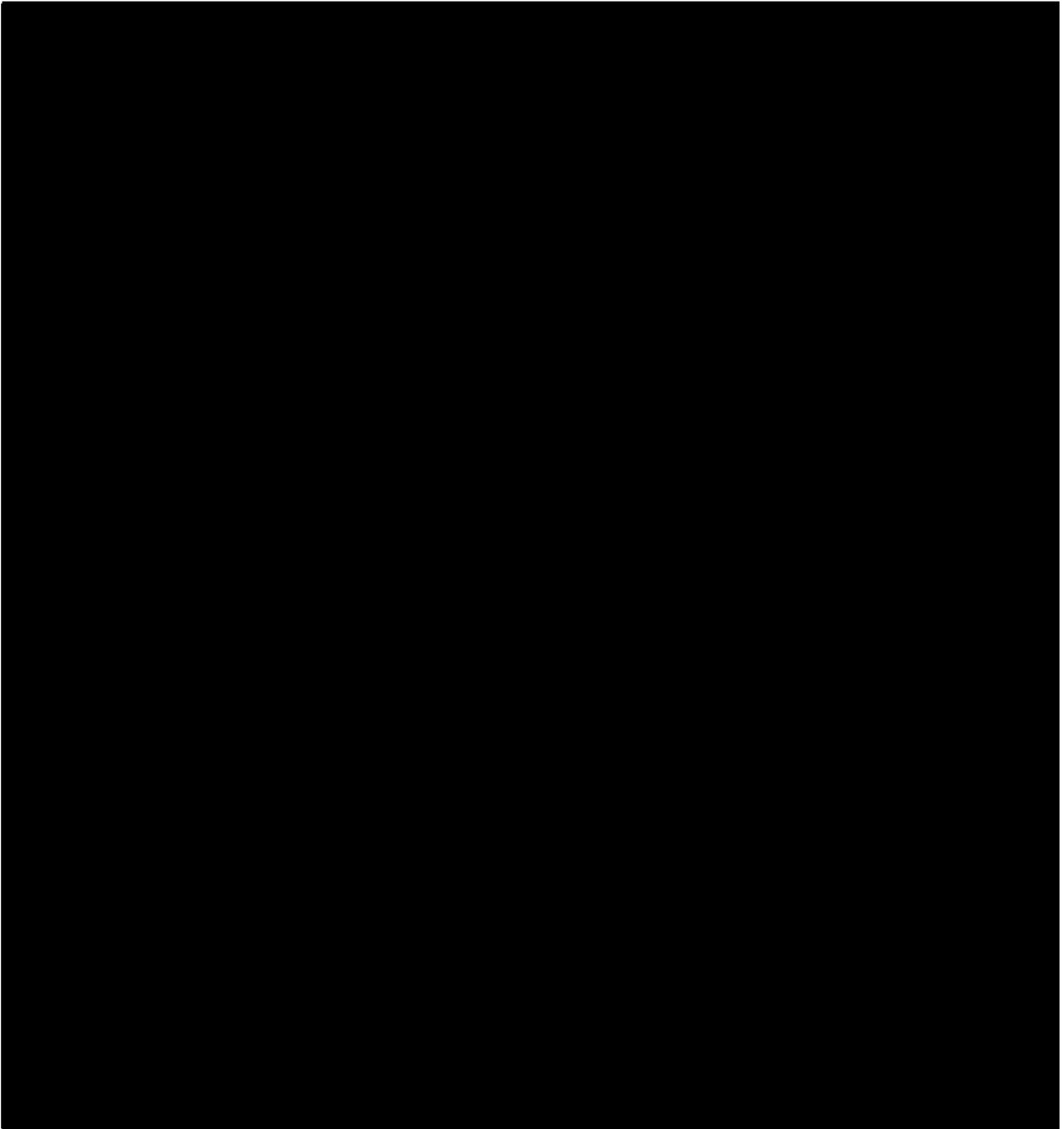
November 3, 2016



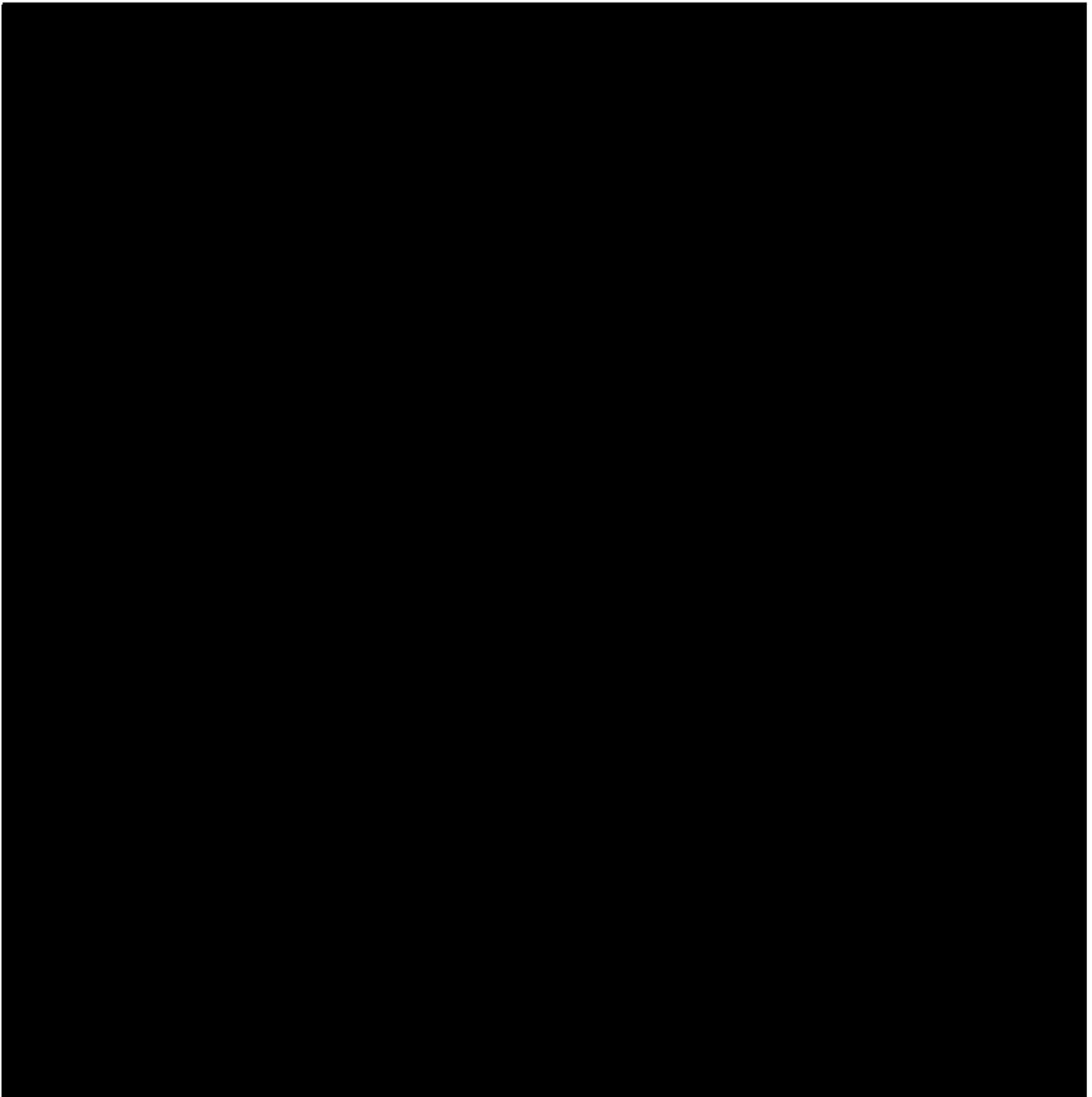
November 3, 2016



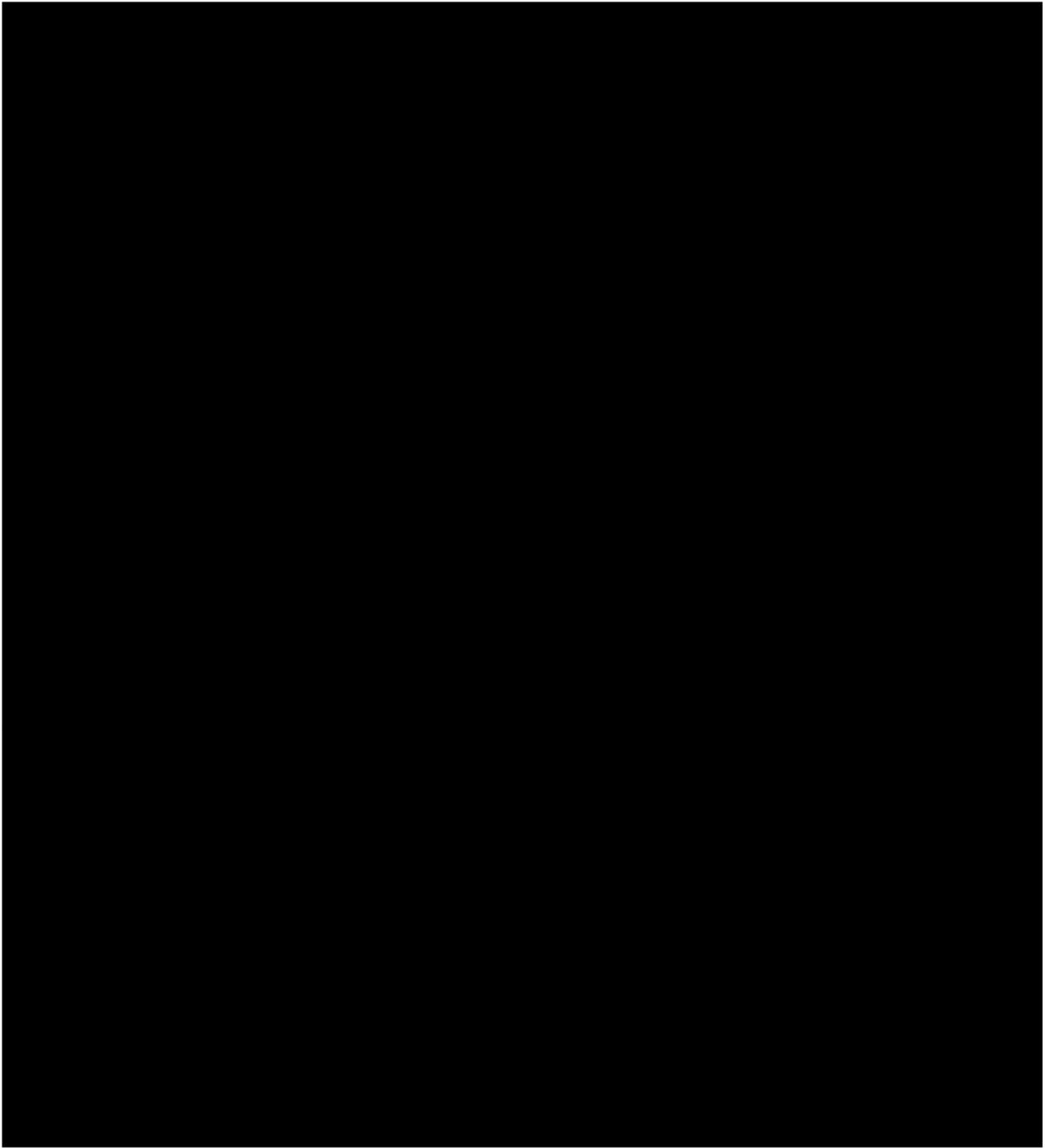
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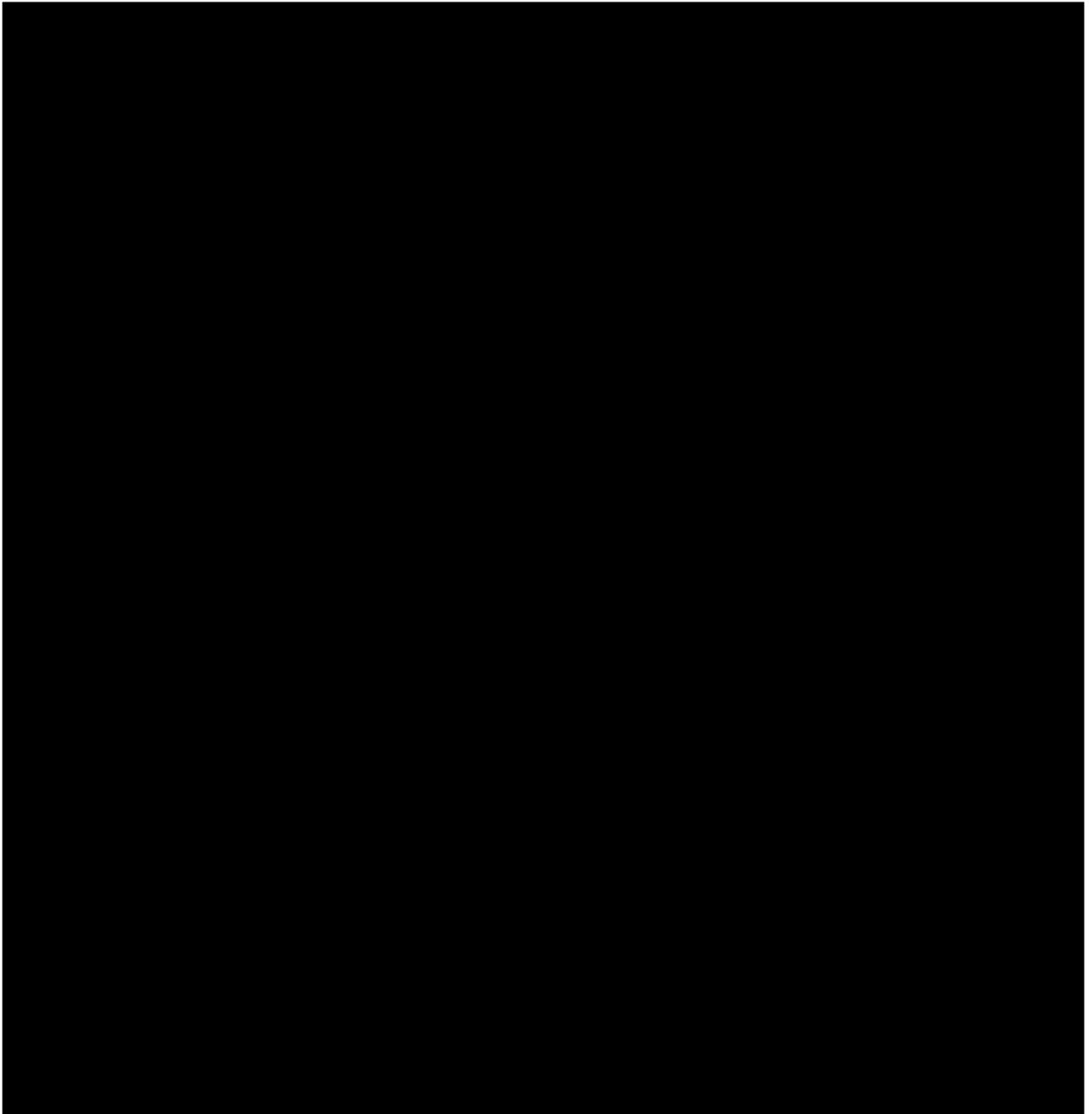
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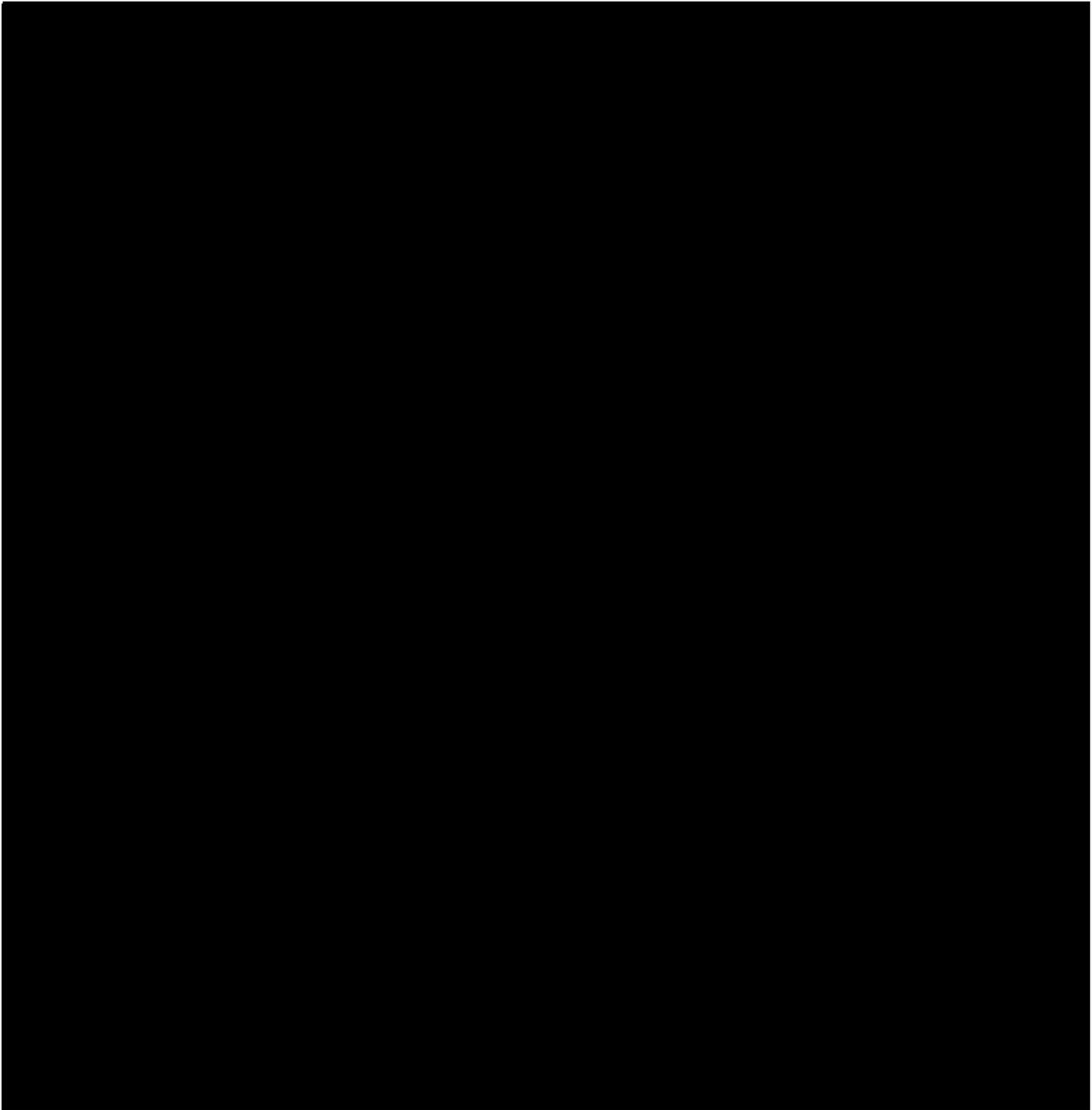
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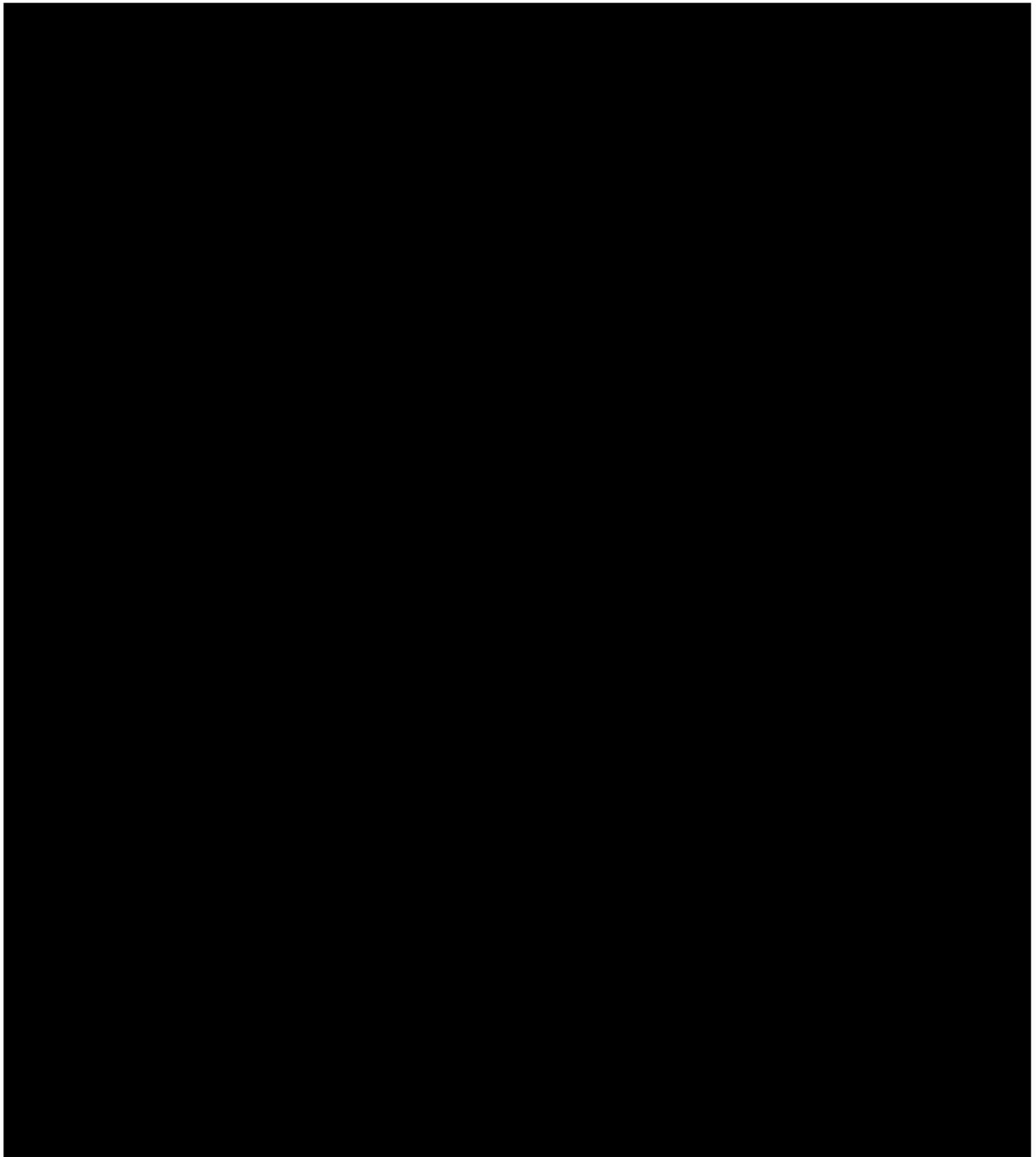
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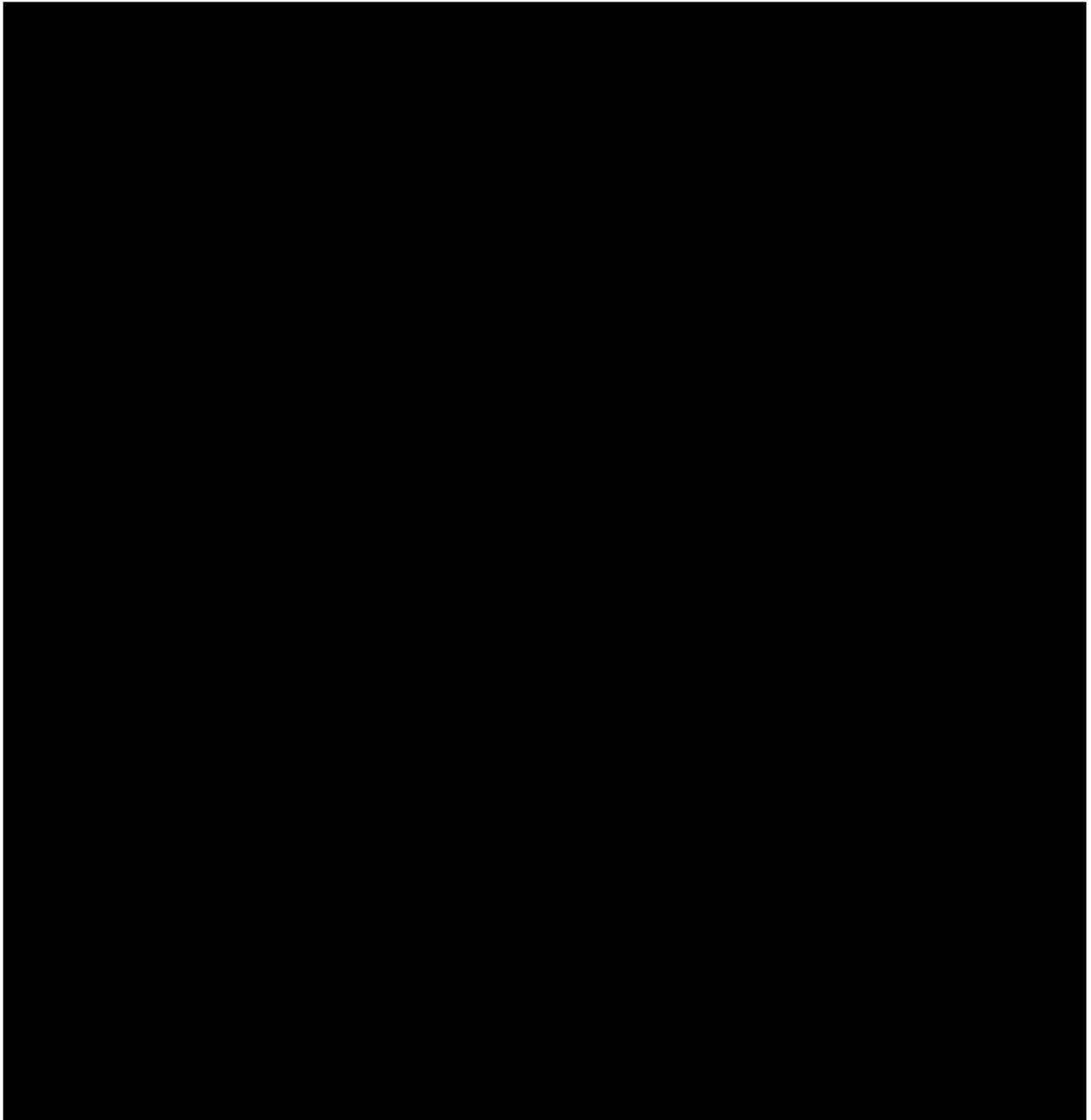
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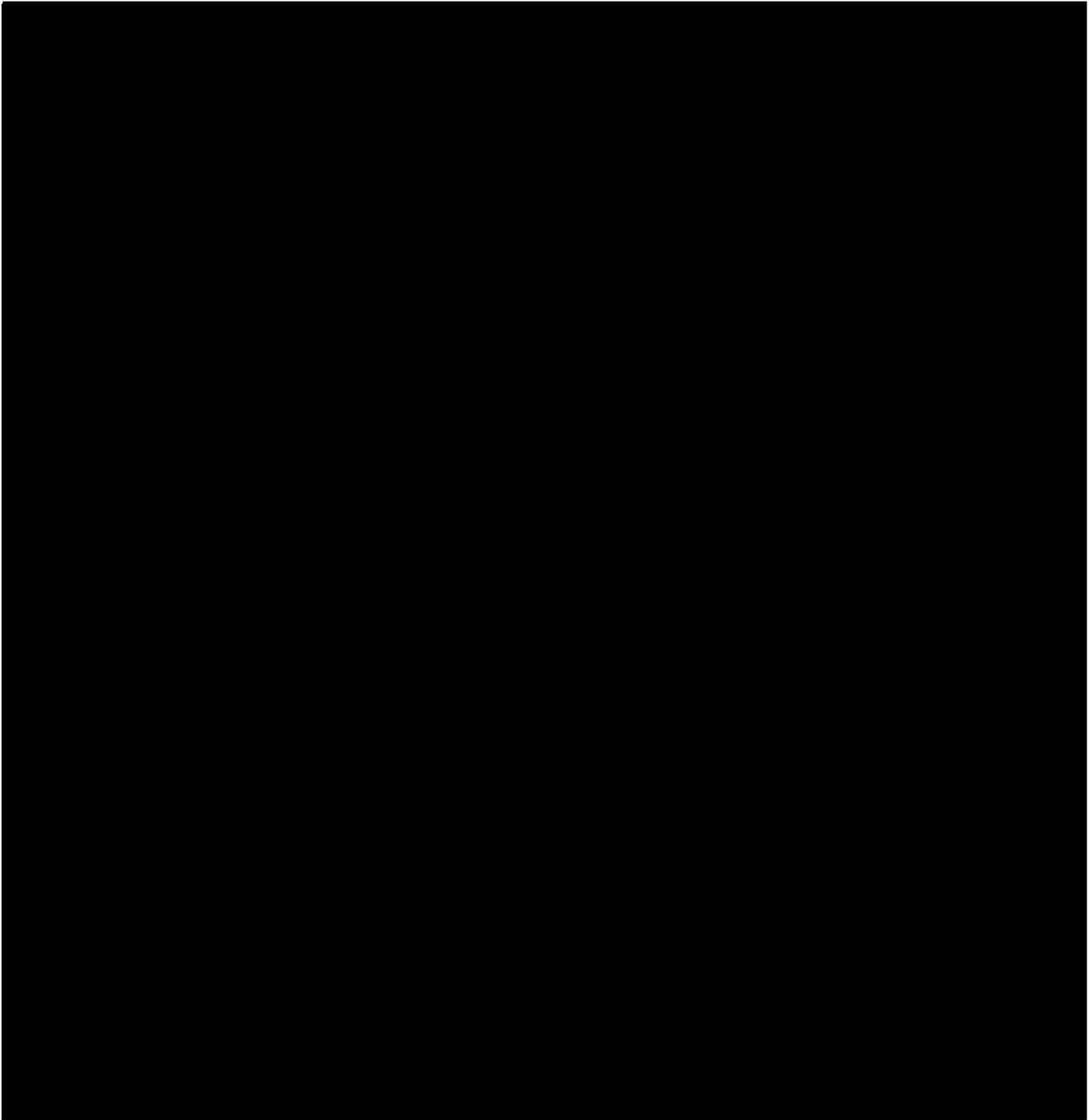
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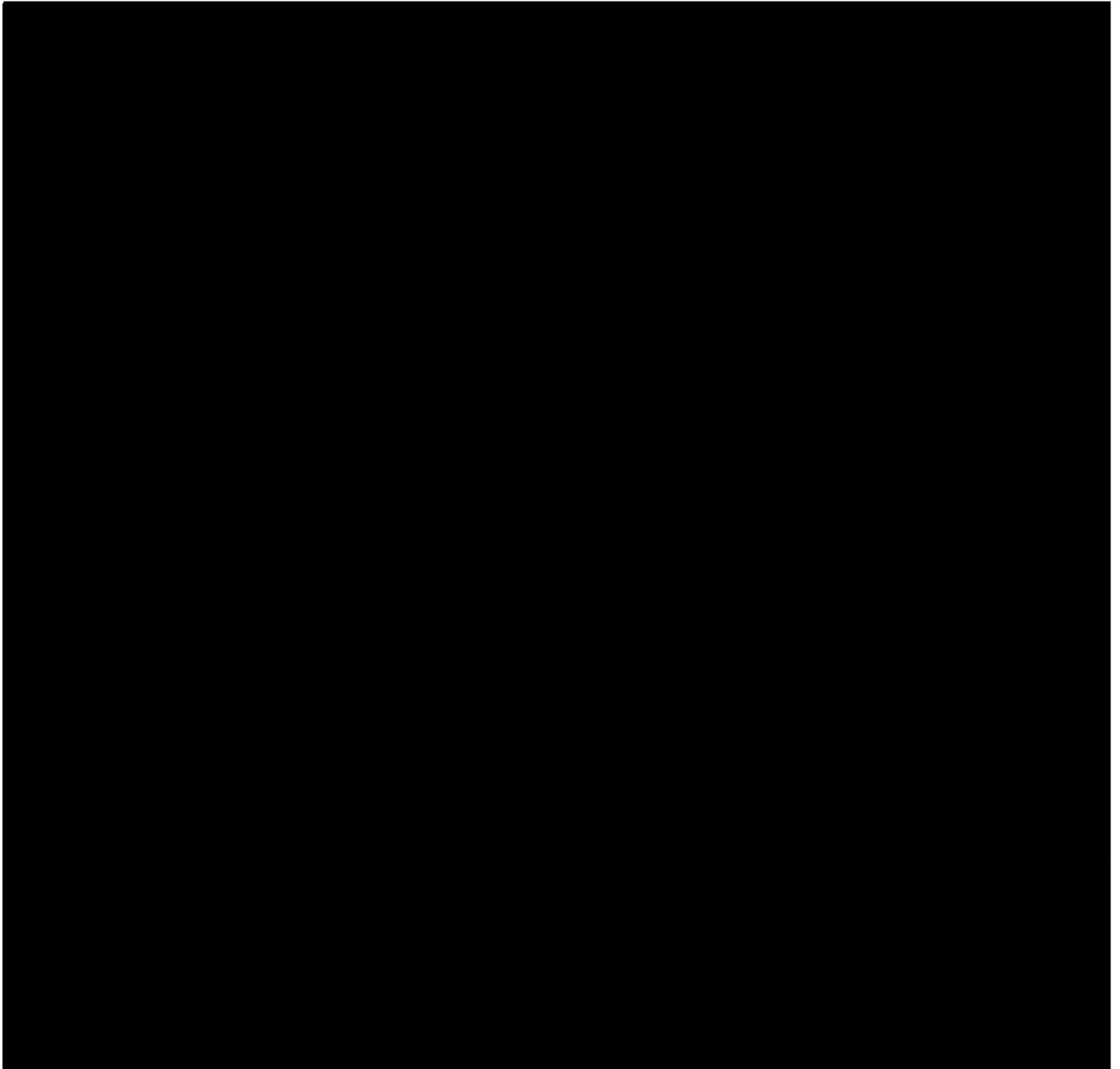
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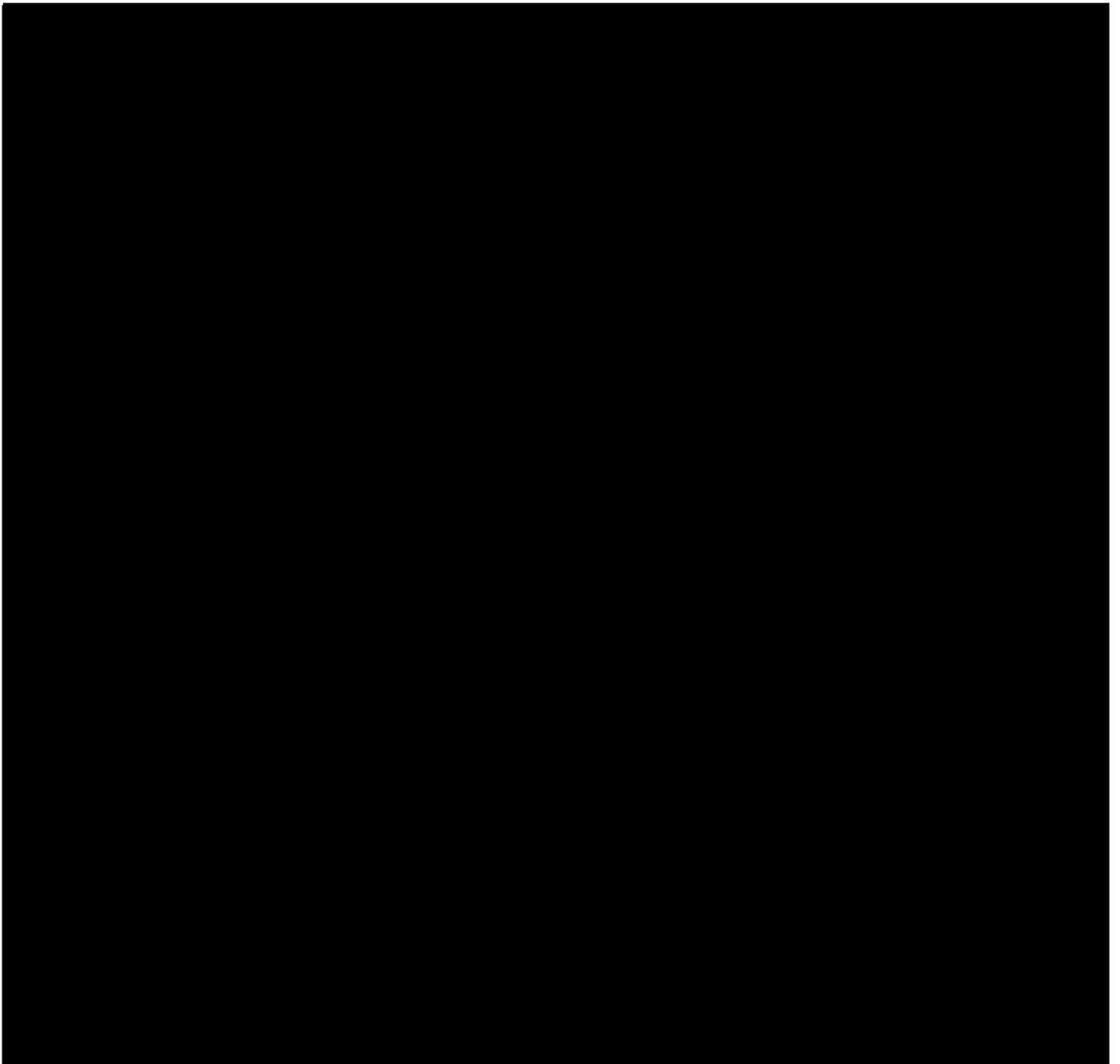
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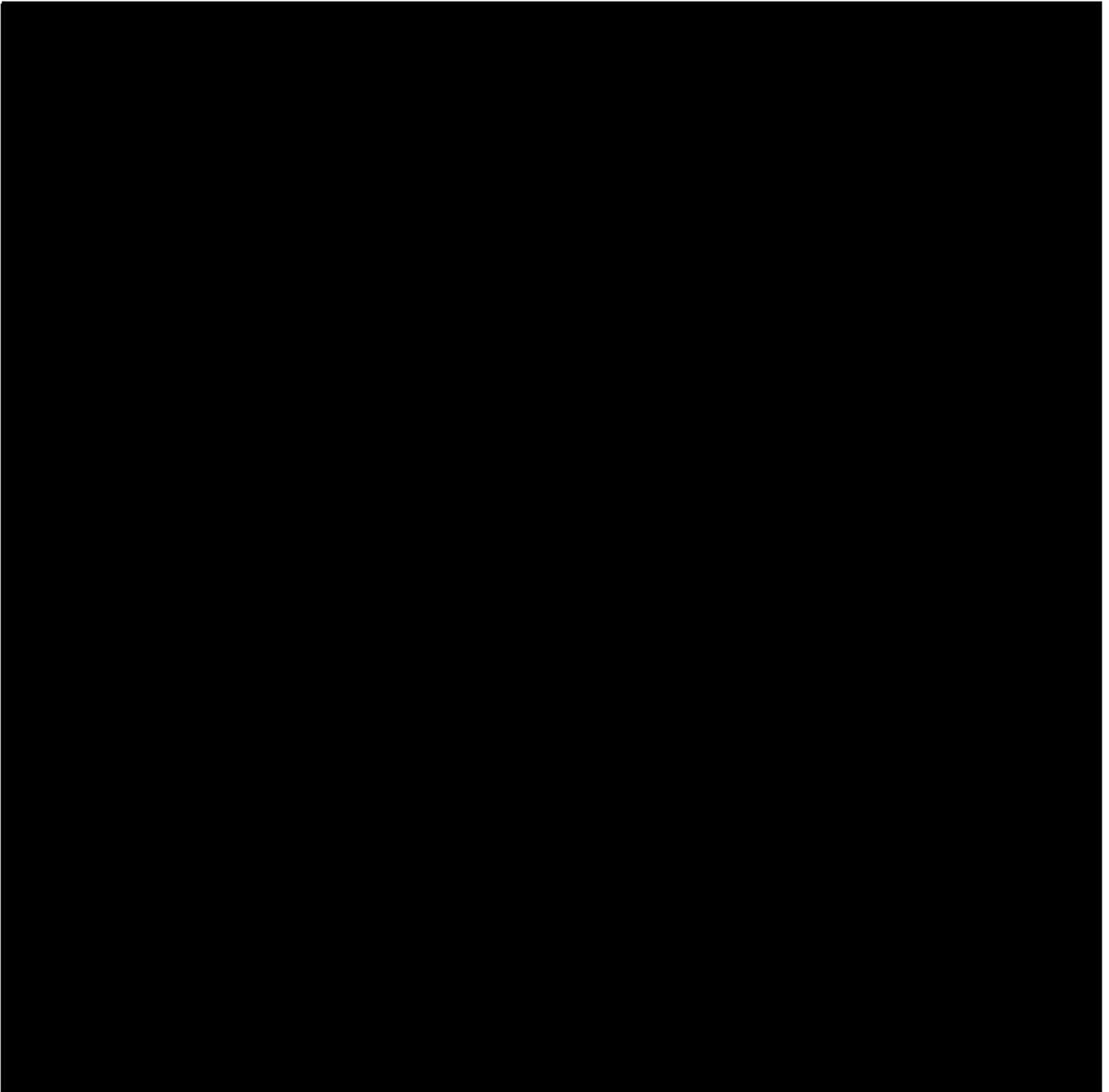
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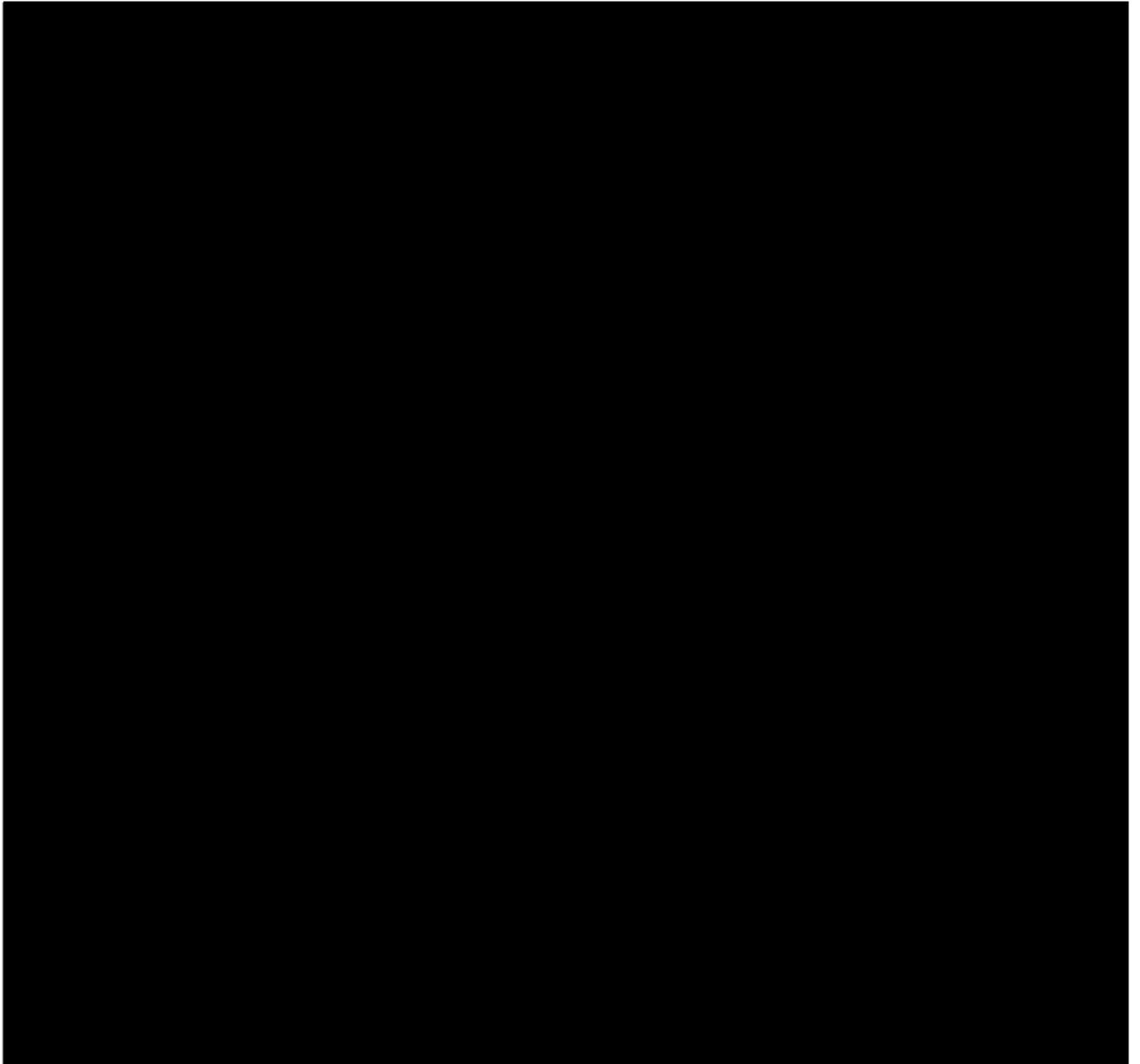
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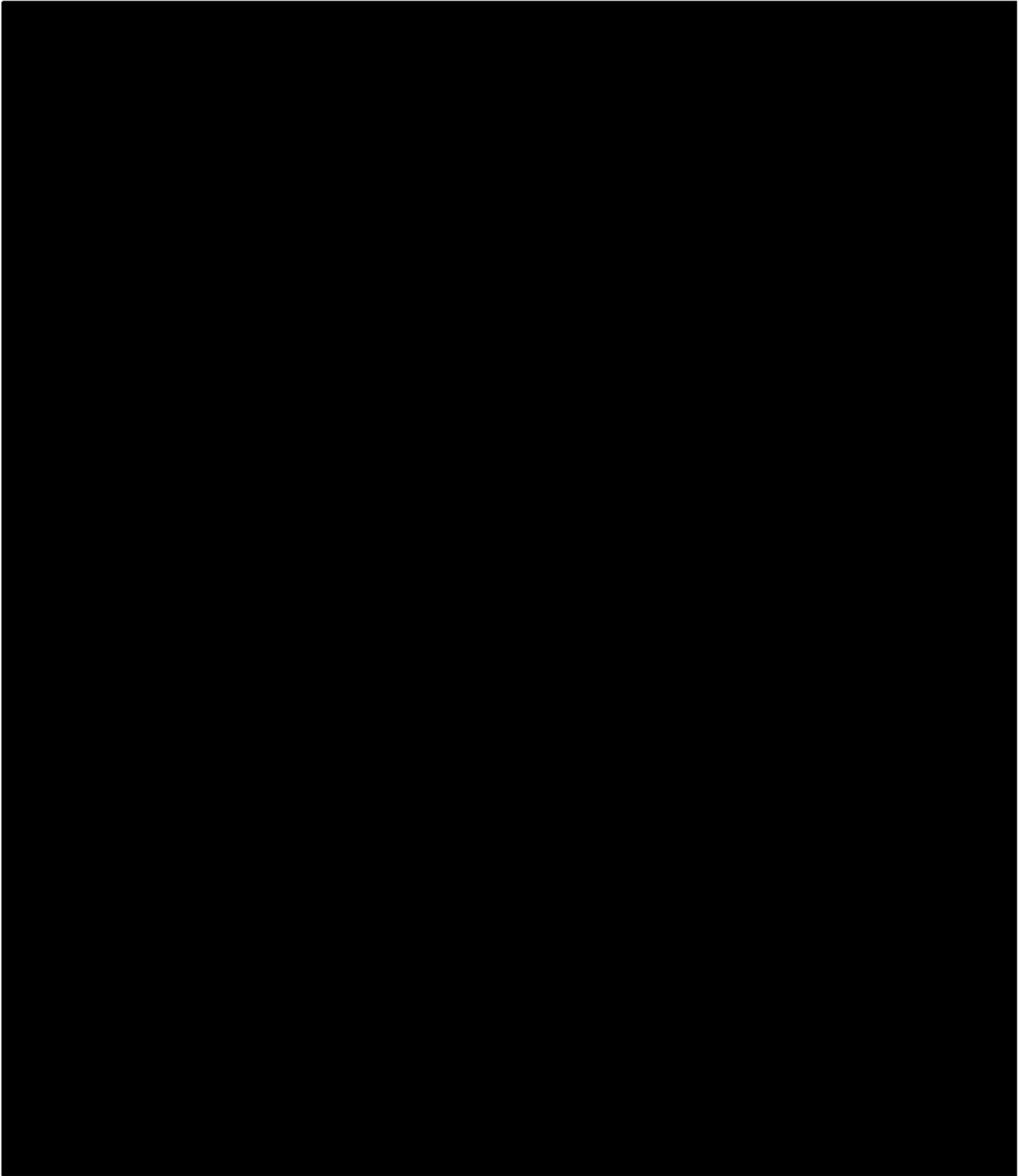
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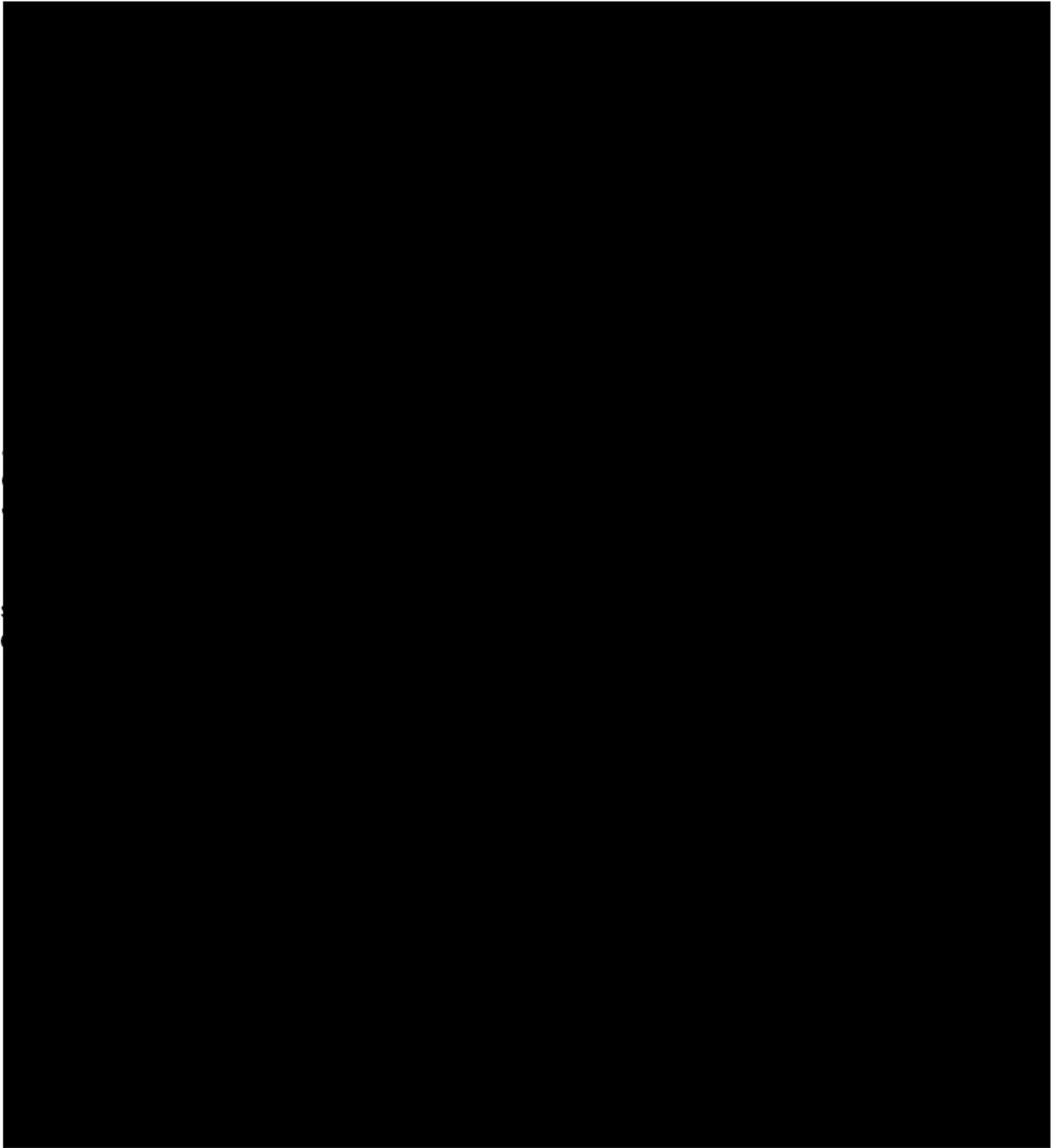
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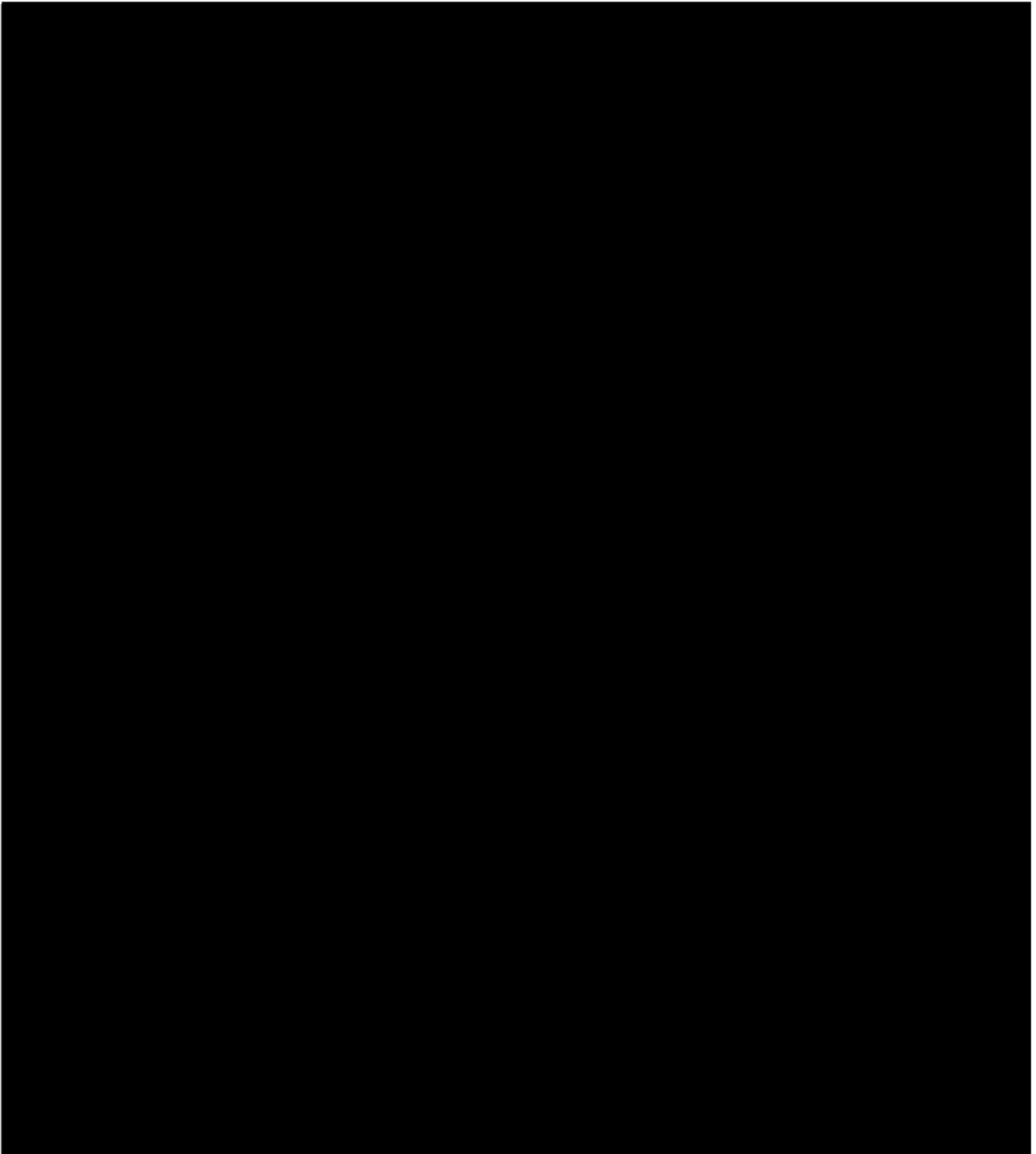
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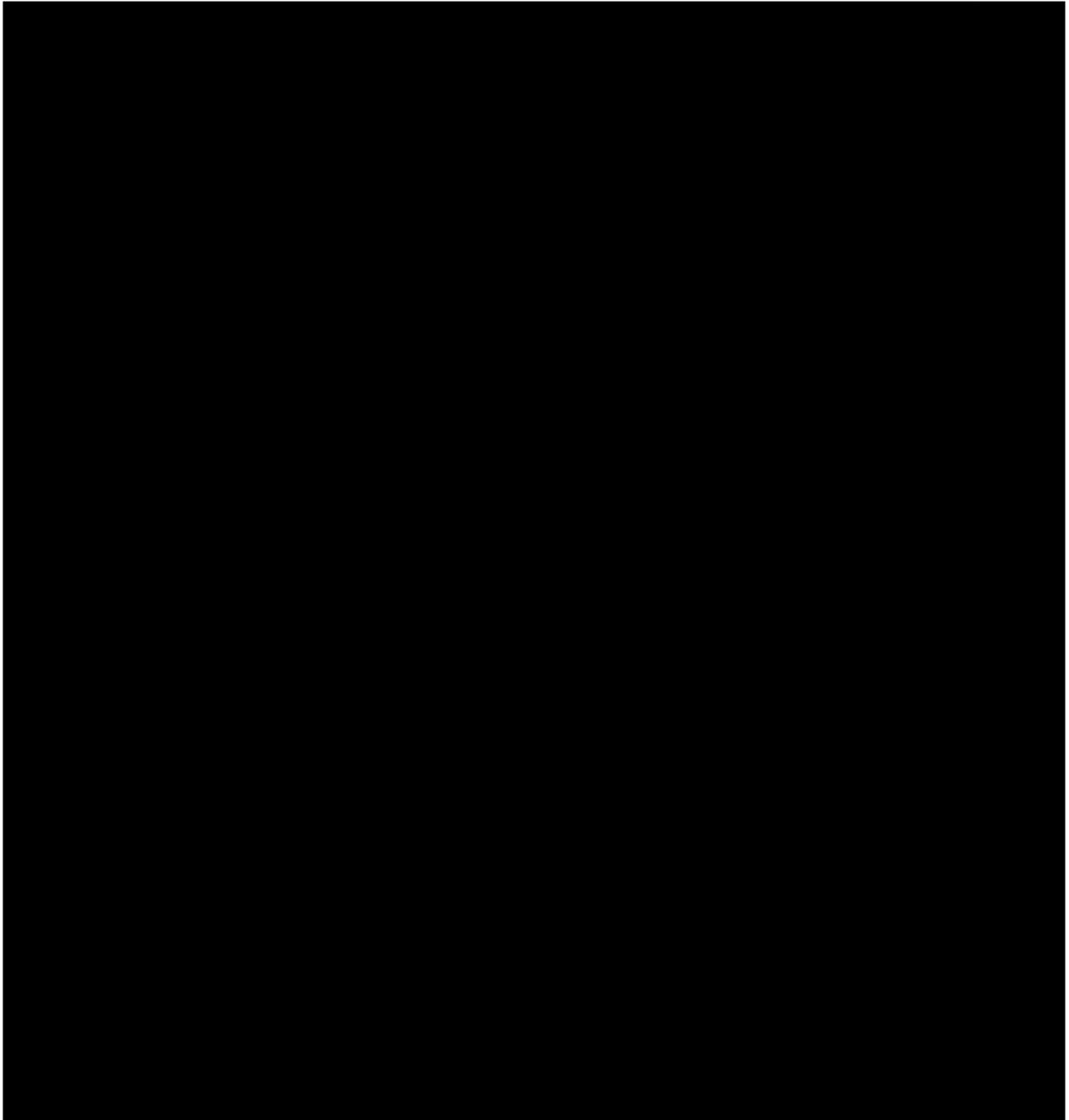
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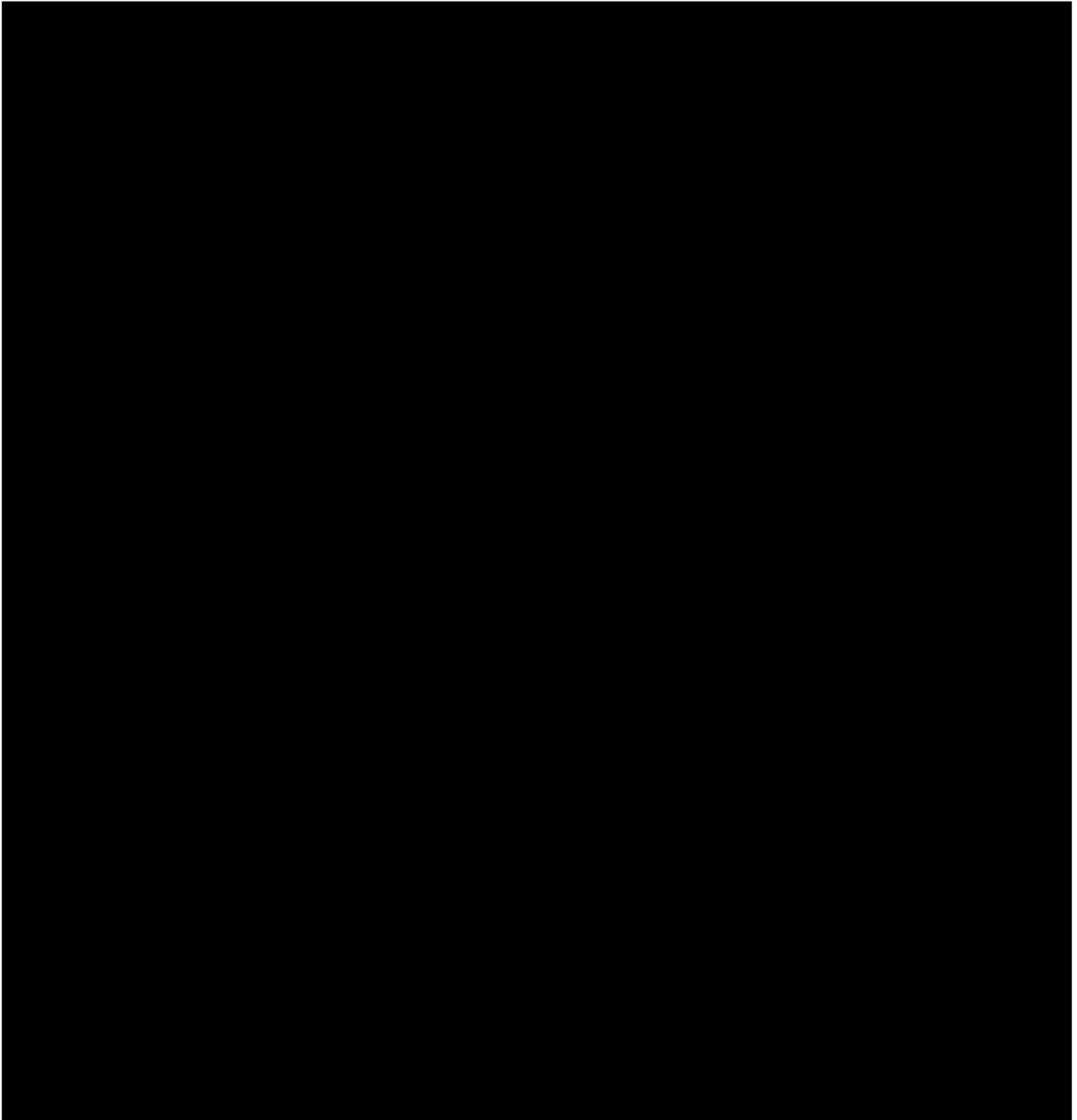
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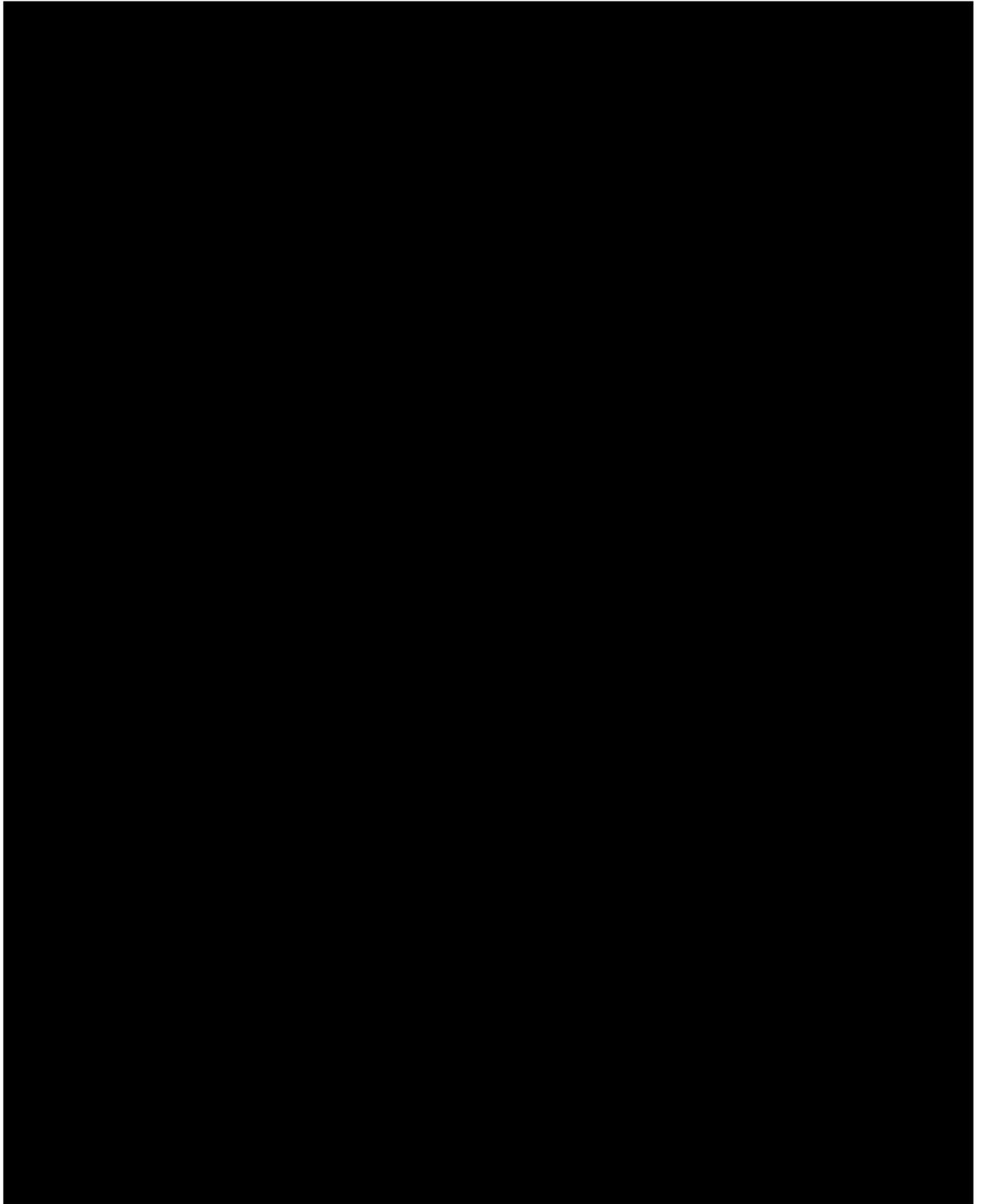
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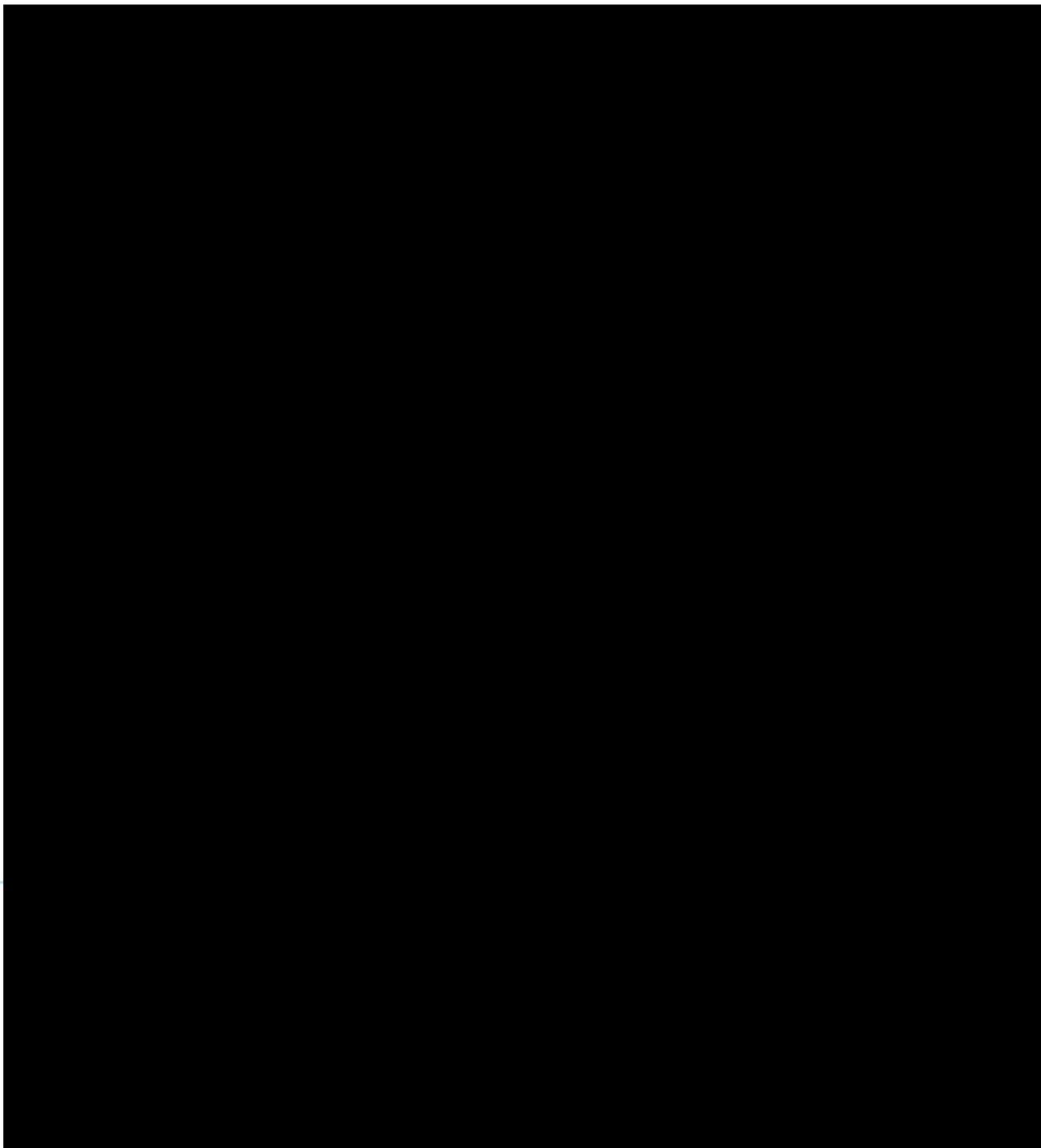
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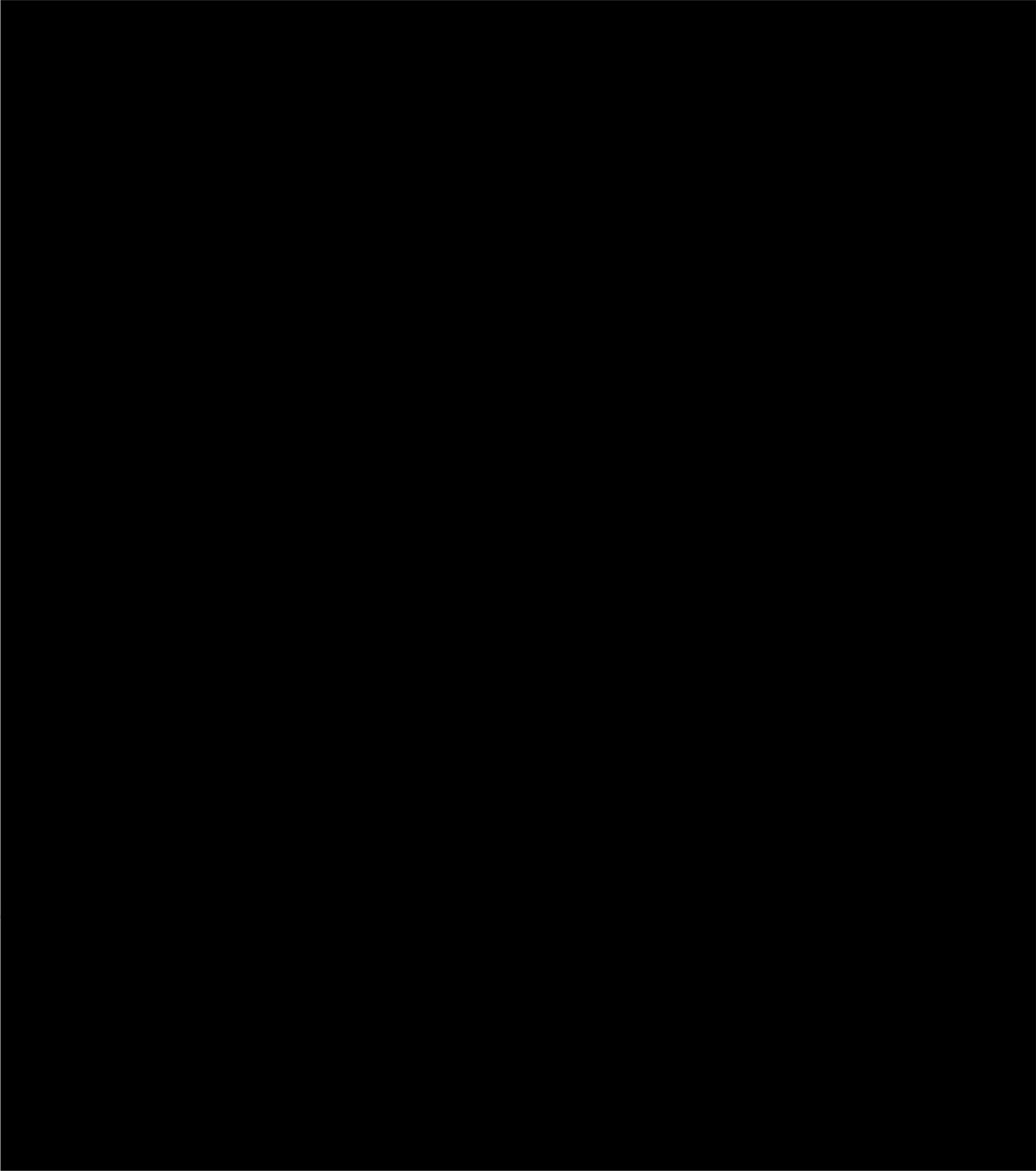
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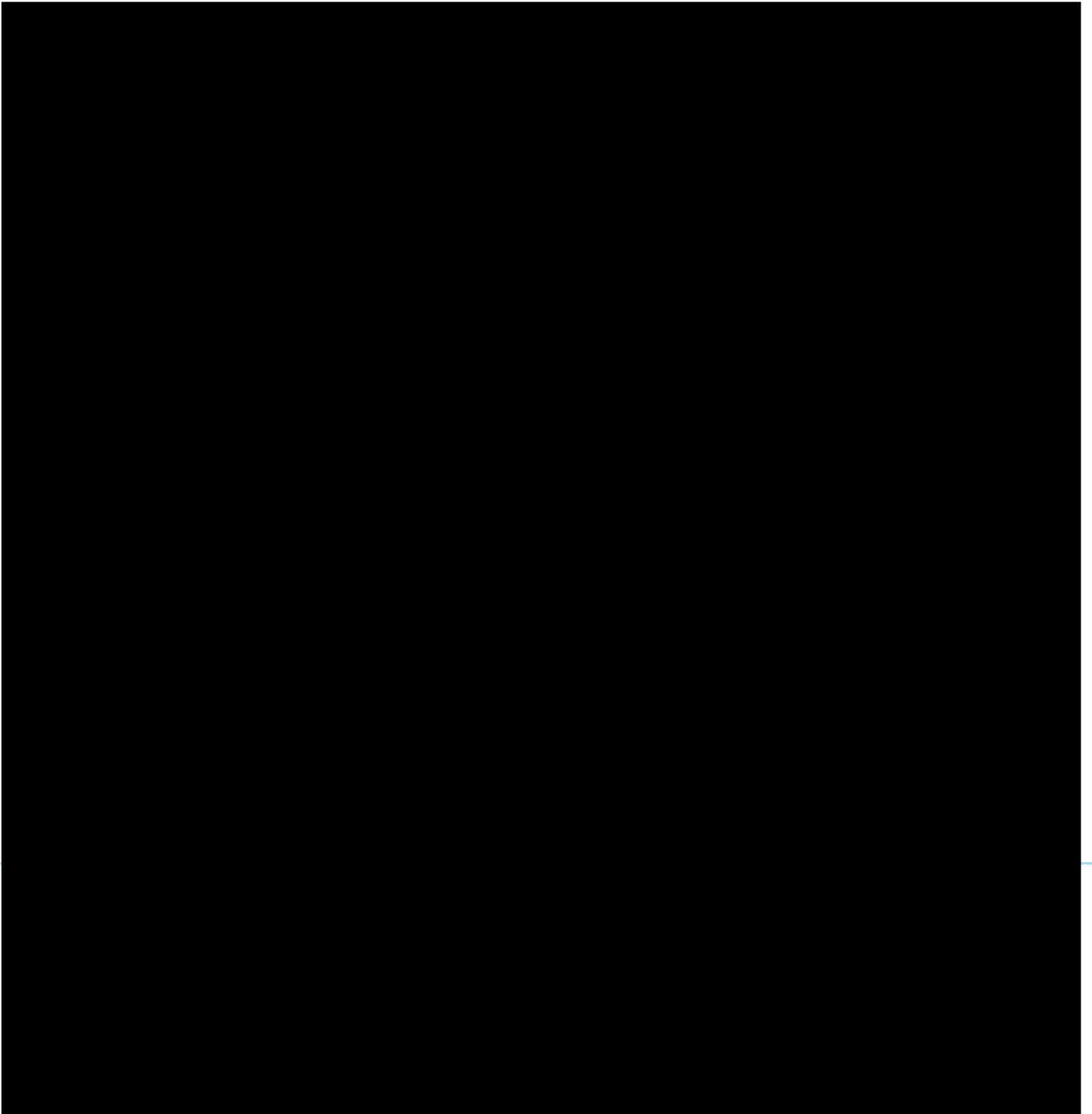
November 30, 2016



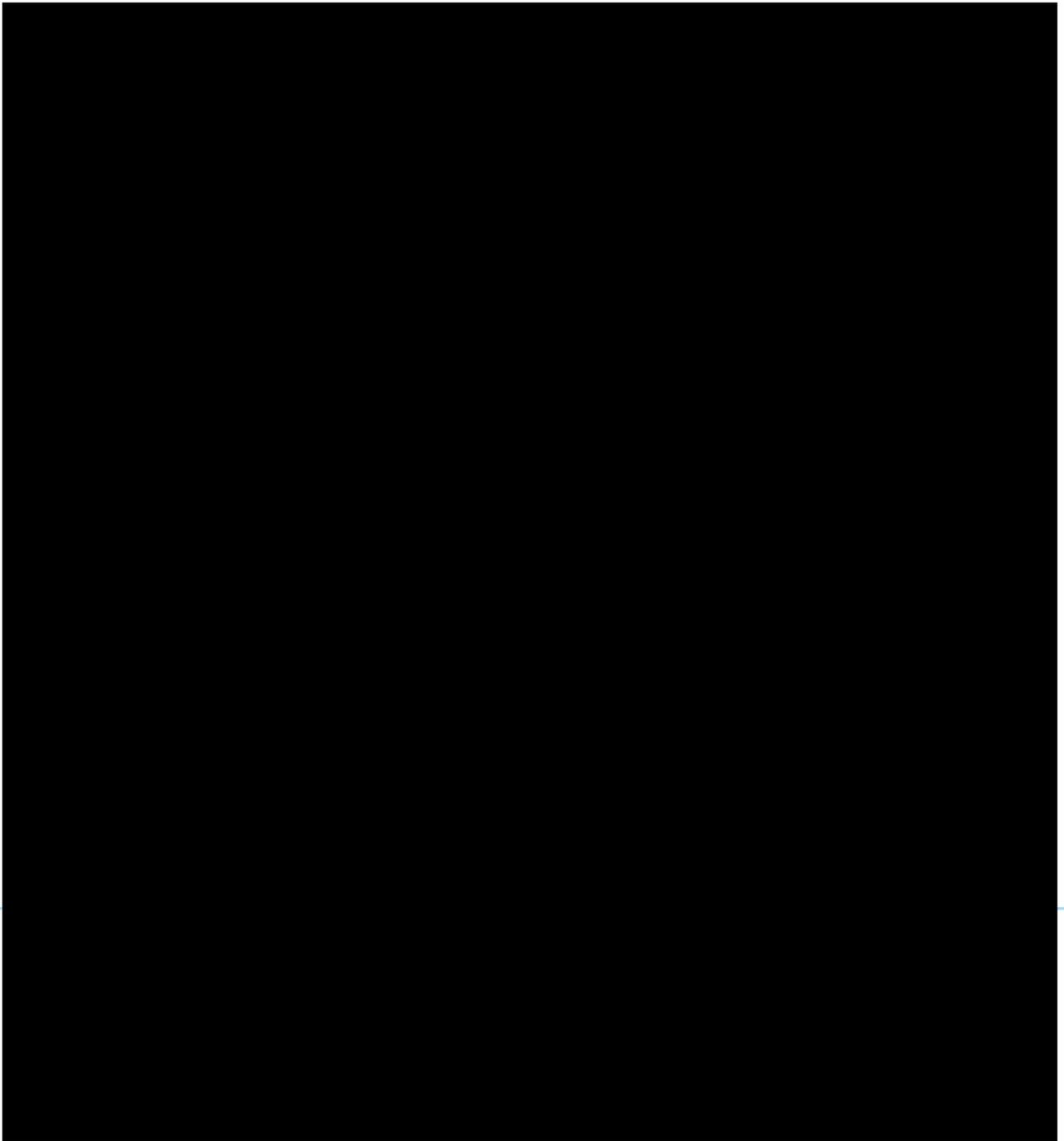
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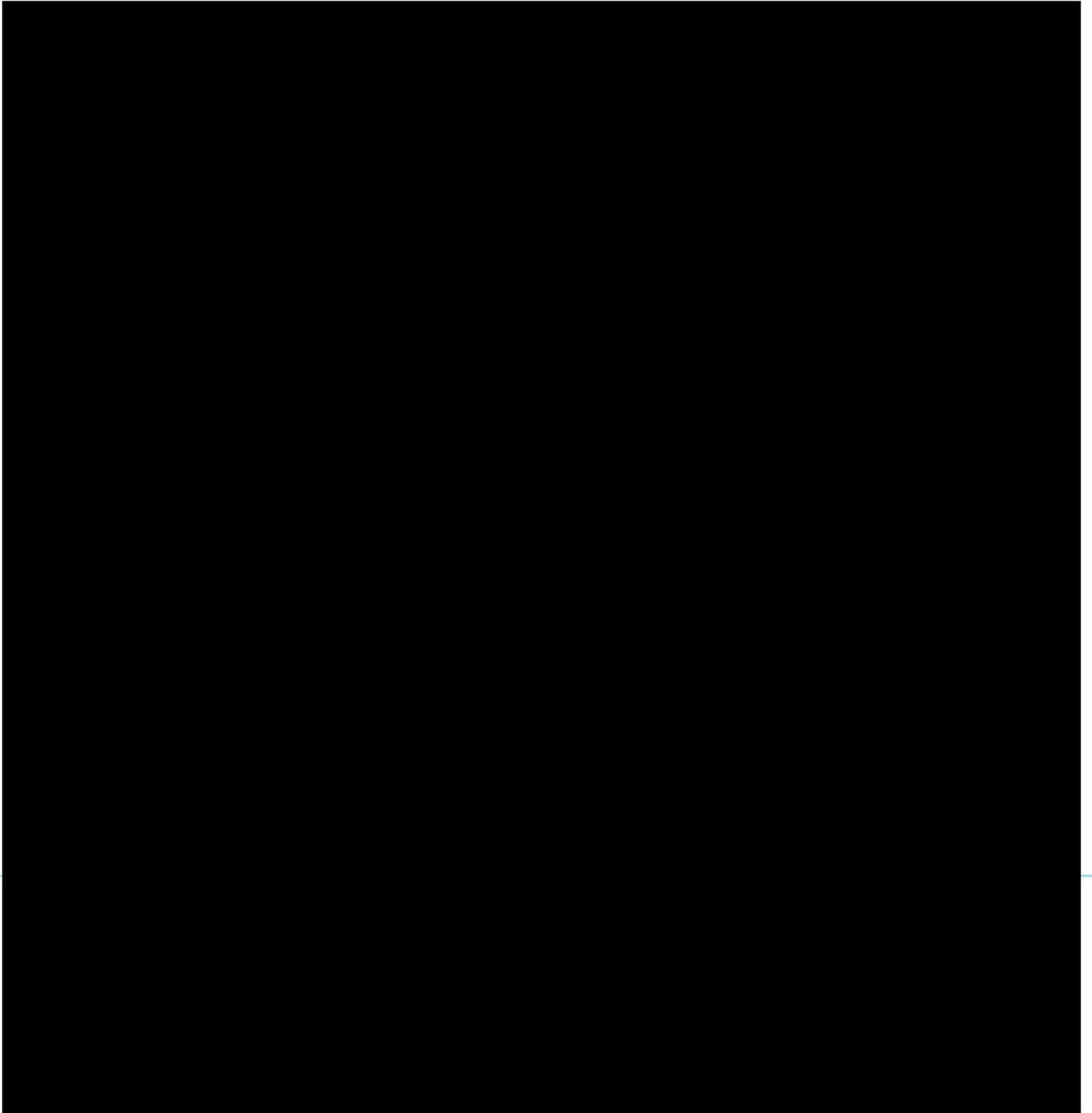
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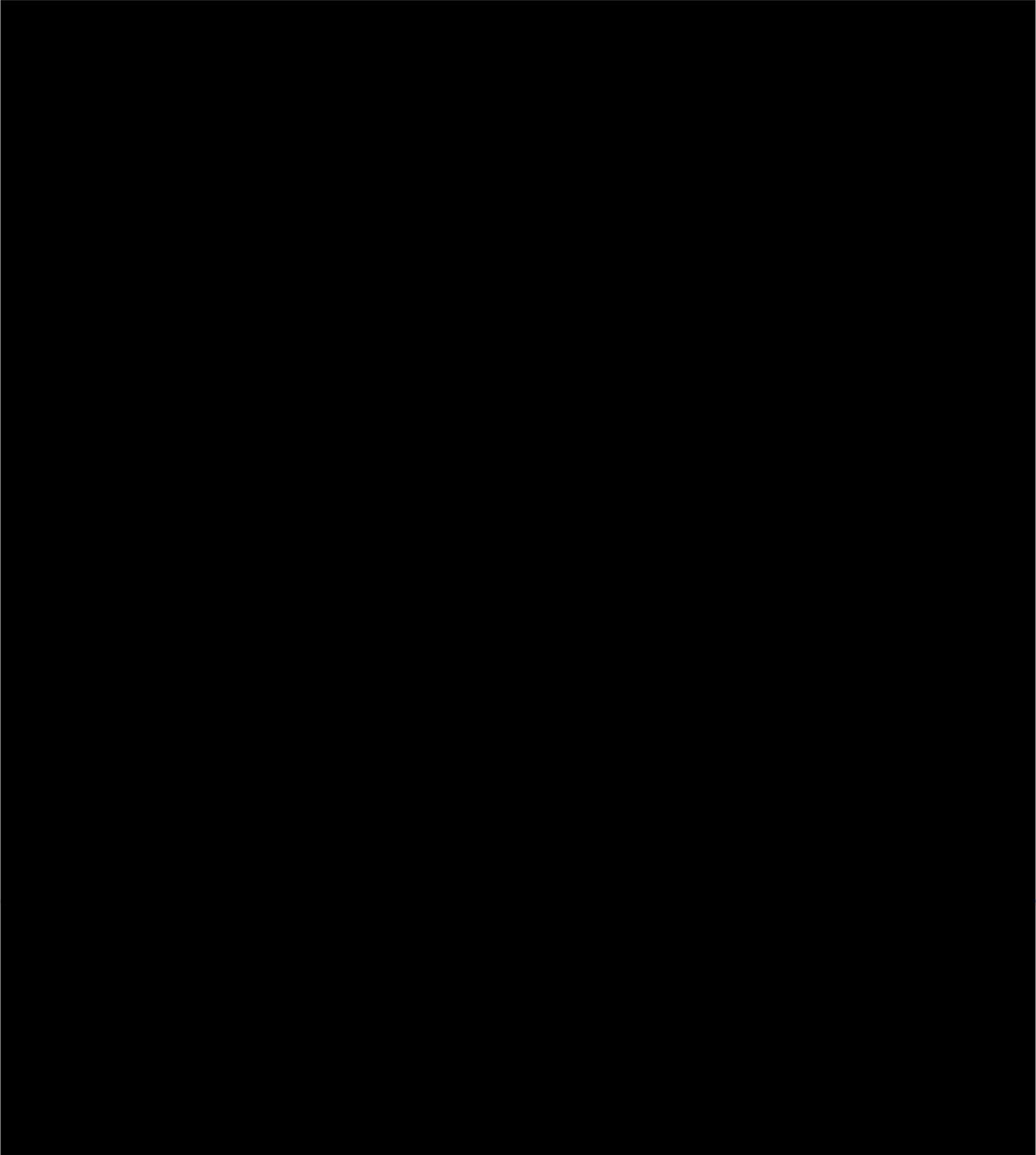
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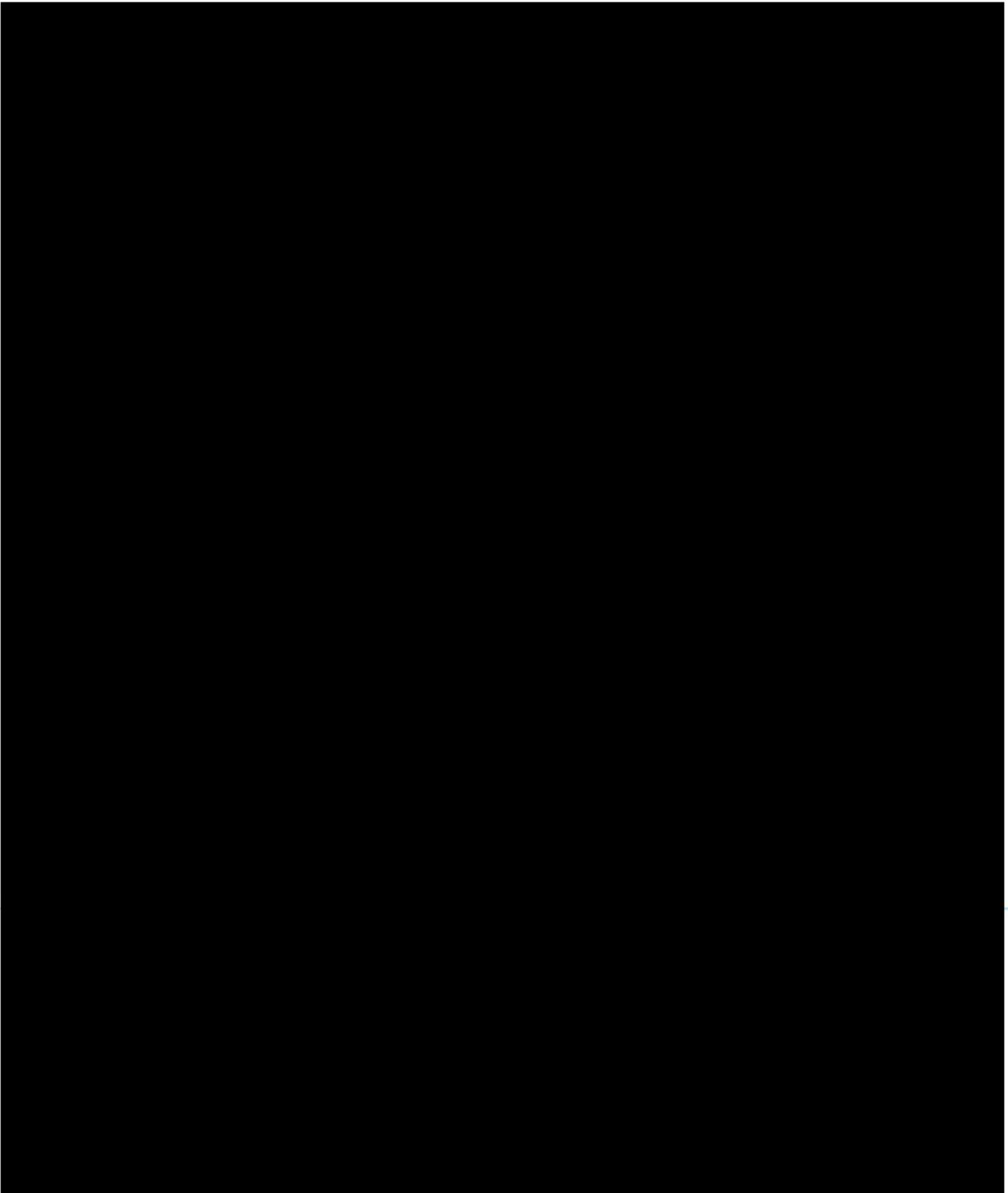
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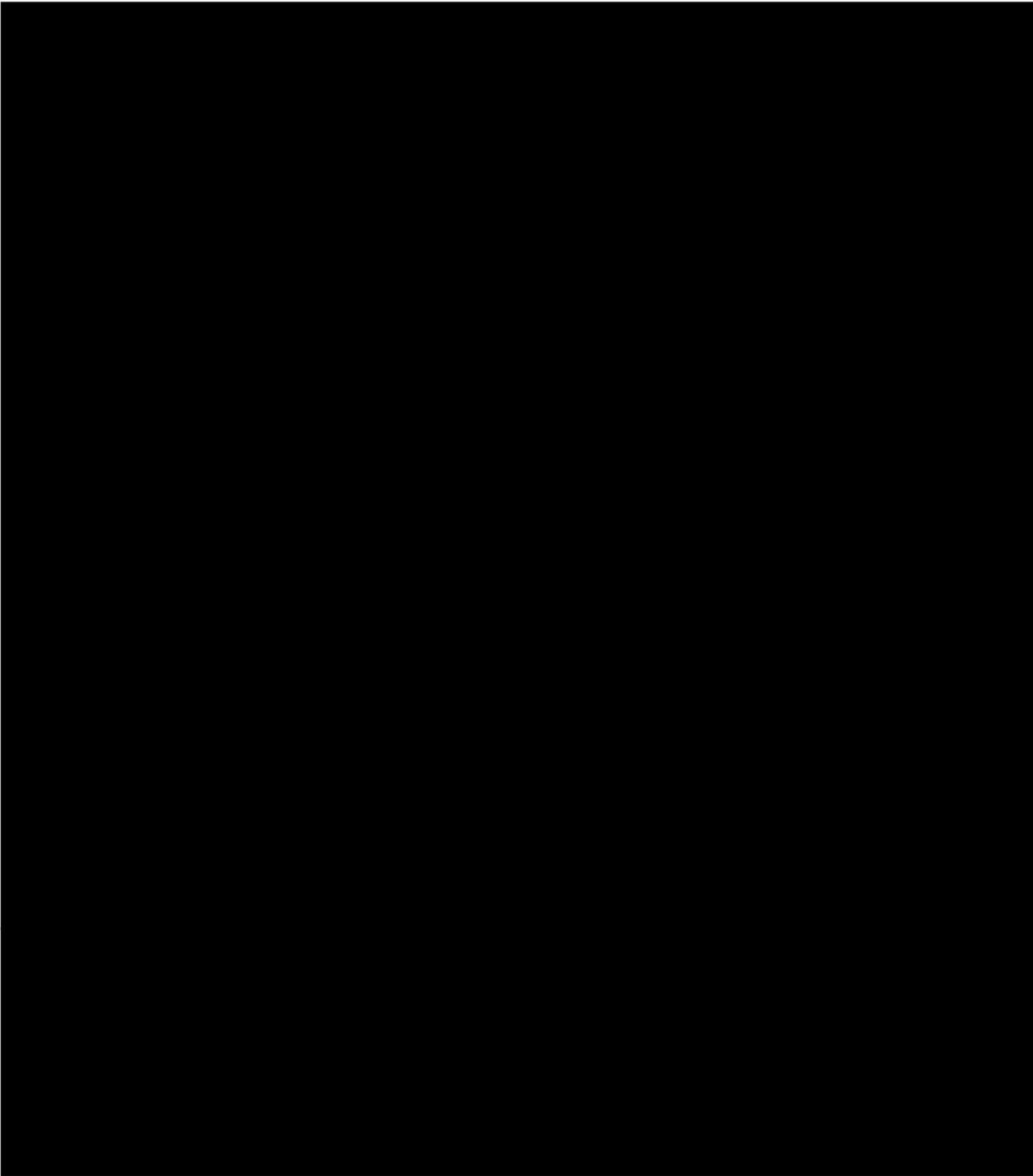
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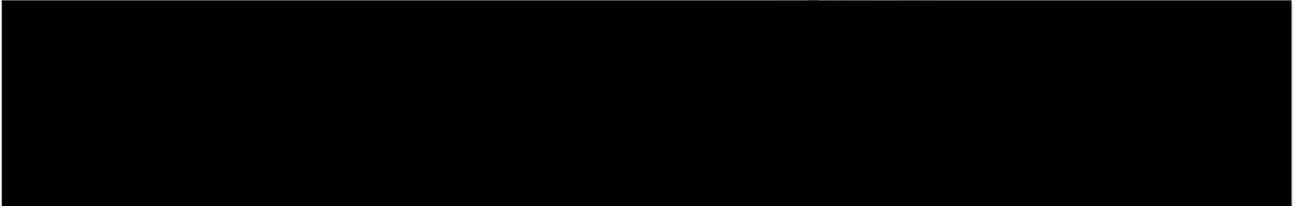
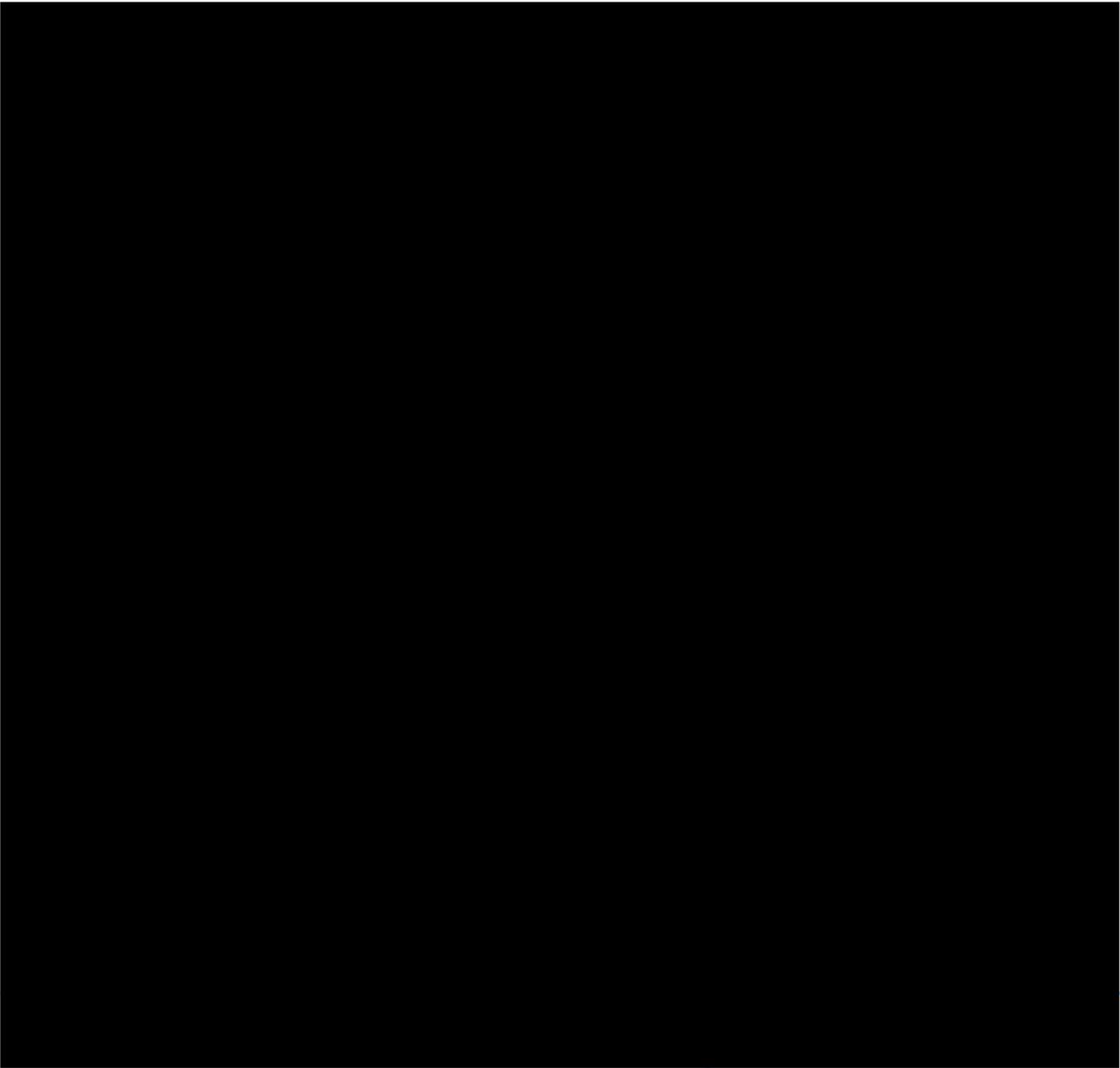
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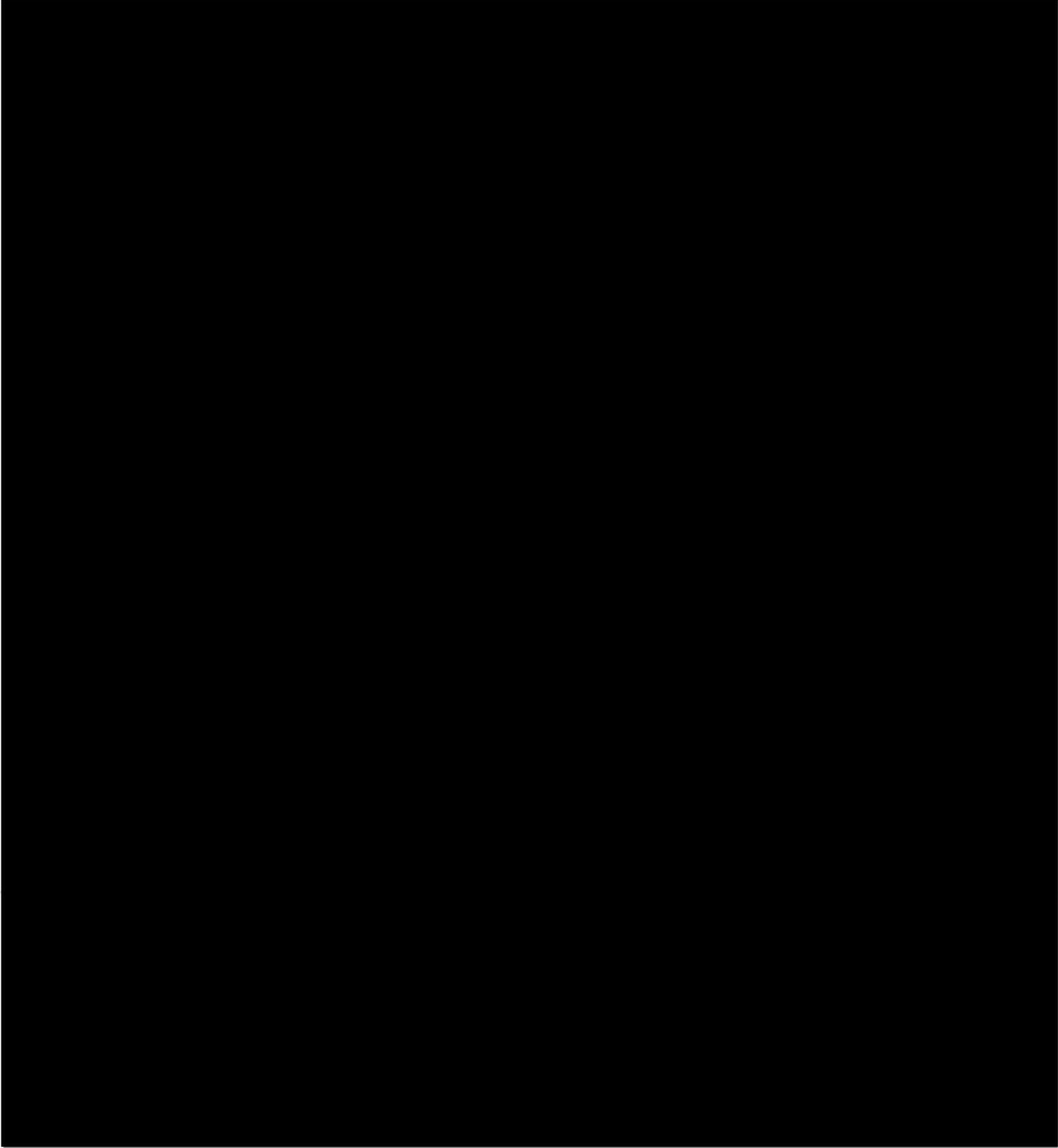
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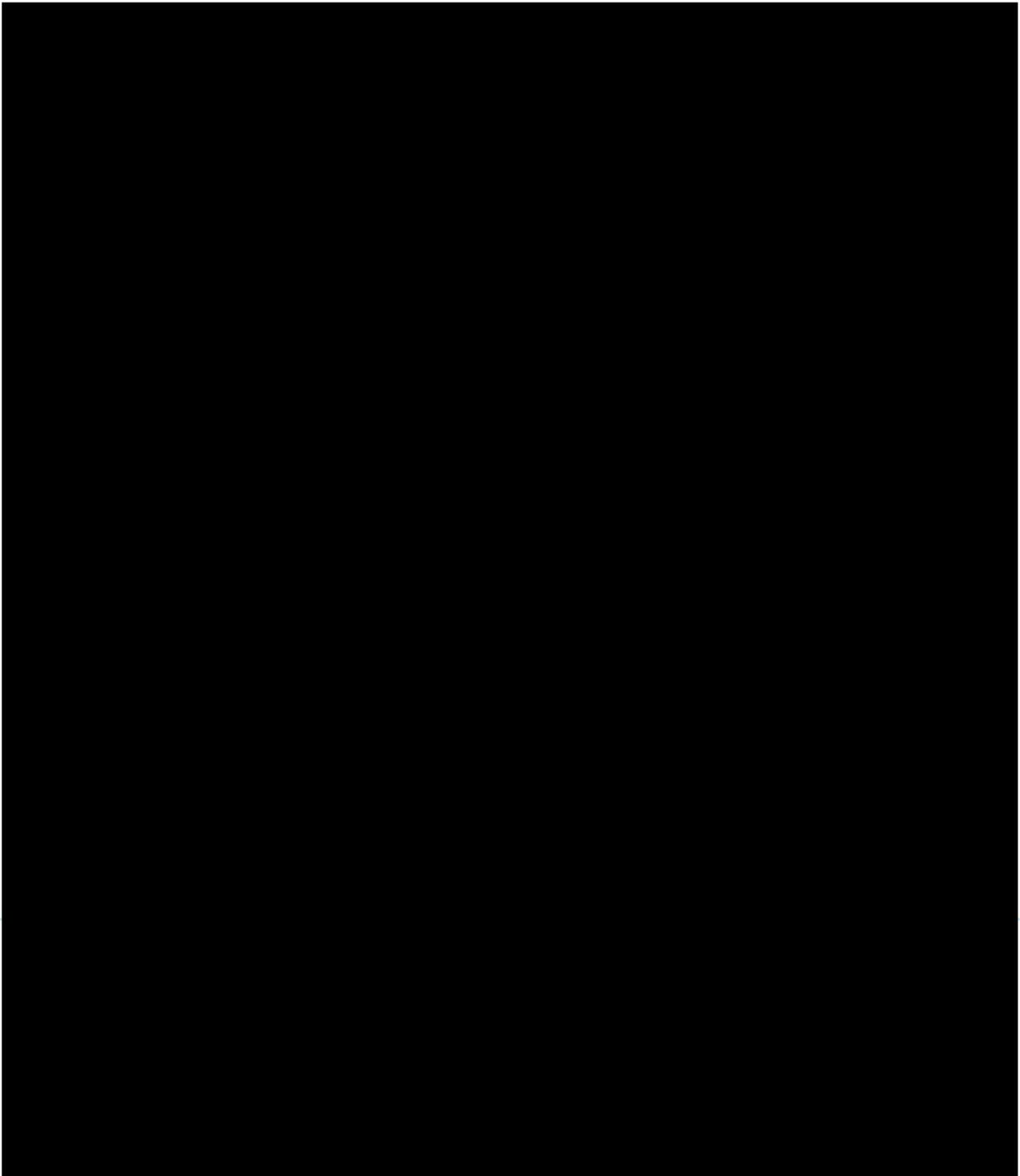
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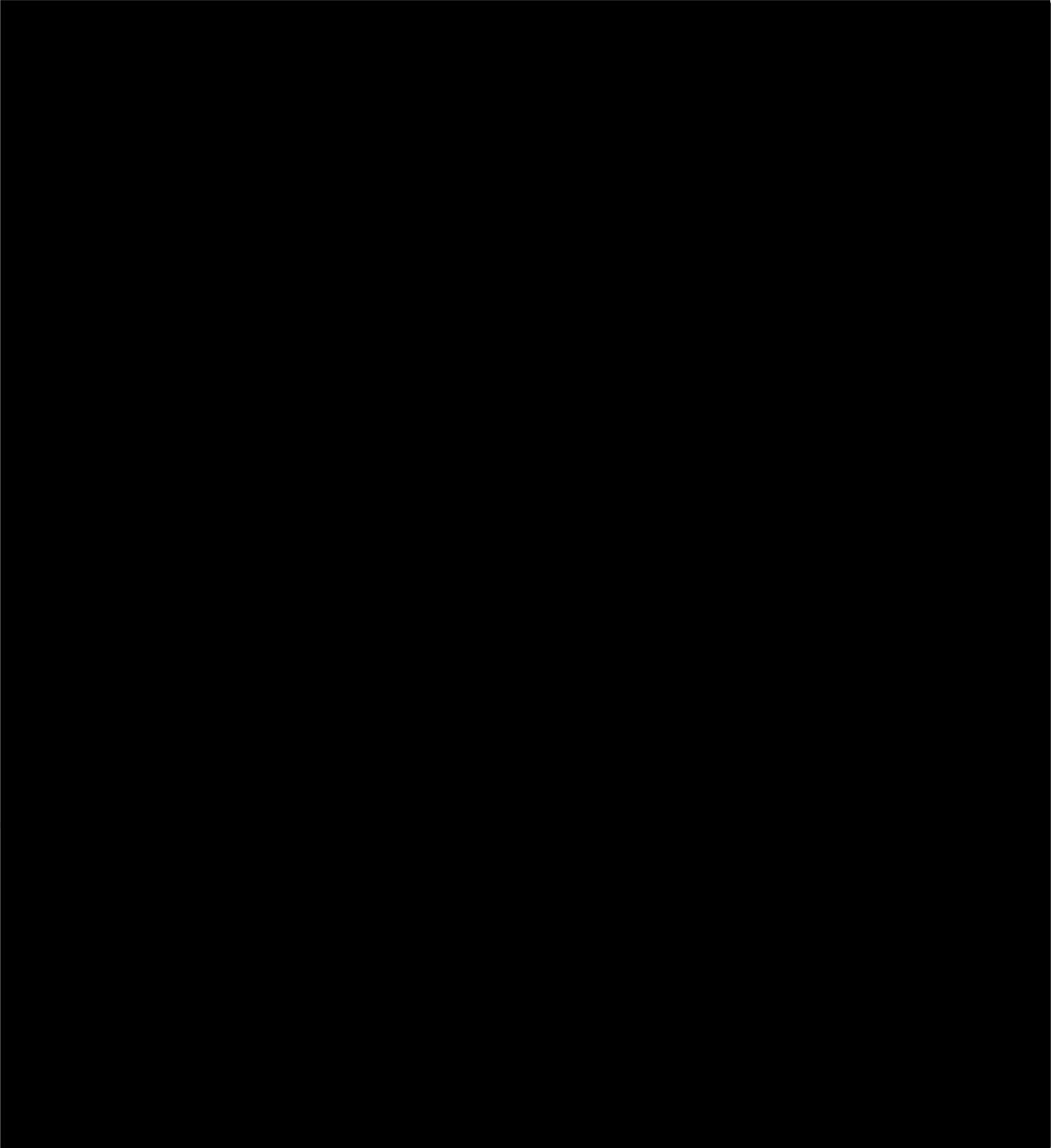
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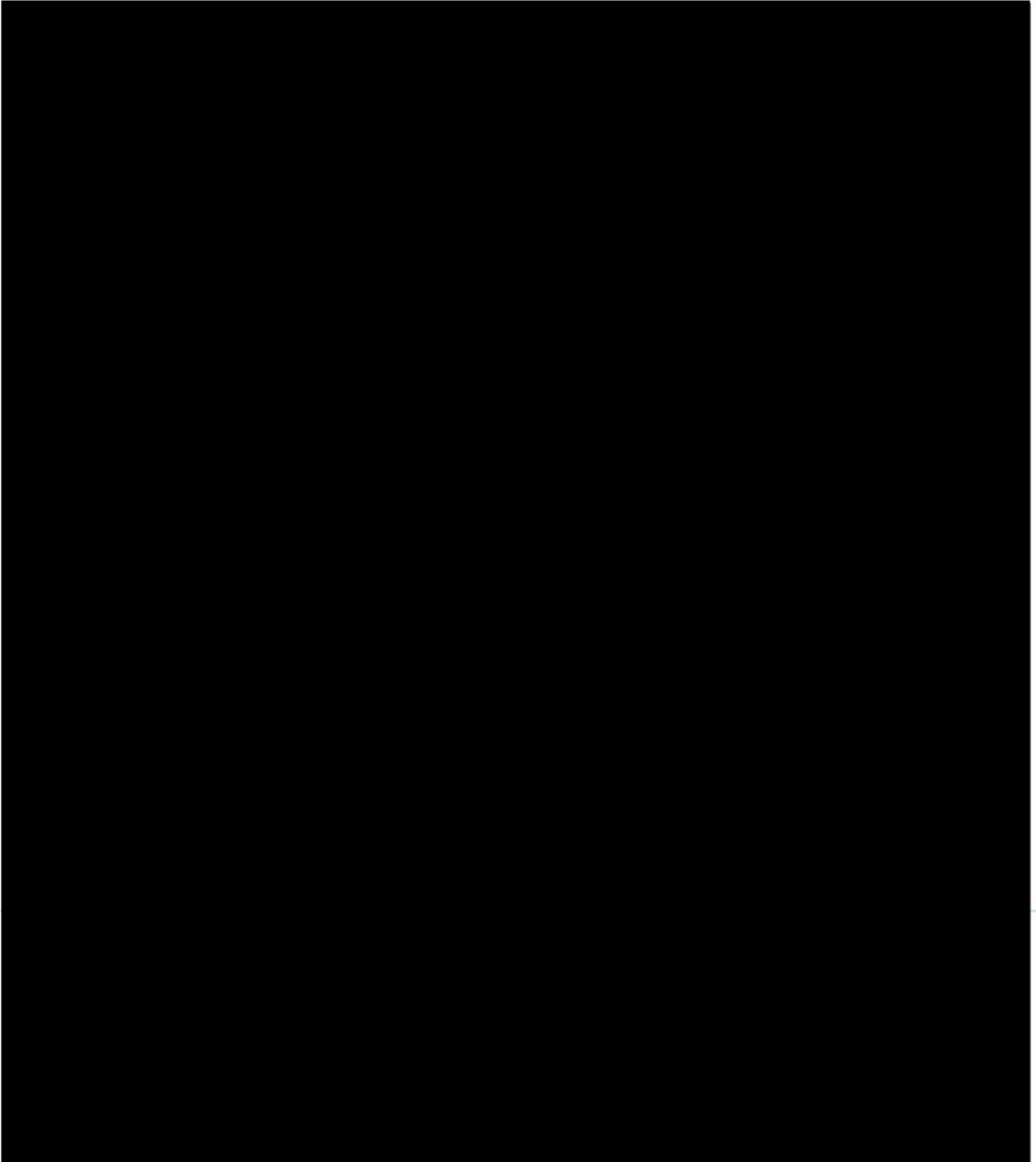
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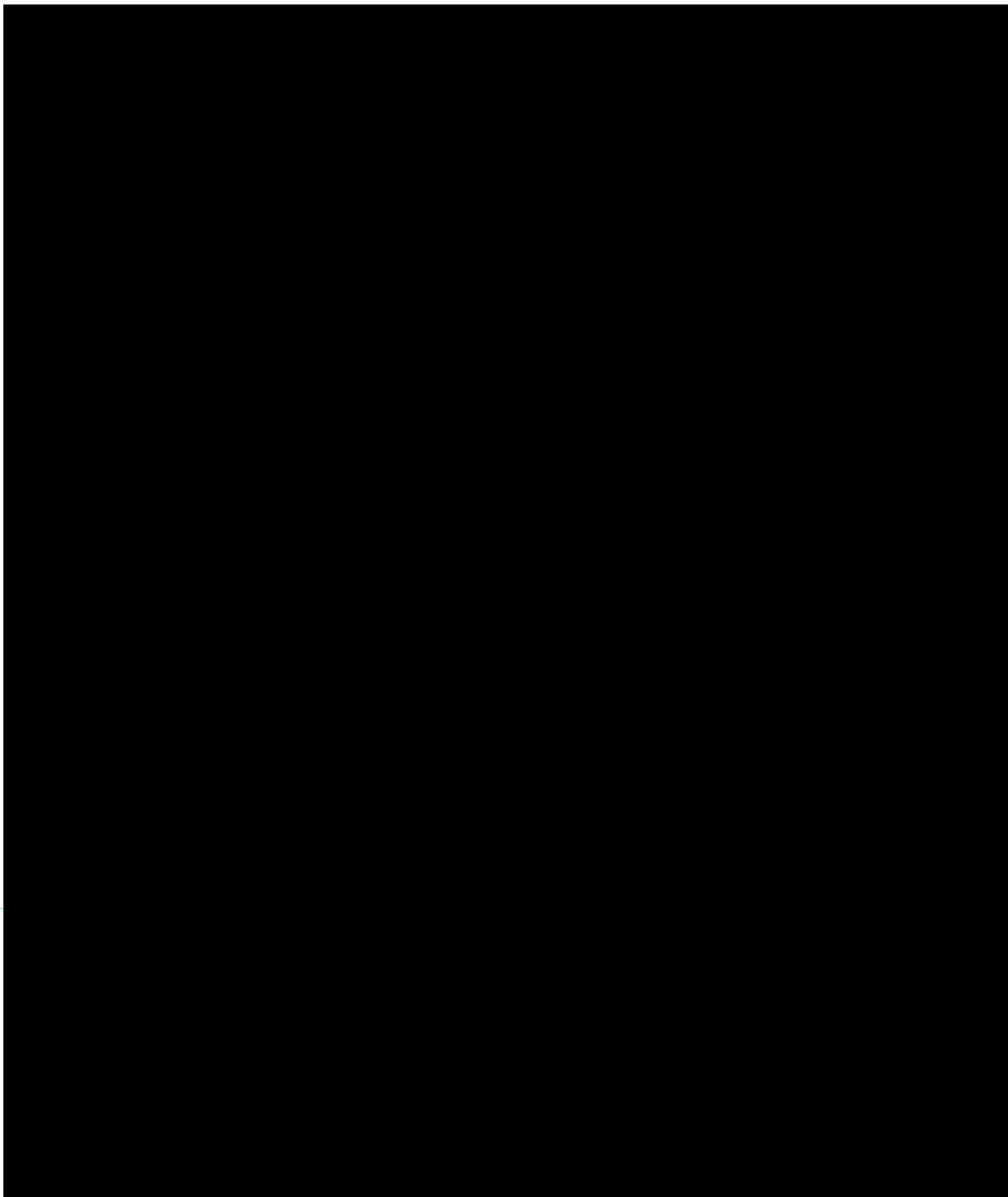
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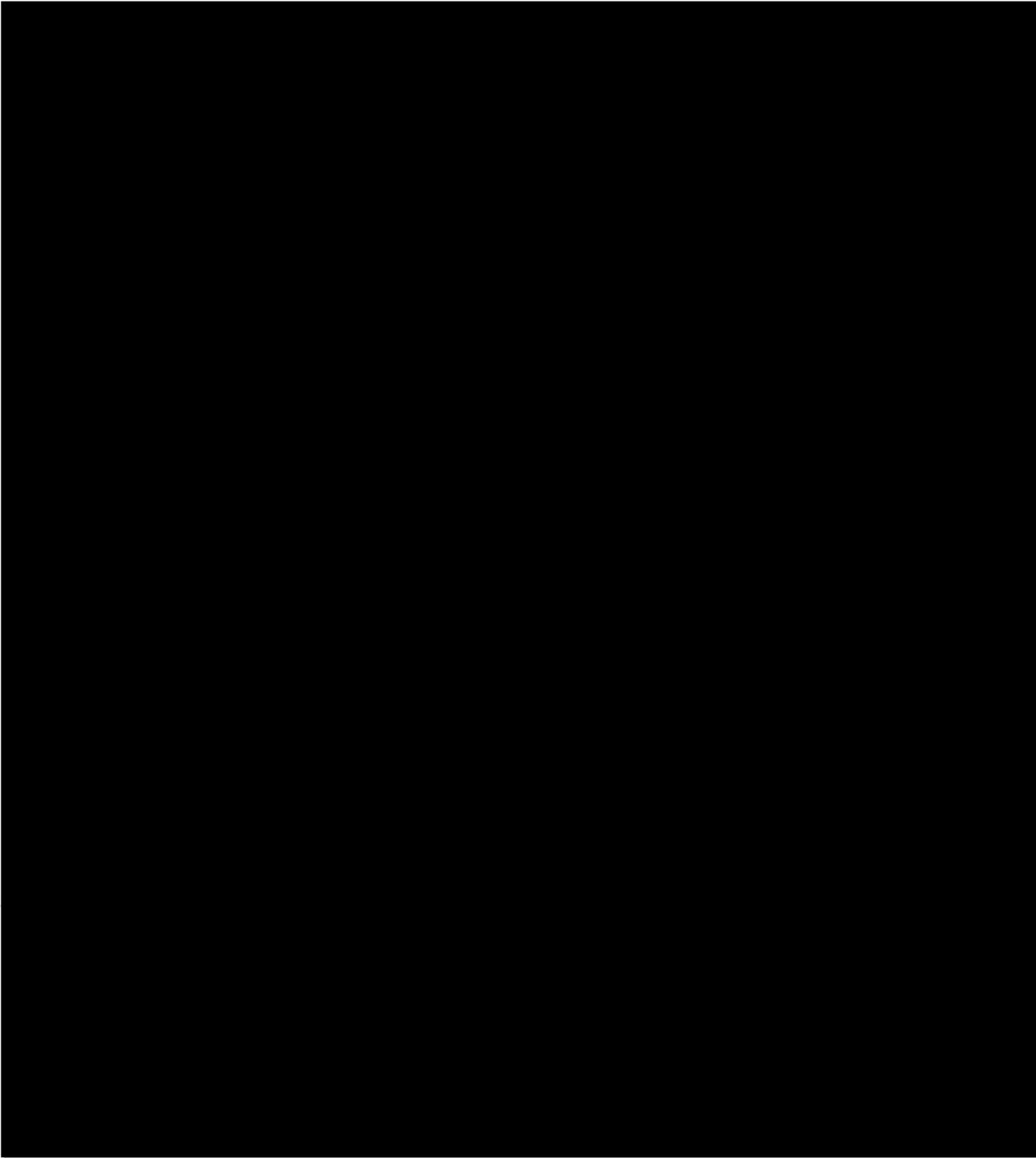
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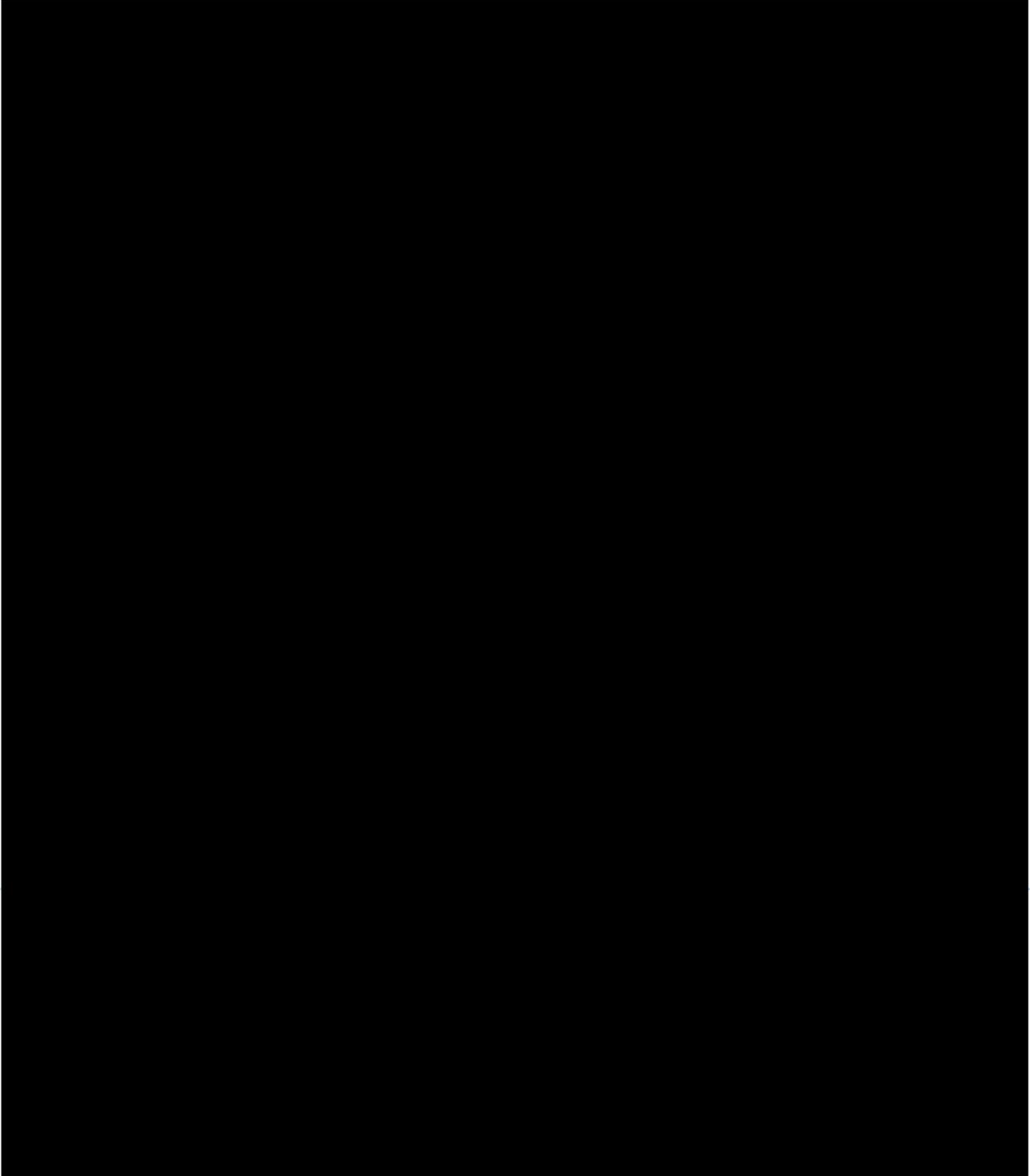
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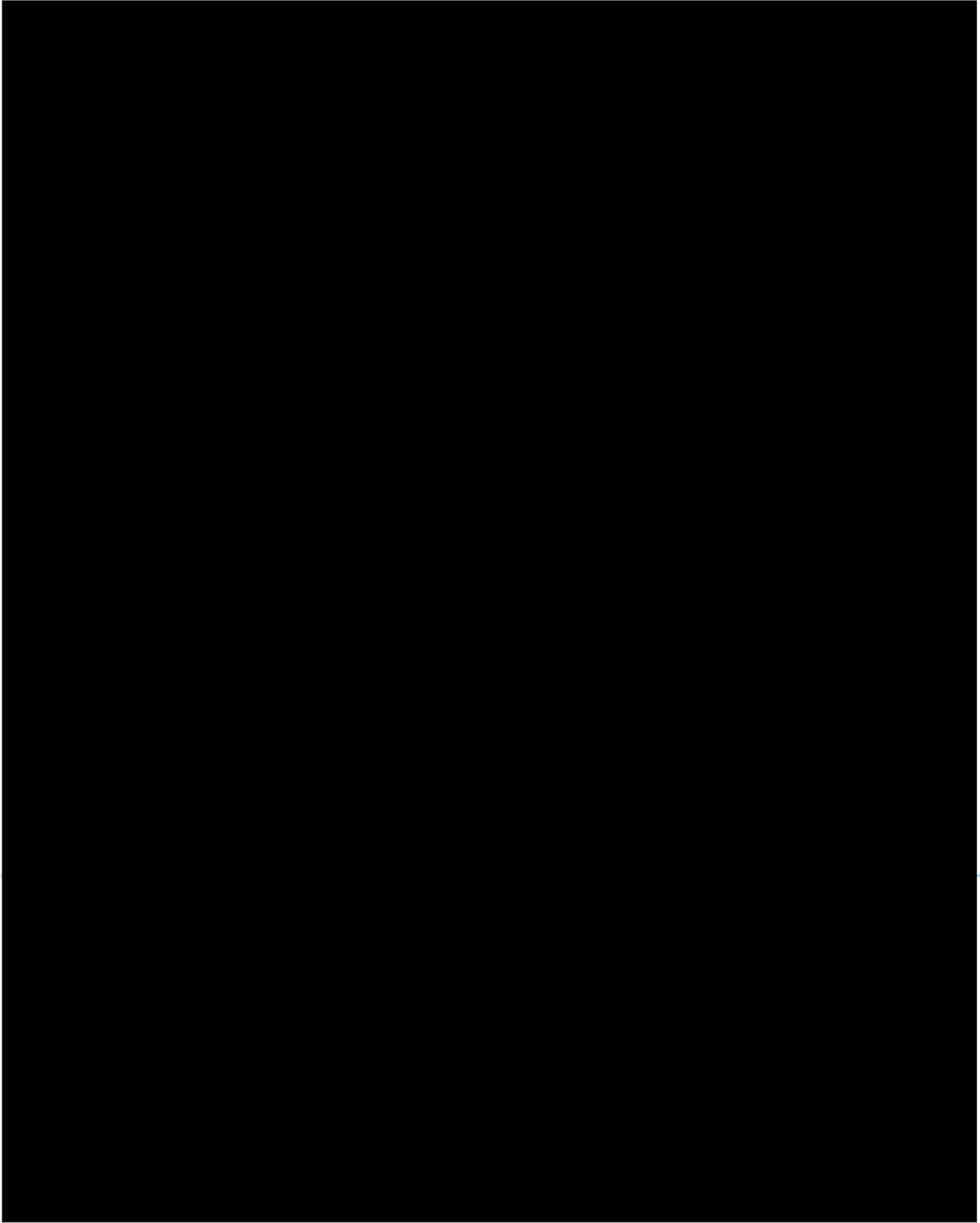
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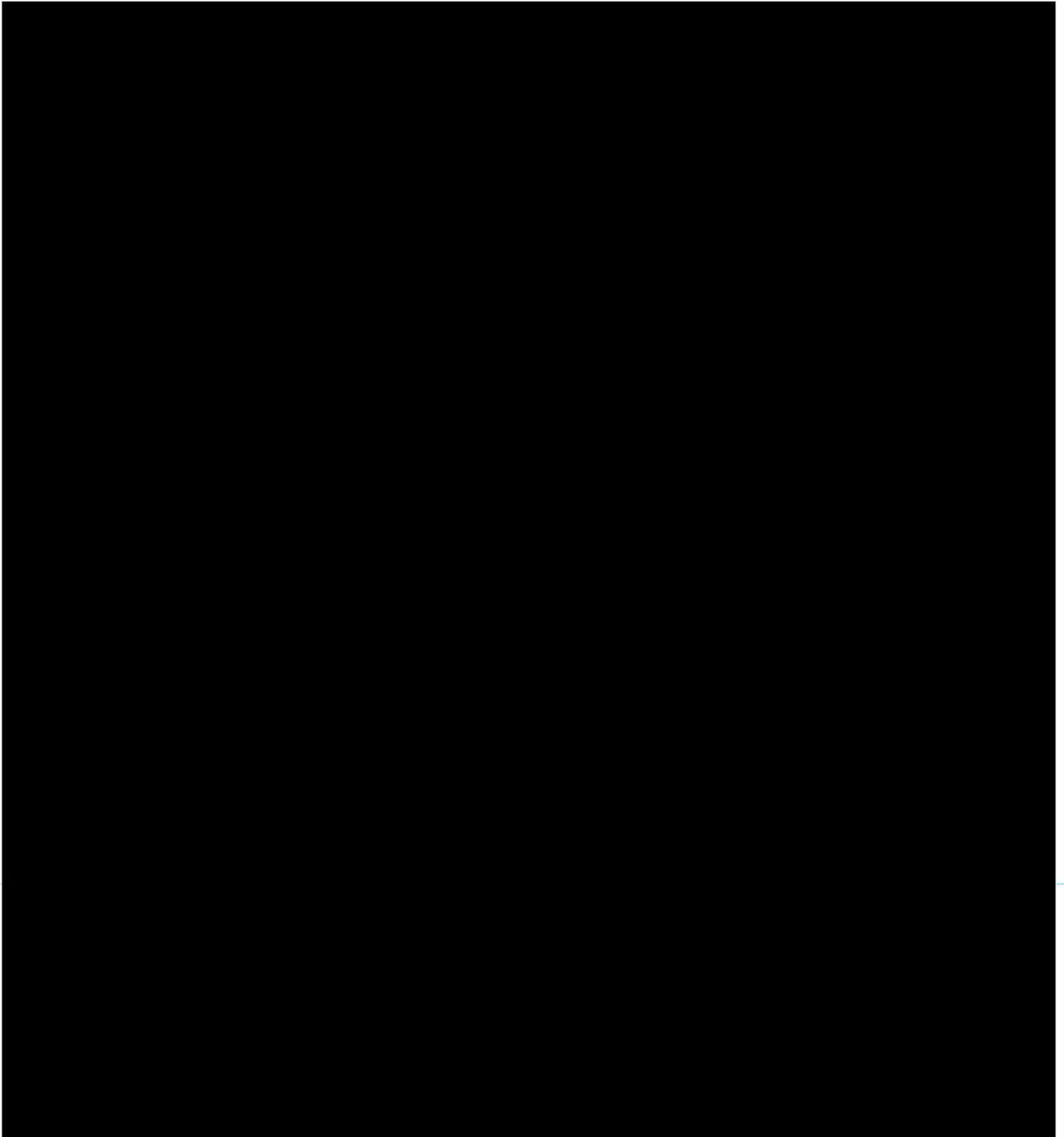
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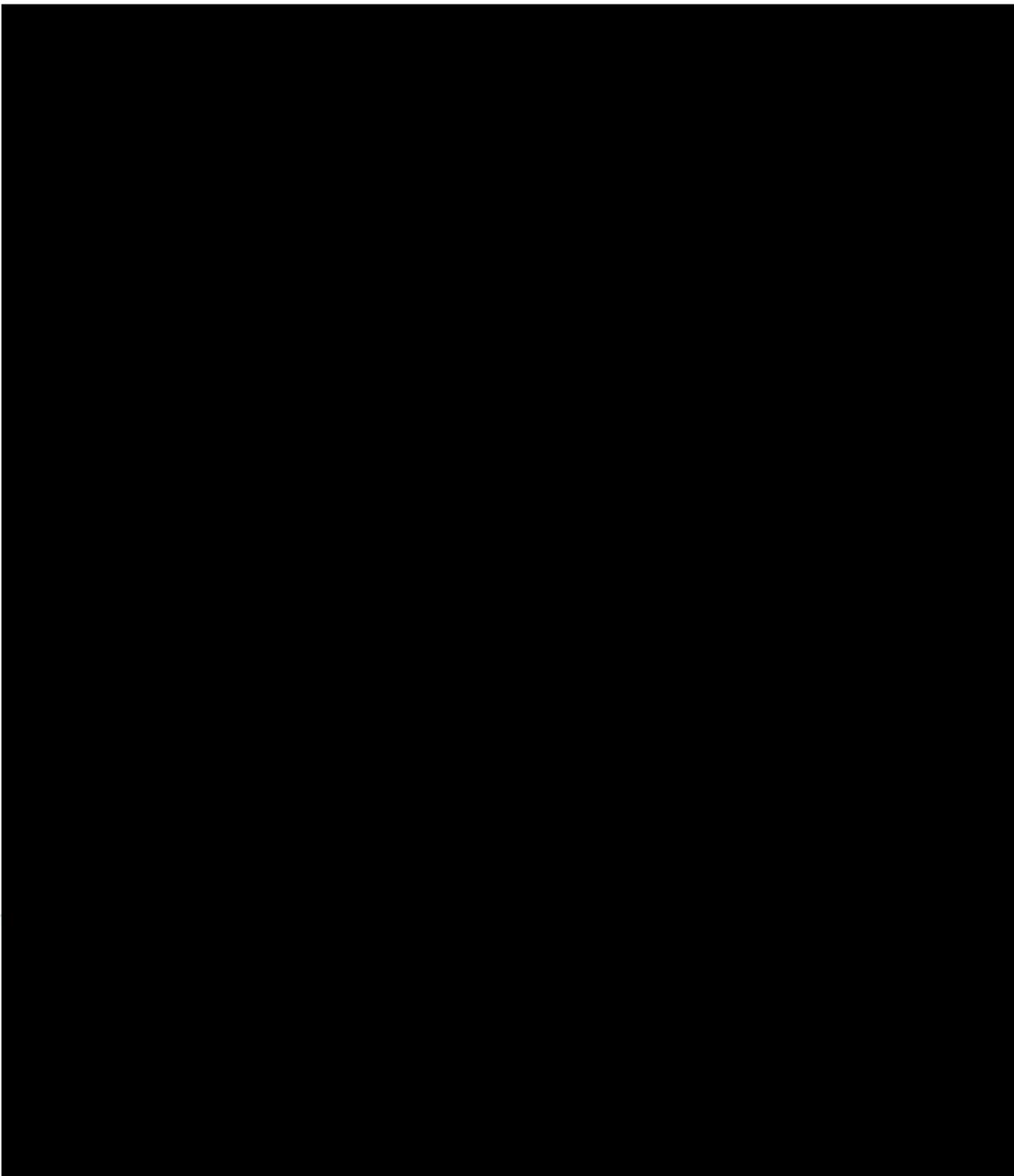
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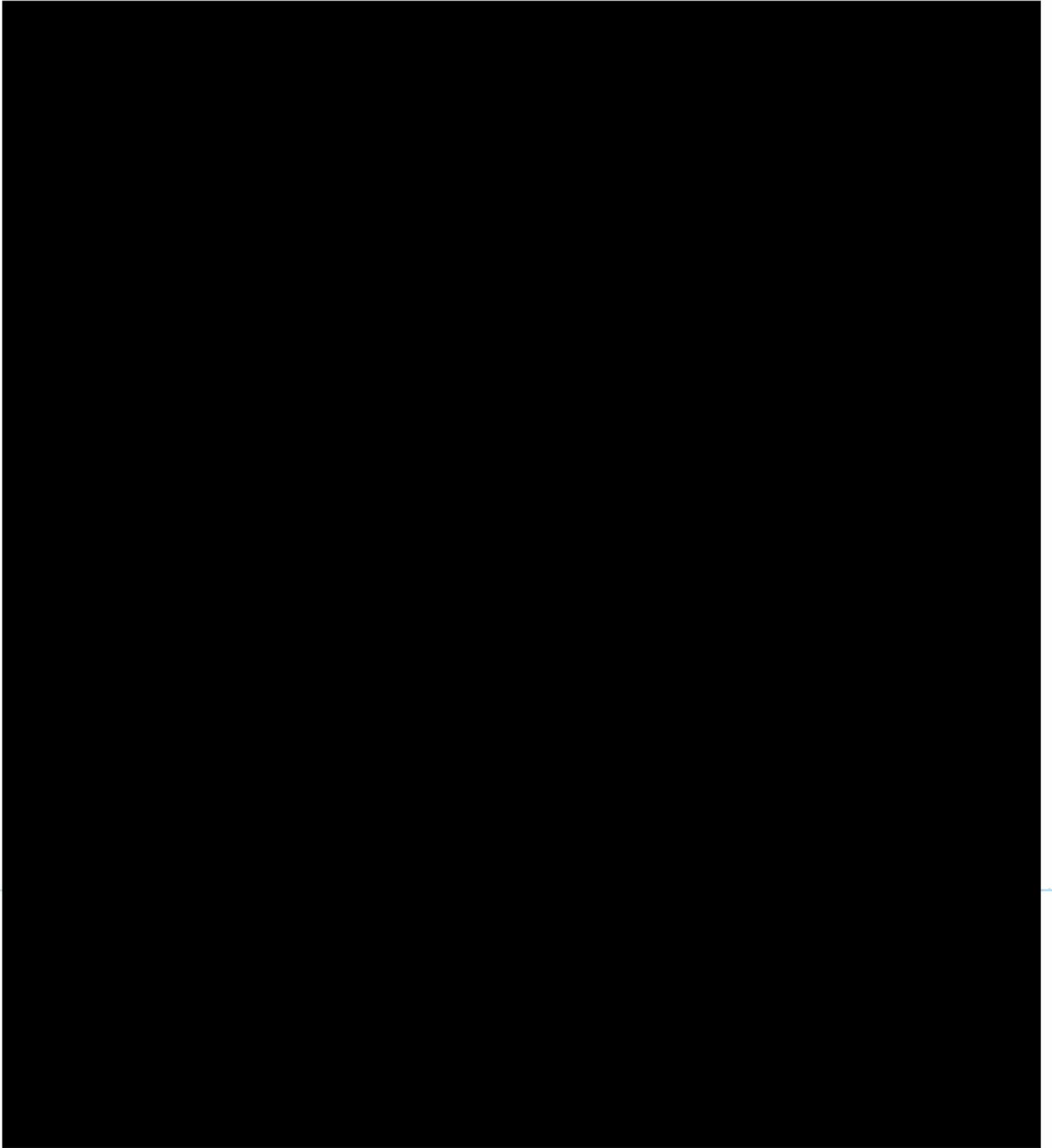
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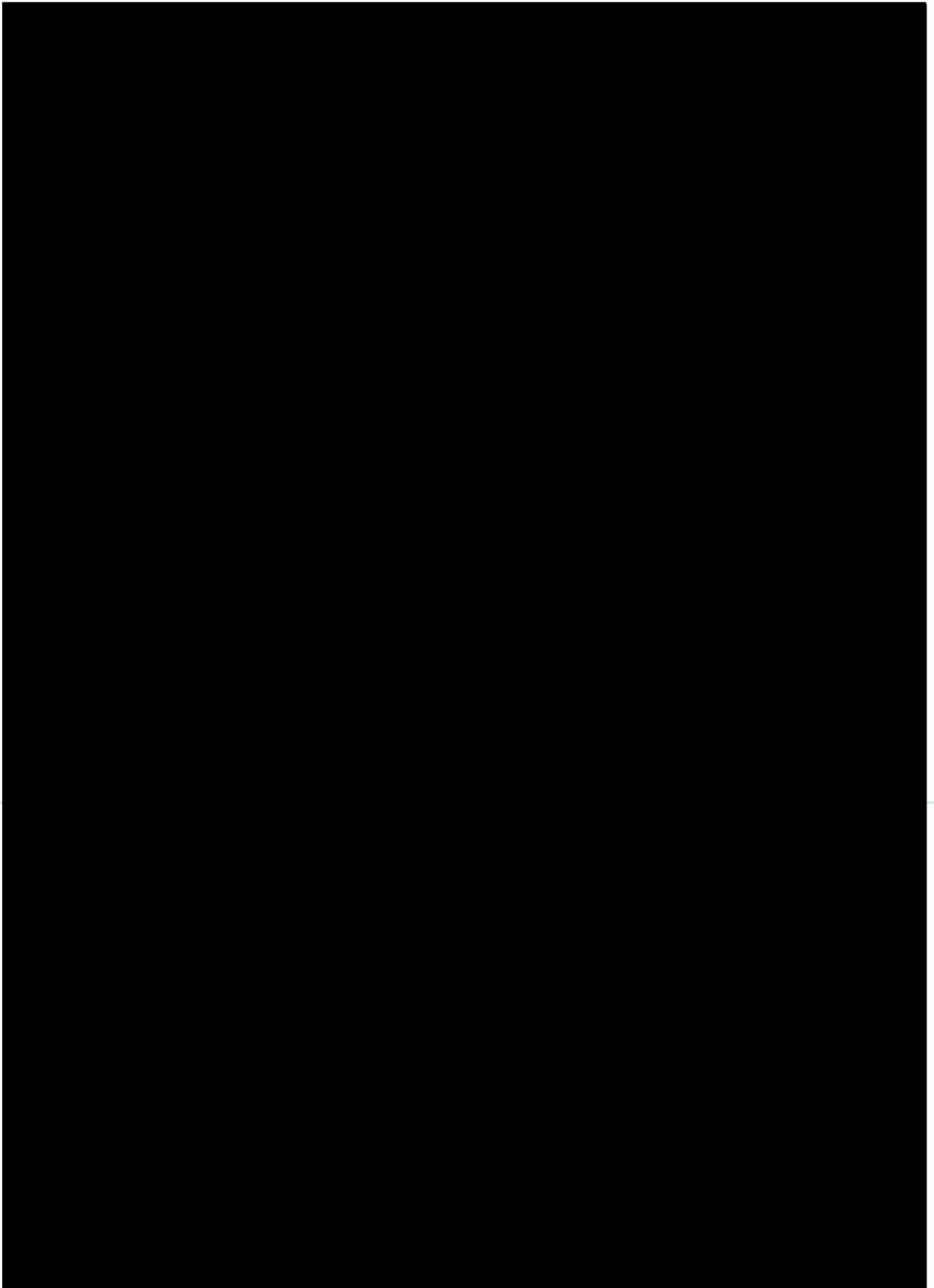
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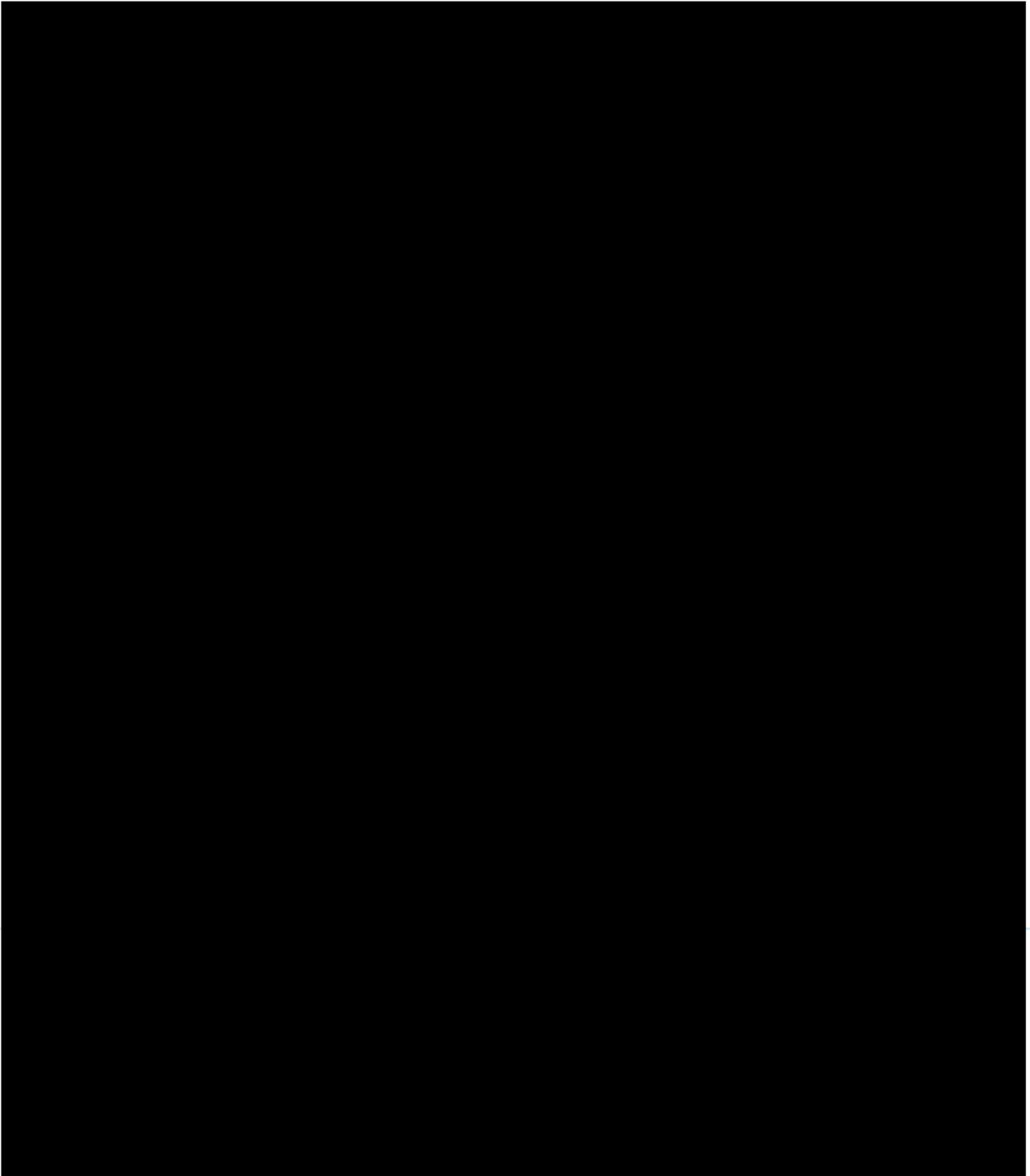
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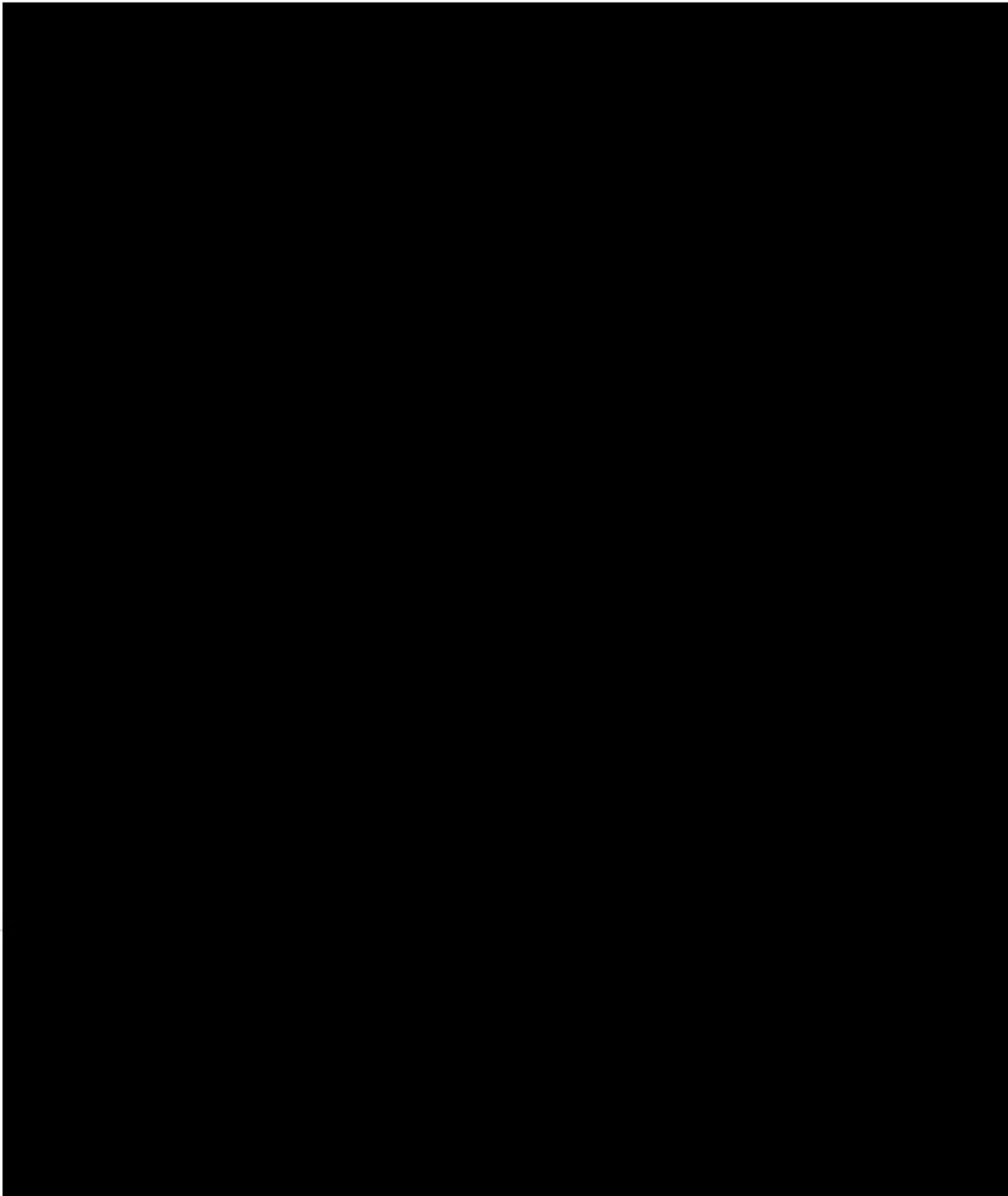
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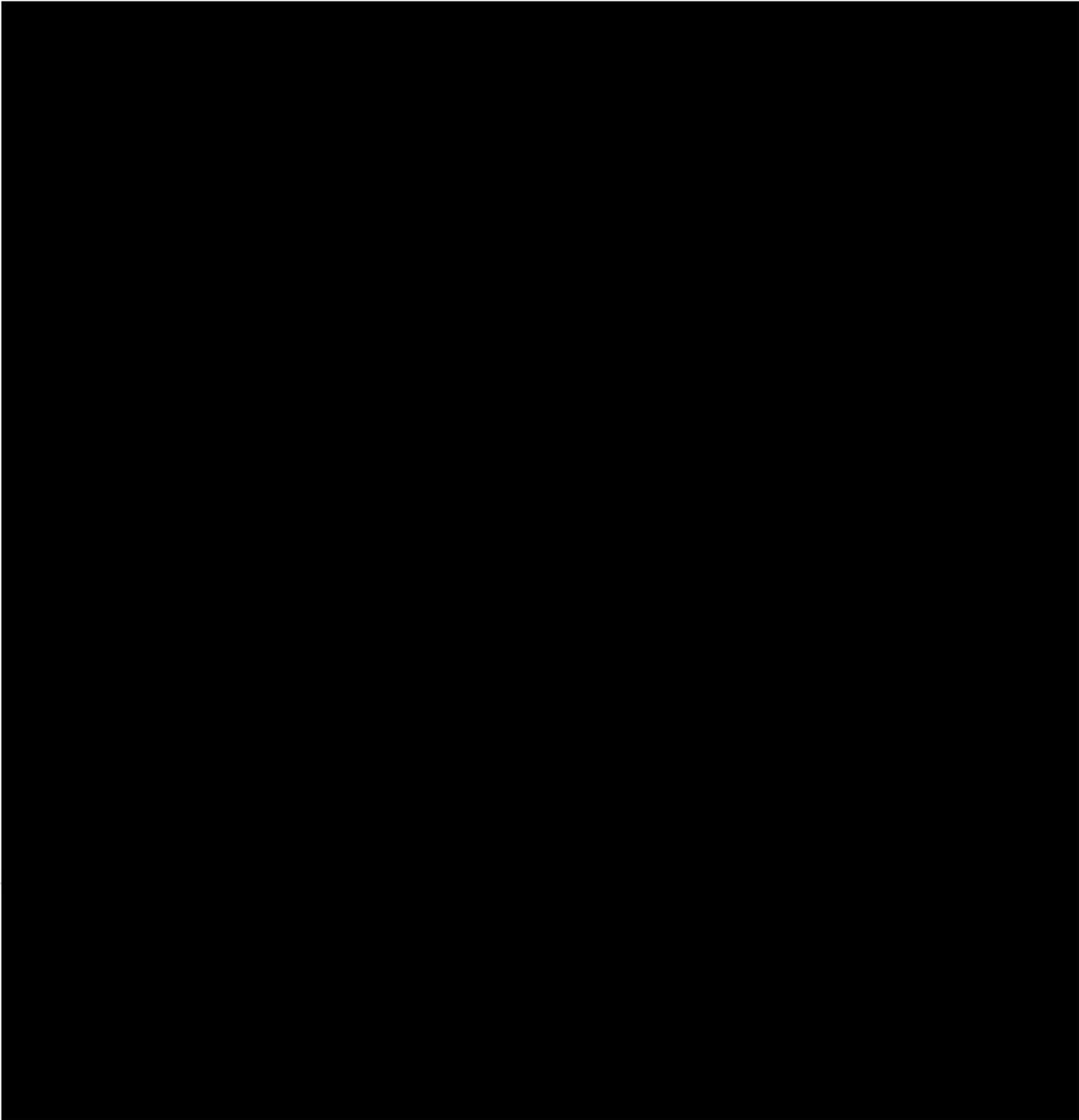
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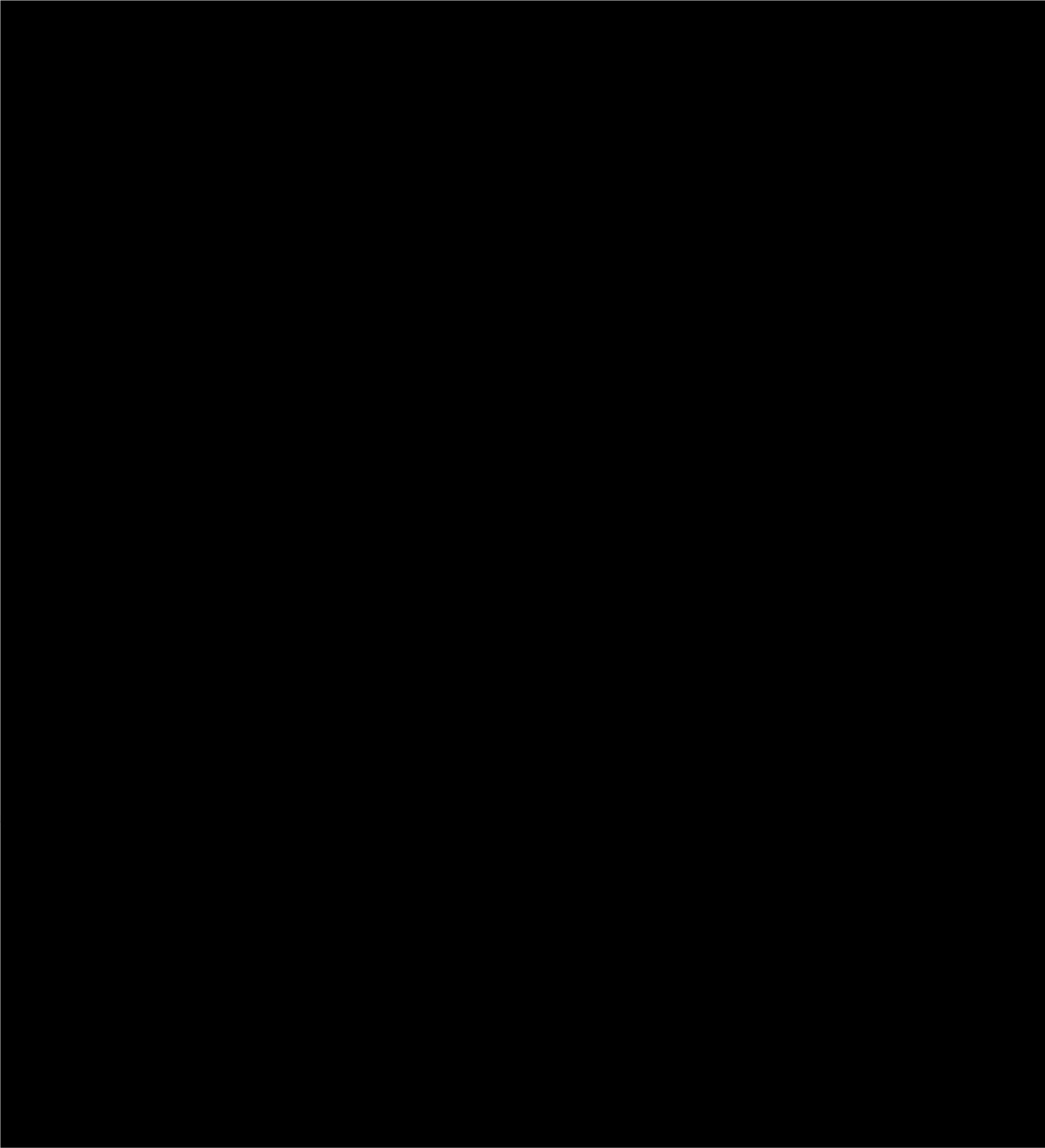
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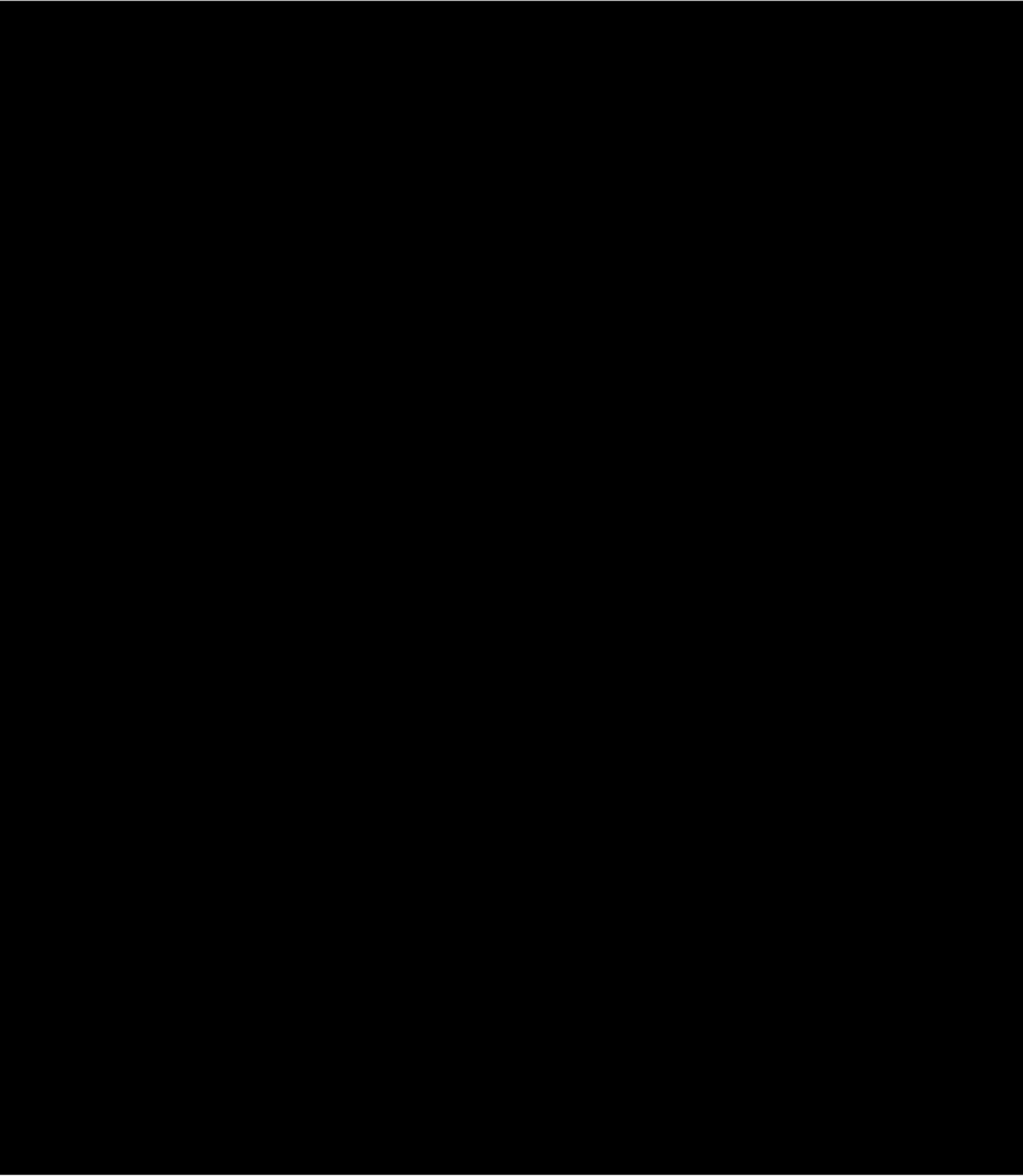
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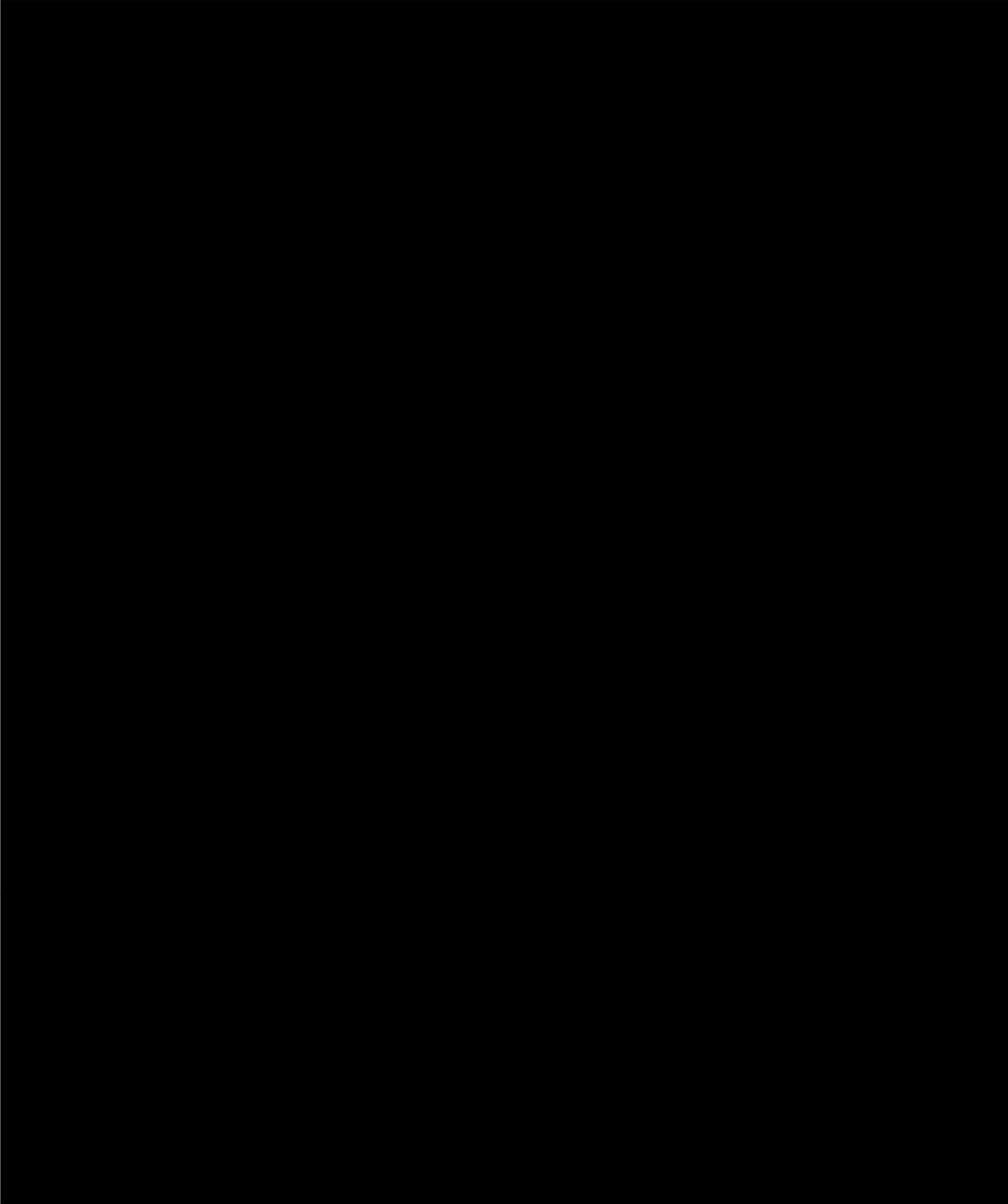
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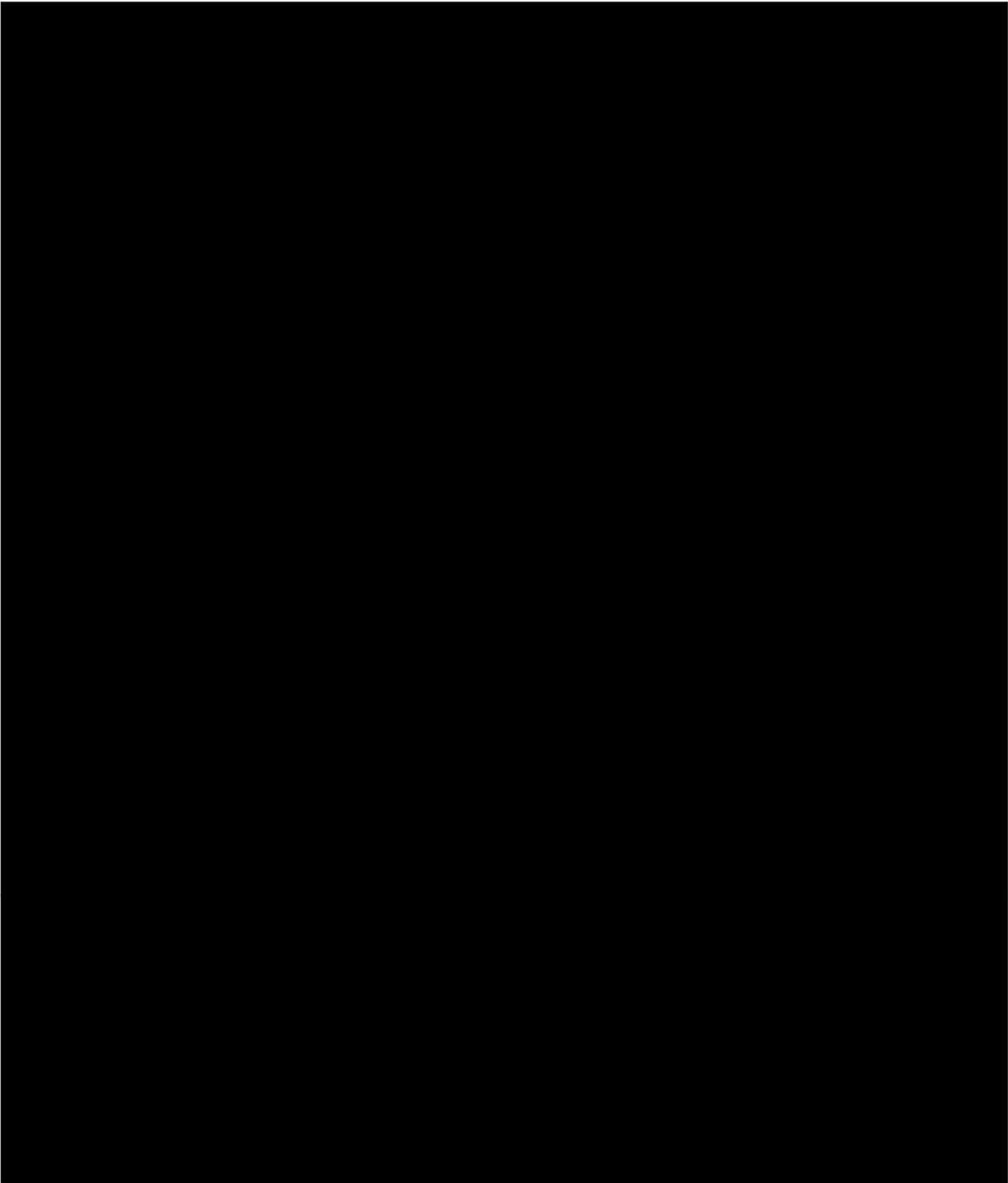
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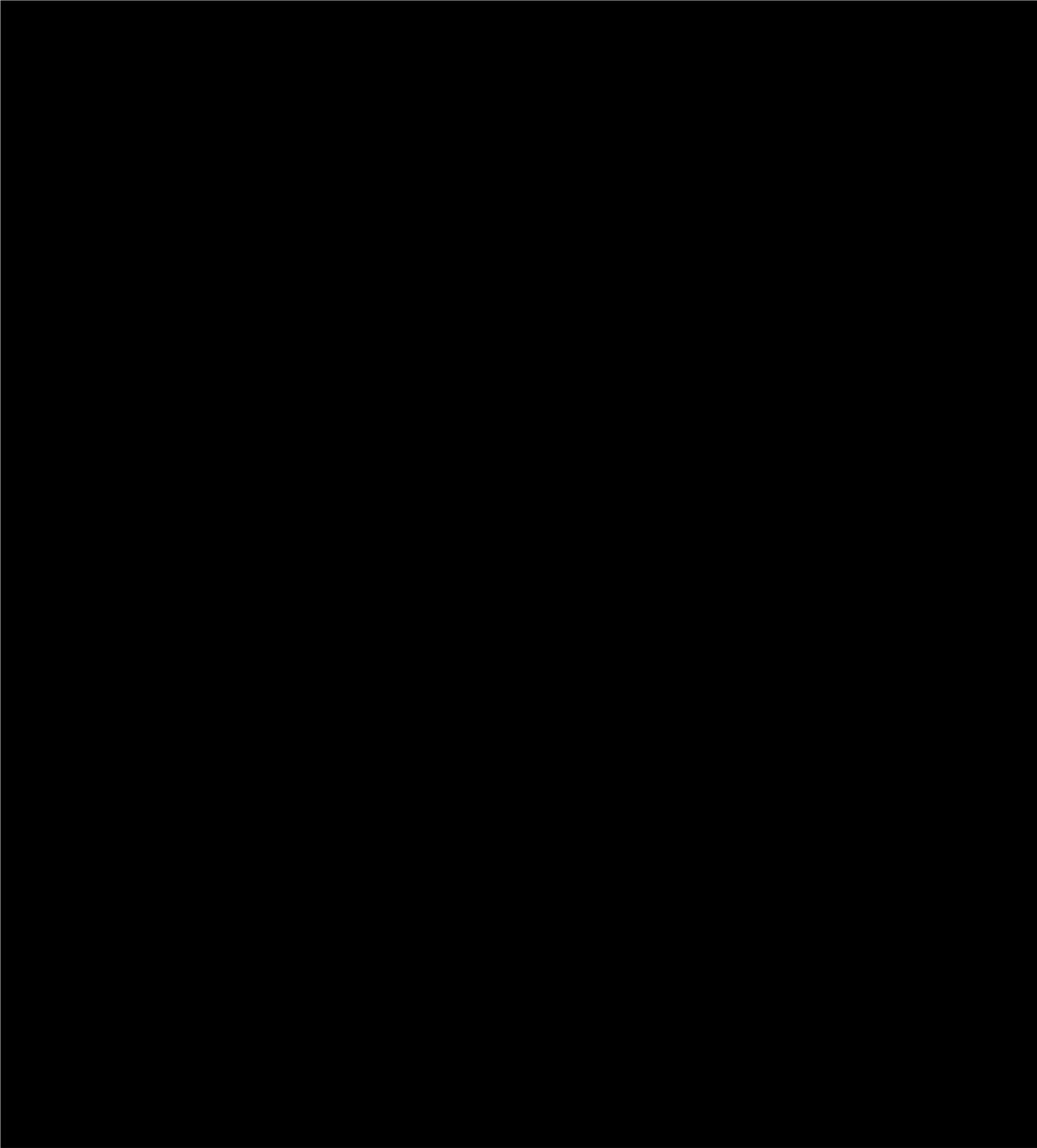
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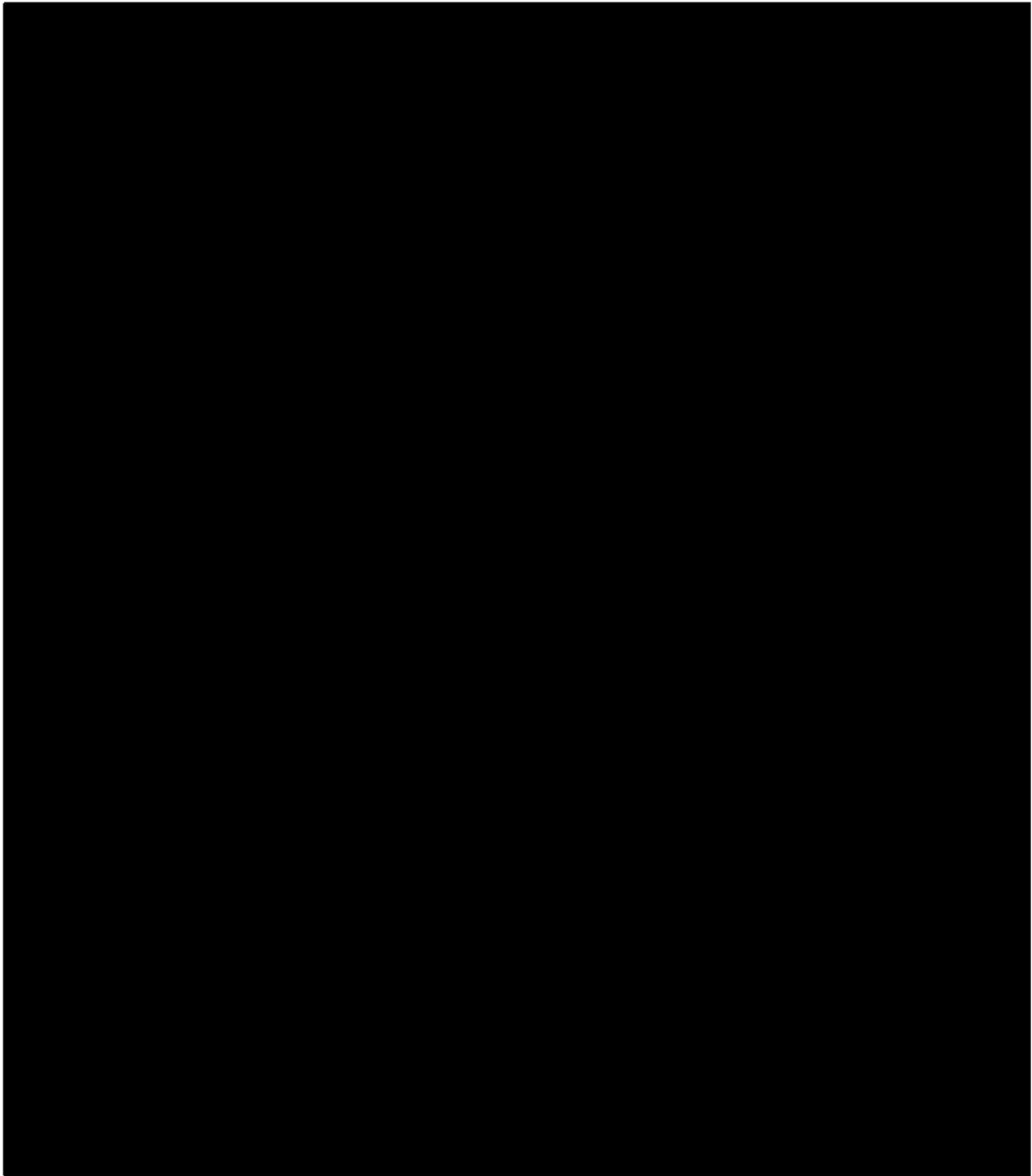
November 30, 2016



November 30, 2016



November 30, 2016



4. School Enrollment

(a) In a narrative response, describe the following aspects of the school's enrollment plan:

- **The extent to which the proposed school's grade configuration aligns with the school district of location and how any misalignment may impact the school;**
- **Any differences in eligible or minimum age in the same grades between schools;**
- **The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;**
- **Whether the presented education corporation enrollment would require any revisions to currently chartered enrollment;**
- **A statement about any growth that the applicants may seek in a future charter period of the school is renewed; and,**
- **If the intent is for a proposed school to offer any grades not already offered by a school within the replicating education corporation, please provide the rationale for the enrollment plan.**

Both Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 and the New York City school district begin lower school with kindergarten. Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 middle schools will begin at grade 5 and serve grades 5-8; the NYC school district middle schools typically serve grades 6-8. At maturity, Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 high schools will serve grades 9-12; the same is true of typical NYC school district high schools.

There will be no differences in eligible or minimum age in the same grades between the Ascend schools and NYC school district schools.

The misalignment between the grades served by the middle schools of the Ascend schools and NYC school district middle schools will not have a negative impact on the school. Four of Ascend's five existing lower schools are configured with the same misalignment and have not experienced challenges in filling seats, as the vast majority of fifth grade students in Ascend middle schools come from their corresponding Ascend lower school. We anticipate that new Ascend schools will experience no more than 12% attrition each year (include families who move out of district), which reflects the highest levels of attrition historically at existing Ascend schools. All Ascend schools fill all seats that become available through grade 9, in order to ensure we continue to operate schools that are open and available to as many students as possible in search of a quality educational alternative. Attrition thus does not factor into enrollment figures, as open seats will be back-filled, as has been done successfully at all Ascend schools historically. During spring and early summer—the peak recruitment and enrollment season—Ascend typically receives five applications for every open seat and makes three offers to fill each open seat.

Existing Ascend schools currently operate grades K-10. If renewed, Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 will operate grades K-12 at maturity; by this time, other Ascend schools will also operate grades K-12.

(b) Complete the student enrollment table provided in the budget template and include a copy of it here.

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	112	28	112	112	112
1st Grade	Elementary School	112	108	112	112	112
2nd Grade	Elementary School		108	112	112	112
3rd Grade	Elementary School			112	112	112
4th Grade	Elementary School				112	112
5th Grade	<i>Middle School</i>					112
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		224	244	448	560	672



Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

1- General Information

Complete the form on the following tab for all academic years in the current charter term.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

2- Enrollment

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).



Statistical Overview for the Current Accountability Period

Requested Data	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment^[1]					
Total Enrollment			834	972	1156
Number of Students with Disabilities			95	140	148
Number of English language learners			3	9	15
Number of Economically Disadvantaged Students			669	784	991
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]			635	834	972
Total Number of Eligible Students Who Returned from Previous Year			565	724	839
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]			65	95	140
Number of Students with Disabilities Who Returned from Previous Year			58	81	132
Number of English language learners Eligible to Return from Previous Year ^[5]			2	3	9
Number of English language learners Who Returned from Previous Year			2	3	9
Number of Economically Disadvantaged Students Eligible to Return from Previous Year			552	669	784
Number of Economically Disadvantaged Students Who Returned from Previous Year			492	575	680
Average Daily Attendance Rate			not available	98,2%	98,1%
Discipline					
Number of In-School Suspensions (Occurrences)			28	39	7
Number of Out of School Suspensions (Occurrences)			158	101	8
Number of In-School Suspensions (unique students)			20	32	6
Number of Out of School Suspensions (unique students)			104	61	7
Number of Expulsions			0	0	0

School Name: Brooklyn Ascend Charter School					
Completed By: Jenny Bartashnik			Date:	10/12/16	

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.



Statistical Overview for the Current Accountability Period

Requested Data	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment^[1]					
Total Enrollment			673	784	900
Number of Students with Disabilities			62	80	99
Number of English language learners			1	2	8
Number of Economically Disadvantaged Students			566	674	781
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]			541	673	784
Total Number of Eligible Students Who Returned from Previous Year			498	603	710
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]			43	62	80
Number of Students with Disabilities Who Returned from Previous Year			38	57	73
Number of English language learners Eligible to Return from Previous Year ^[5]			1	1	2
Number of English language learners Who Returned from Previous Year			1	1	2
Number of Economically Disadvantaged Students Eligible to Return from Previous Year			458	566	674
Number of Economically Disadvantaged Students Who Returned from Previous Year			425	510	610
Average Daily Attendance Rate			not available	96,8%	97,6%
Discipline					
Number of In-School Suspensions (Occurrences)			67	8	5
Number of Out of School Suspensions (Occurrences)			160	50	24
Number of In-School Suspensions (unique students)			42	8	5
Number of Out of School Suspensions (unique students)			72	38	18
Number of Expulsions			0	0	0

School Name: Brownsville Ascend Charter School					
Completed By: Jenny Bartashnik		Date:	10/12/2016		

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.



Statistical Overview for the Current Accountability Period

Requested Data	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment^[1]					
Total Enrollment			547	630	742
Number of Students with Disabilities			67	94	100
Number of English language learners			67	116	122
Number of Economically Disadvantaged Students			482	549	652
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]			409	547	630
Total Number of Eligible Students Who Returned from Previous Year			369	473	537
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]			46	67	94
Number of Students with Disabilities Who Returned from Previous Year			41	60	74
Number of English language learners Eligible to Return from Previous Year ^[5]			51	67	116
Number of English language learners Who Returned from Previous Year			51	67	116
Number of Economically Disadvantaged Students Eligible to Return from Previous Year			371	482	549
Number of Economically Disadvantaged Students Who Returned from Previous Year			337	418	470
Average Daily Attendance Rate			not available	97,2%	97,4%
Discipline					
Number of In-School Suspensions (Occurrences)			17	41	5
Number of Out of School Suspensions (Occurrences)			50	50	11
Number of In-School Suspensions (unique students)			14	30	5
Number of Out of School Suspensions (unique students)			32	25	10
Number of Expulsions			0	0	0

School Name: Bushwick Ascend Charter School				
Completed By: Jenny Bartashnik		Date:	10/12/16	

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.



Statistical Overview for the Current Accountability Period

Requested Data	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment^[1]					
Total Enrollment			206	237	399
Number of Students with Disabilities			16	26	41
Number of English language learners			0	0	1
Number of Economically Disadvantaged Students			143	170	256
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]			n/a	206	237
Total Number of Eligible Students Who Returned from Previous Year			n/a	181	207
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]			n/a	16	26
Number of Students with Disabilities Who Returned from Previous Year			n/a	12	20
Number of English language learners Eligible to Return from Previous Year ^[5]			n/a	0	0
Number of English language learners Who Returned from Previous Year			n/a	0	0
Number of Economically Disadvantaged Students Eligible to Return from Previous Year			n/a	143	170
Number of Economically Disadvantaged Students Who Returned from Previous Year			n/a	125	148
Average Daily Attendance Rate			not available	97,8%	98,2%
Discipline					
Number of In-School Suspensions (Occurrences)			17	16	0
Number of Out of School Suspensions (Occurrences)			24	37	0
Number of In-School Suspensions (unique students)			12	11	0
Number of Out of School Suspensions (unique students)			11	16	0
Number of Expulsions			0	0	0

School Name: Canarsie Ascend Charter School					
Completed By: Jenny Bartashnik			Date:	10/12/16	

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.



Statistical Overview for the Current Accountability Period

Requested Data	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment^[1]					
Total Enrollment			n/a	165	230
Number of Students with Disabilities			n/a	17	34
Number of English language learners			n/a	3	1
Number of Economically Disadvantaged Students			n/a	139	194
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]			n/a	n/a	165
Total Number of Eligible Students Who Returned from Previous Year			n/a	n/a	97
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]			n/a	n/a	17
Number of Students with Disabilities Who Returned from Previous Year			n/a	n/a	10
Number of English language learners Eligible to Return from Previous Year ^[5]			n/a	n/a	3
Number of English language learners Who Returned from Previous Year			n/a	n/a	3
Number of Economically Disadvantaged Students Eligible to Return from Previous Year			n/a	n/a	139
Number of Economically Disadvantaged Students Who Returned from Previous Year			n/a	n/a	82
Average Daily Attendance Rate			n/a	96,6%	96,4%
Discipline					
Number of In-School Suspensions (Occurrences)			n/a	7	2
Number of Out of School Suspensions (Occurrences)			n/a	32	5
Number of In-School Suspensions (unique students)			n/a	4	1
Number of Out of School Suspensions (unique students)			n/a	15	4
Number of Expulsions			n/a	0	0

School Name: Central Brooklyn Ascend Charter School					
Completed By: Jenny Bartashnik		Date:	10/12/2016		

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

5. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

This response is incorporated by reference. Please “Response 06(a)” from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

Further changes are noted below. These changes apply to all schools in the education corporation.

Curriculum Selection

Since the network’s inception, Ascend Learning students have consistently outperformed their community school district peers.

In the first year of Common Core-aligned testing in 2012-13, as was the case with schools throughout New York State, the proficiency level of Ascend students dropped, though they continued to surpass the levels of their community school district peers. After the 2012-13 results, the Ascend network and the schools’ boards of trustees recognized that the curriculum offered at Ascend schools needed to be better aligned to the expectations of the Common Core. In the 2013-14 school year, the network and boards collaborated to begin revising Ascend’s curriculum at all of its schools. These modifications included supplementing the SABIS curriculum—which had previously been at the core of the educational design—with the Ascend-developed Literature Circle program (close reading and student discussion of challenging text) and Number Stories (cognitively guided instruction designed to promote conceptual understanding).

On the 2013-14 NYS assessments, Ascend schools began to regain their momentum. In comparison to the performance of the community school districts served by the schools, Ascend surpassed the district-level performance in 16 out of 20 tested grades and subjects. And in many grades and schools, Ascend students outperformed their neighborhood peers by significant margins. Specifically, the 4th grade scholars at each campus surpassed the district-wide average in both ELA and math by more than 10 percentage points. The 3rd graders at Brooklyn Ascend and Brownville Ascend Charter Schools, as well as the 7th graders at Brooklyn Ascend, also outperformed their neighborhood schools in ELA by more than 10 points. In math, the 3rd graders at Brownsville Ascend achieved proficiency at a rate twice as high as their district peers.

For the first time, in the 2014-2015 school year, the Ascend network implemented the new Ascend educational model, which offers a rich Common Core-aligned curriculum in the liberal arts, in a warm and supportive environment supported by the Responsive Classroom model in grades K-8, and restorative practices in high school. In that year, our schools outperformed their district peers in 23 out of 26 tested grades and subjects. The 4th graders at Brooklyn Ascend outperformed the city, state, and New York City charter school proficiency rates. Ascend students outperformed their district peers by 10 or more percentage points in 13 tested grades and subjects.

In 2015-2016, in the second full year of implementation, our students' results on the New York State exams demonstrated the power of Ascend's rigorous liberal arts curriculum, inquiry-based instruction, and supportive cultural model which promotes independence and agency. In grades 3 to 8, the percentage of students found proficient or advanced in English Language Arts (ELA) rose from 25.3 the previous year to 39.6, a gain of 14.3 percentage points, and in math from 31.7 to 41.1, a gain of 9.4 points. In comparison, New York City Department of Education schools grew 7.6 points in ELA and 1.2 points in math.

In 2015-2016, Ascend schools outperformed their host district schools in every school, grade, and subject by an average of 15 percentage points, and the average proficiency of students in Ascend schools exceeded the average proficiency of students in New York State and New York City in both ELA and math.

Brooklyn Ascend High School demonstrated impressive results on its first New York State Regents exams in 2016—its inaugural year—confirming the value of our unique educational and cultural approach during the critical college-preparatory years. Eighty-three percent of students passed the Common Core Algebra I exam and 86 percent passed the Living Environment exam. These results would have placed the school above both the city and state results in 2015. The algebra results were higher than 91 percent of charter schools across New York State the previous year.

While achievement still falls short of our aspirations, we believe that the significant adjustments undertaken in recent years have been largely successful. Yet more-skillful implementation—along with ever-increasing student and staff exposure to the methods employed—will result in increasing levels of academic achievement.

Curricular Components

Beginning in kindergarten, the lower school establishes a foundation of strong basic skills in early literacy, conceptual understanding of math along with crucial early fact fluency and routines, critical thinking, intellectual drive, discussion skills, enthusiasm for learning, and a love of reading in every genre. By the time Ascend students enter middle school, they will have acquired the requisite academic skills, critical capacities, mental stamina, and engagement in schooling to participate in an uncommonly ambitious, inquiry-based course of study in humanities, mathematics, and science.

An extended school day provides for more time devoted to instruction, and for a broad curriculum that includes—in addition to English language arts and mathematics—science, social studies, music, the visual arts, physical education, and dance. Ascend's curriculum blends teacher-led instruction, inquiry, cognitively-guided instruction (CGI), and college-style discussion from the earliest grades.

Among Ascend's curriculum shifts undertaken in 2014-2015, all designed to align classroom studies with rigorous Common Core standards, are the following academic components:

Foundations, a program for phonemic awareness, fluency, vocabulary, and comprehension is used in grades K-2. The program is based on the Wilson Reading System principles, which is supported by multiple studies, including one by Massachusetts's Lynn Public Schools (of which the student population is 66 percent black or Latino). The study found that the System expedites grade-level reading increases among elementary school students who previously struggled in achieving appropriate reading level growth.¹

In kindergarten, the writing program is *Units of Study in Opinion, Informational, and Narrative Writing*, by Lucy Calkins. *Voyages in English: Grammar and Writing* is used to help students in later grades of the lower school with the mastery of grammar, writing, and the use of the English language. *Voyages in English* has been fine-tuned throughout the 70 years of its published life. It is also the recipient of the 2011 Distinguished Achievement Award by the Association of Educational Publishers.²

Ascend's *Literature Circle* program, influenced by a similar program at the flourishing Success Academy Charter Schools (which serve student populations not unlike those served by Ascend schools), was adopted to promote student discussion as teachers help students mine the deepest meaning of the finest children's literature and develop the habits of excellent readers, all while building reading comprehension skills, and seminar-style discussion and speaking skills—essential for college readiness. In addition, *Literature Circle* builds students' core background and cultural knowledge by following the Core Knowledge History and Geography and Sequence.

Guided Reading, a separate reading class, creates a bridge between Shared Text and independent reading. The program has been highly successful at several Ascend schools. It is taught in small groups of students who are on the same reading level, as determined by individual one-on-one reading assessments. Teachers serve as skilled facilitators, guiding students through prompts and questioning student strategies as they read a book together. Each guided reading session addresses needs identified through the previous session, whether in the area of decoding, fluency, or comprehension.

In the Shared Text component, modeled after a similar program at the achievement-gap-closing Success Academy Charter Schools, the teacher models the habits of a skilled reader, and leads students briskly to assessing and then writing about the deeper meaning of a short complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. In the lower school, Shared Text is a companion component to *Literature Circle*; in grades 5-8 texts are often selected to align with the Humanities Program Scope and Sequence. Texts are selected in a range of genres and often provide historical context to the anchor text book under discussion.

Ascend's *Humanities Program*, which begins in grade five, and is unchanged, is the natural successor to the lower school's *Literature Circle* and *Guided Reading* programs. Modeled closely on the practices of the city's finest private and selective public schools, this great books was designed to develop students' individual voices, as well as reading and writing sensibilities, with

¹ Carol Robinson and Michelle Wahl, "Foundations" (Florida Center for Reading Research, 2004)

² Loyola Press. "Voyages in English Wins!" Accessed July 9, 2015.
<http://newsroom.loyolapress.com/2011/06/voyages-in-english-wins/>.

an ambitious syllabus that includes a cross-cultural selection of classic literature and key primary texts.

The curriculum in math features the approach known as *Cognitively Guided Instruction (CGI)*. CGI has significantly improved performance in other leading NYC charter schools, including those in the Success network.

Singapore Math is the primary math program in kindergarten through the fifth grade. Singapore Math is based on the curriculum that took Singapore students to the top of international math assessments.³ The program focuses on building problem-solving skills and an in-depth understanding of essential math skills. It is closely aligned with curricular focal points recommended by the National Council of Teachers of Mathematics and the Common Core Learning Standards. Students are taught not only mathematical methods, but also why they work.

In *Number Stories*, which is founded on the tenets of CGI, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. For approximately 10-20 minutes a day, students will practice *Math Routines* to build automaticity and fluency in computation. In the middle school, one of the 45-minute daily math periods is deployed for *EngageNY*. The second middle school math period is dedicated to *Math in Context*.

MacMillan/McGraw-Hill's *A Closer Look* science program was selected as the curriculum for the lower school because of its strong Common Core alignment, integration of rich content with well-conceived inquiry experiments, and vibrant, engaging textbooks. An independent study of St. Louis Public Schools (which are instructed under the MacMillan/McGraw-Hill science series), revealed that black students' performance on the Missouri Assessment Program is exhibiting a growth trend that exceeds that of the state average.⁴ In response to teacher input at town halls held at each school in the Ascend network, Ascend in 2016-2017 added many originally created science units that are aligned to the Next Generation Science Standards and culminate in project-based learning projects. The interdisciplinary nature of project based learning builds problem solving skills and challenges students to think deeply and work collaboratively—essential elements of a liberal arts education.

In the middle school, students learn standards-based science in the context of intriguing personal and societal issues through the *Science Education for Public Understanding Program (SEPUP)*, developed at the University of California at Berkeley and composed of courses in *Issues and Earth Science*, *Issues and Life Science*, and *Issues and Physical Science*. Two decades' worth of research have demonstrated the program's positive impact on students' science education with regards to fostering subject knowledge, inquiry skills, engagement, and approaches for making decisions and solving issues.⁵

³ Marshall Cavendish, "Math in Focus: Singapore Math Research and Efficacy," Accessed July 10, 2015, http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_research_efficacy_lr.pdf?la=en

⁴ Macmillan/McGraw-Hill, "The Impact of *No Child Left Behind* on Science Education."

⁵ Lawrence Hall of Science, University of California, Berkeley, "Summary of SEPUP-related Research" (2013)

For Ascend schools offering Spanish, *Sube* (K-1) is the program which teaches Spanish to scholars in a full-immersion environment. The scholars learn Spanish through music, art, and literature, and about Hispanic culture through dance and other authentic cultural activities. *Descubre* (grades 2-5) aims to make learning and teaching Spanish an experience that is motivating, enriching, and effective for students.

Further Development and Implementation

The founders acknowledge through experience that our schools' adopted curricular programs cannot be static, but rather must evolve to meet the demands of changing external conditions or address internal areas of needed improvement. To evaluate whether or not the curriculum is successfully implemented and effective for students, deans of instruction review results on its assessments (specifically, Ascend-created content- and unit-based assessments, Ascend's benchmarks aligned to EngageNY and the NY Ready Practice Tests, and STEP) to see if the scholars achieve the objective measures. Ascend schools also use outcomes on nationally normed tests—Ascend will be switching to the MAP in place of the TerraNova this year—and state test results as indicators of an effective curriculum and its implementation.

A hallmark of the Ascend culture is the continuous examination of the key design elements that work and do not work, as well as a willingness to enact bold and prompt changes. As noted above, after two years of unacceptable Common Core results, Ascend abandoned the SABIS curriculum after the organization was unwilling to make the substantial changes that Ascend concluded were necessary. The SABIS curriculum had been at the core of Ascend's educational design since the organization's inception. Such a move reflects the network's sense of responsibility, urgency, and intellectual honesty. The process of enacting the large-scale curricular shift included a rigorous examination of the schools' results, which were incorporated into a white paper that outlined the deficiencies of the previous curriculum and model, and offered a sketch of the new program to rectify these inadequacies. A curriculum team of 11 people was assembled to create, publish, and circulate to Ascend managed schools thousands of new curricular products (pacing charts, unit guides, assessments, student response packets, and more) over the course of the school year.

Every summer, the Ascend data and analytics team analyzes in detail results of the Core-aligned New York State tests to identify areas of weakness. This analysis, in turn, results in revisions to the curricular unit guides as needed. In 2014-2015, the first implementation year of the new model, analyses and corresponding revisions occurred as warranted by early benchmark results. For example, the data and analytics teams noted on the benchmark exams students' relatively poor performance on constructed response questions compared to their performance on multiple choice items. This led to immediate and effective changes in the curriculum and its implementation, including the allocation of substantially more instructional time for writing, as well as the deployment of writing rubrics. Consequently, constructed response results rose sharply within one month of the change.

In addition to assessments, teacher surveys and annual town halls serve as indicators of design performance. The surveys are rigorous and mandatory, providing Ascend a comprehensive picture of teachers' appraisal of the new design. Included are several questions on each

component of the Ascend Common Core curriculum, including Foundations, Shared Text, guided reading, Humanities, STEP, Number Stories, etc. The town halls, one hour long and held at all schools, provide abundant qualitative data. The results of both surveys and town halls are compiled by the Ascend communications team. The 2014-2015 school year demonstrated the power of such tools, for Ascend was alerted to very specific curricular concerns through these indicators. For example, results revealed that the benchmark exams were too short; there were too few questions on each exam and therefore too much volatility in results from one exam to the next, as well as insufficient feedback on Common Core standard performance. The length of the benchmark assessments was adjusted for the 2015-2016 school year. Similarly, as noted above, the addition of more project based learning elements was strongly suggested by Ascend teachers at town hall meetings.

Another feedback and improvement mechanism for the curriculum and broader school design is an email channel for instructional staff that is directed to the Ascend academic and curricular team leaders. The email is heavily used by teachers and school leaders to convey defects and suggestions for the curriculum's improvement. The comments resulted in adjustments to the curricular components in real time.

Network-wide Initiatives

Each year, in consultation with school directors, Ascend defines a small number of network-wide initiatives with the goal of strengthening the implementation of the curriculum and student results. In the 2015-2016 school year, Ascend launched a new approach to teacher development known throughout the network as "Teacher Planning and Development" (TPD). These are small group content level meetings for teachers that take place between once and three times weekly depending on the grade and number of subjects taught. TPD specifically addresses a weakness Ascend noted, namely that teachers and leaders often lacked the depth of content knowledge necessary for our students to truly be successful. These TPD meetings will serve to leverage the power and efficiency of the group in planning content, allow leaders to spend more time in classrooms, and give teachers a platform to share best practices and build expertise in the content they will teach. Our theory was that if we improved adult understanding of the content, student engagement with, and understanding of, the content would improve, as would student performance. TPD meetings current take four forms: (1) Unit Studies, (2) Planning and Assessment Studies, (3) Data Meetings, and (4) Lesson Debriefs and Teach-backs. The initiative was well received by teachers, and we believe it was a significant driver of our network's improved performance in the past year.

In school year 2016-2017, Ascend is focused on two initiatives: developing a love of reading in our students, and improving the ways in which our teachers and leaders continuously monitor and respond to student work. We believe that if we can increase our students' intrinsic motivation to read, not only will their achievement levels increase but we will come that much closer to achieving our vision of providing a rich liberal arts education. We have made this focus possible by increasing the number of minutes students spend reading independently in school each day. We have also greatly increased the number of books in our schools and libraries. School directors and their teams have designed numerous school-wide activities, events, and methods for strengthening independent reading and celebrating reading throughout the school

community.

The reenergized focus on monitoring student work is the result of deeply studying the grades and subjects where we saw the most growth in the previous academic year. It was apparent that the most successful teachers and leaders relentlessly monitored student work, responded to and re-taught material even within the same school day and certainly within the same week. We want every teacher to have clear goals for every discourse and for every piece of student work, and for students to receive more and more substantive feedback as a driver of strong student academic achievement.

Ascend has also strengthened implementation this year by increasing the number of managing directors—senior leaders who oversee school director performance and management. In the previous academic year, the chief schools officer and one managing director directly managed all of the school directors. In the current year, three managing directors manage the nine school directors. We believe that this level of support for school directors will help them focus on our primary initiatives and ensure that directors and their leadership team members align their use of time to the strategic plans they wrote at the start of the school year.

Ascend produces pacing charts, unit guides, and assessments for schools and teachers in all grades and subjects. Pacing charts tell teachers what units and standards will be covered over the course of the school year. The unit guides provide a rich level of detail to support the teachers with lesson planning, establishing clear learning outcomes and additional guidance. The assessments are provided to establish a common expectation of rigor to be mastered at each level. Teachers are required to create lesson plans after deep analysis of these resources.

(b) Assessment System

This response is incorporated by reference. Please “Response 06(b)” from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

Further changes are noted below. These changes apply to all schools in the education corporation.

The following chart identifies the full set of assessments planned for new Ascend schools.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
New York State ELA Exam	Annually, grades 3-8	State	Required
New York State Mathematics Exam	Annually, grades 3-8	State	Required
New York State Science Exam	Annually, grades 4, 8	State	Required
New York State Alternate Assessment	Annually, to special education students whose IEP recommends Alternative Assessment	State	Required

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
New York State ESL Achievement Test (NYSESLAT)	Annually, grades K-12 to English language learners	State	English language learners in grades K-12 take the New York State English as a Second Language Achievement Test annually in spring. The results are used to measure their progress in acquiring English and to determine the amount of English as a Second Language (ESL) and English Language Arts (ELA) instruction they are to receive daily.
NWEA-MAP	Annually, grades K-8	Commercial	The NWEA-MAP assessment is a computer adaptive standardized test that measures a student's abilities in the areas of reading and mathematics, and grades them in each of these areas compared to other students nationwide of the same grade level, providing a percentile rank for our scholars.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
University of Chicago's STEP	Approximately every 9 weeks, grades K-4	Commercial	The assessments are administered to measure a student's developmental reading level against research-based milestones. STEP enables educators to implement a developmental approach to teaching reading using evidence that informs grouping for guided reading instruction and measures reading progress.
Content and unit-based assessments	Every 3 to 5 weeks (at the end of each unit in each subject), all grades	Ascend-developed, graded summative assessments, composed of multiple-choice, short-answer, and/or essay questions	Unit exams assess concepts and skills that students have learned in a designated period of time, and are aimed to match the rigor of the state exams.
New York State Identification Test for English Language Learners (NYSITELL)	Within the first ten days of entrance to school to students whose home language is not English	To identify students for ESL	The NYSITELL is given to all eligible students (when their home language survey form indicates that their home language is not English) to assess their English ability and determine if they are eligible for ESL services.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
Mock state test	Once a year, grades 3-8	Formative assessment towards state tests	Mirrors the length and administration of the state exam. Strong predictor of Ascend student performance on the state exam later that spring.
Benchmark assessments	Four times a year in English and math, grades 2-8	Formative assessment toward state tests	Ascend-created benchmarks aligned to EngageNY released state test questions and the NY Ready Practice Tests. Scores on these assessments administered since the spring of 2013 have proved to be predictive of Ascend student performance on the state exam later that spring.
NAEP (National Assessment of Educational Progress)	If students are selected for testing	National Report Card	NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

* The school will administer any additional tests required by CSI, or NYSED

Diagnostic Tests

The diagnostic program is an evaluation process consisting of multiple assessments whose purpose is to determine the specific learning needs of individual students so that their optimal placement is achieved. Students entering the school will take diagnostic tests in mathematics and English language arts. It will be recommended that any older scholars admitted from the waiting list take the diagnostic exams and that the school reports grade placement to the parent before the parent enrolls the scholar.

Except in kindergarten, newly enrolled scholars in all grades will take a grade-specific math diagnostic exam created by the Ascend curriculum team. To determine appropriate grade placement in ELA, all incoming scholars in grades K-2 will take a STEP assessment and all scholars in grades 3-8 will take an English diagnostic exam created for each grade.

The diagnostic tests assist school leaders in determining the correct grade placement for new students or their need to be immediately enrolled in response to intervention (RTI) services. Every effort will be made to keep children with their age-mates in the lower school. In the upper grades, students are grouped according to their background knowledge and competency level.

When diagnostic testing reveals serious academic deficiencies, the program prescribes solutions, including the following:

- Special/intensive lessons in English or mathematics
- Repeat of a school year

Formative and Summative Tests

Ascend schools primarily evaluate curricular learning across three levels of assessments: (1) unit tests, (2) benchmark tests, and (3) mock state exams. The higher the level of assessment, the more it matches the format, content, and conditions of the annual New York State exams.

Teachers will be responsible for administering, collecting, and entering each of these tests into the network's data assessment system, the Illuminate Data and Assessment Management System (Illuminate DnA). It is the founders' belief that academic data must be placed rapidly into the hands of those who need it most—teachers. Therefore, Ascend formats its tests in a way that is optimal for entry into Illuminate DnA, for the system itself includes advanced scanning software that can upload any test format (multiple choice, constructive response, etc.). Under the Illuminate DnA system, assessment data is available immediately to teachers and leaders for analysis that informs subsequent instruction.

Unit Tests

Administered at the end of a curricular unit (approximately monthly), unit tests are designed to assess concepts and skills that students have just learned in a particular subject and/or sub-subject. The content and format of these exams are intended to reflect the level of rigor of the New York State tests.

An important strength of Ascend's assessment system is that all unit assessments are created by the same team that develops the Ascend curriculum. In other words, the assessments are written

by the very people who specialize in the relevant curricular content areas, and therefore, most deeply understand them. In effect, students are tested on precisely what they are taught in the classroom. Moreover, because there is no variability in unit tests across class sections of the same grade level, the Ascend data and analytics team is able to compare the results—section by section within a grade. To measure the validity of unit tests, the team compares the ELA and math unit test results to those of the benchmark assessments.

Benchmark Tests

At the next level are benchmark assessments, which measure student mastery of grade-level Common Core standards. The tests are untimed, to match the format of the NY State Test introduced in the spring of 2016 and are conducted four times per school year, with each exam item sourced from previously administered state tests or ReadyNY. Several years of analysis by the Ascend data and analytics team has demonstrated that the benchmark assessments are highly correlated with student performance on the spring state test. Every school year, Ascend Learning analyzes the validity and reliability of the assessments by comparing student performance on the benchmark tests with their performance on the state test.

The results of each benchmark assessment will drive four annual meetings focused on student academic progress throughout the school year. Under guidance by the school's deans of instruction, teachers will focus on the formative use of achievement results to quickly analyze student content mastery, formulate targeted action plans, and quickly implement plans to increase student mastery of standards. Formative analysis of students' academic performance data is essential for addressing any curricular misconceptions in upcoming classroom time, as well as keeping students on track toward Common Core proficiency.

Mock State Exam

At the final level is the annual mock state exam—typically administered in January. The testing conditions are a close reproduction of those required by the annual state test. For example, replicated are length of time (untimed since 2016), administrative rules, and the presence of a proctor. The history of the Ascend network in administering mock state tests has revealed that they are highly correlated with subsequent student performance on the spring state test.

Use of Assessment Results

Teachers

Teachers will use assessment results to:

- Identify and remedy variances from pacing charts
- Ensure that students enter the RTI program, if needed
- Mine instructional data to understand why students failed to master material and how this material could be presented more clearly or effectively
- Engage in constructive feedback with leadership team members by searching for ways to improve and adjust pedagogical practices

Teachers will receive extensive professional development to facilitate data-driven instruction throughout the year at benchmark assessment data meetings, Teacher Planning and Development meetings (described in Response 09), and during all-day professional development days.

School Leaders

School leaders will use assessment results to:

- Target individual teachers in need of additional tailored support
- Seek out macro patterns of weaknesses to determine if the school or grade-specific teachers require a modified professional development plan
- Evaluate the effectiveness of the educational model's components (e.g., the extent to which RTI has improved the performance of struggling students)

Overall, school leaders will use the discussed periodic assessments to determine if grade levels and/or classroom sections are making adequate progress on the concepts outlined in the pacing guide.

School Board of Trustees

The school board of trustees will use assessment results to:

- Monitor the schools vis-à-vis their academic goals
- Evaluate the school directors' performance
- Evaluate Ascend Learning's performance

Before each monthly meeting of the schools' board, every trustee will be provided a "dashboard" that summarizes on one page the schools' performance. In addition to enrollment, attendance, attrition, and financial data, the report will highlight academic results in each grade and core academic subjects, as available. Results on the most recent tests will be detailed, as well as results on the most recent administration of the STEP reading tests. Comparisons of grade placement to grade-level results, for instance, will allow the trustees to discern if students are on average performing at or above grade level in all grades, and to see what percentage of students in each grade are below grade level and by how many months. The dashboard will anchor the board's discussion and ultimately inform the board's oversight of Ascend Learning and the school director. The board will use results on state tests (and the annual mock exams that anticipate them) as a critically important measure of the school's performance.

Students

Students will use assessment results to:

- As age-appropriate, reflect on their strengths and weakness in relation to the Common Core Learning Standards
- As age-appropriate, lead student-parent conferences about their academic progress

(c) **Instructional Methods**

This response is incorporated by reference. Please “Response 06(c)” from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

Further changes are noted below. These changes apply to all schools in the education corporation.

Pedagogy Overview

Ascend schools use direct instruction, carefully structured and inquiry-based learning experiences, cognitively guided instruction, and college-style discussion. The varied pedagogy is engaging for students and teachers alike; it is also essential for fostering the kinds of critical thinking and conceptual understanding that direct instruction alone is unlikely to develop and that are the focus of the Common Core—and ultimately, college-level studies.

For example, in math, students need to do more than master discrete math procedures or skills; they must also understand thoroughly the underlying mathematical ideas and grasp how their acquired mathematical skills relate to one another. Not only will this understanding allow them to successfully wrestle with math problems that require the application of multiple techniques, it is also likely to foster far more interest in math and the desire for further study. Accordingly, Singapore Math will be the primary program used by Central Brooklyn Ascend Charter School to build problem-solving skills and foster deep comprehension of essential math skills. It is supplemented in kindergarten through grade 5 with Number Stories, whereby students deeply engage a single math problem in a cognitively guided instruction lesson; and math routines, which builds computational automaticity.

In English language arts, the Ascend curriculum taps complementary pedagogies that prepare students to successfully grapple with complex text. To build reading comprehension, Ascend blends a highly effective early reading program (Foundations) with daily guided reading, extensive independent reading, Literature Circle (by which students discover the deepest meaning of outstanding children’s literature), and shared text, writing, and grammar (whereby students develop their writing skills for a full period each day). In Ascend’s successful Humanities Program in the middle school, students will build on the foundation established by Literature Circle and engage in college-style discussion to define, interpret, and debate a text’s meaning.

Research on Instructional Methods

Direct Instruction

Research supporting the effectiveness of direct instruction on student achievement is abundant. A compilation study of more than 800 meta-analyses on student academic performance determined that from among 300 of the studies, which in total involved 42,000 students, direct instruction is shown to have an average effect size of 0.6. The figure is similar for both general

and special education students.⁶ (Generally speaking, an effect size that is 0.25 or higher indicates a statistically significant academic increase or difference.)⁷ A number of studies also evidence the effectiveness of direct instruction-based curricular programs—specifically with regards to at-risk students or those from low-income households.⁸ For example, one study examined the effects of the Direct Instruction curriculum on reading performance growth from first- to fifth-grade for students in the Baltimore City Public School System, which is comprised of 85 percent black students. Among the first-graders in the schools that implemented the curriculum, by grade five, the students achieved vocabulary and reading comprehension levels that surpassed that of the grade-level national average.⁹

Cognitively Guided Instruction

Ascend has adopted cognitively guided instruction to be the primary driver of its pedagogy. Research showing the impact of cognitively guided instruction date back to Carpenter *et al.* (1989).

Over the decades, numerous studies have shown that students taught using CGI had significantly higher levels of achievement in program solving than students in control classes had. Villasenor and Kepner (1993) and Secada and Brendefur (2000) demonstrated that CGI also increases urban student performance. Further demonstration of the effectiveness of CGI with students from typically underachieving groups can be found in Carey *et al.* (1995) and Peterson, Fennema, and Carpenter (1991).

The longitudinal study (Fennema *et al.* 1996) showed that over time, the concepts and the problem-solving performance of the classes of every teacher were substantially higher. Improved performance in concepts and problem solving appeared to be cumulative, with students having longer participation in CGI classes showing greater gains in the upper grades during the second and third years of the study.

This instructional method is heavily influenced by that used in Success Academy Charter Schools. Strengthened by its curriculum, the Success Academy network has excelled on the Common Core aligned New York State tests.

Building the Ascend Culture

Departing from a punitive and proscriptive disciplinary model with associated high rates of referrals and suspensions, Ascend has developed a warm and supportive culture rooted in Responsive Classroom in the elementary and middle grades and restorative practices in the high school. Classroom communities will nurture students' sense of belonging, and by creating calm, orderly environments, Ascend schools will foster children's social and emotional competencies, obviating the need to rely on punitive consequences.

⁶ John Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (London: Routledge, 2008)

⁷ Education Consumers Foundation, "Direct Instruction: What the Research Says" (2011).

⁸ *Ibid.*

⁹ Jean Stockard, "Promoting Reading Achievement and Countering the 'Fourth-Grade Slump': The Impact of Direct Instruction on Reading Achievement in Fifth Grade," *Journal of Education For Students Placed at Risk* 15(3) (2010): 218-240.

In the lower school, the joyful culture builds students' social and emotional capacities to self-manage. Positive language replaces warnings and threats, and students learn empathy, collaborative problem-solving, and self-control.

Every morning in each class, students and teachers gather to greet one another, share news, and warm-up for the day ahead. Throughout the day, teachers talk about what students are learning and what excites them, rather than how they are behaving. Instead of warnings and threats, teachers use positive language that promotes learning, a sense of belonging, and self-discipline. When students do misbehave, logical consequences allow them to fix and learn from their mistakes while preserving their dignity. In this environment, Ascend students learn social skills—cooperation, assertion, responsibility, empathy, and self-control—that allow them to succeed academically and socially; the day is thus spent enjoying academic, artistic, and extracurricular activities.

After completing Ascend's lower school, students will have developed the social and emotional capacities to thrive in a new environment where they enjoy increasing freedoms and responsibilities. Relying on a middle school version of Responsive Classroom, a climate is fostered where students' desire for autonomy, competence, relationship, and fun is met; where students feel connected, heard, empowered, and safe; and where they are encouraged to begin developing independence of action and character.

The central focus of the Ascend middle school culture is the development of agency—students' knowledge that they are in control of their own lives and can act of their own free choices. The scaffolding of the early years will gradually be pulled away so that by the time they reach college, students can self-manage with full autonomy. Beginning in middle school, students transition between classes autonomously, take part in daily "advisory" meetings, and choose their own elective enrichment classes.

This capacity will prove essential for further growth in high school, in preparation for life on a college campus. Ascend students will complete high school with the character strengths critical for success in college and engaged and responsible citizenship. In the high school grades the schools implement restorative practices, empowering students to understand the impact of their actions and encouraging them to take responsibility for their choices, while providing pathways that build relationships and community and avert conflict. The thoughtful and gradual release of academic and school-wide procedures and guardrails increases student autonomy and teaches students to accept responsibility for actions and decisions.

Ascend schools evidence the effectiveness of their implementation of the Responsive Classroom culture. Across the network of Ascend schools, since the implementation of the model, suspension rates have declined, and in the most evolved of the schools, dramatically.

Externally, evidence of the achievement effects of the Responsive Classroom culture is growing. In a multi-year, longitudinal randomized controlled study sponsored by the U.S. Department of

Education and the Institute of Education Sciences, researchers determined a statistically significant association between employment of the Responsive Classroom model and positive student academic performance on reading and math. The magnitude of the association is equivalent for the sub-sample of students who qualify for free or reduced-price lunch. The correlation also appears to be more pronounced for initially academically struggling students. Moreover, adoption of the cultural model is linked with classroom environments that exhibit more orderliness and emotional support.¹¹

Students with Disabilities

The same methods have been used successfully for both students with disabilities and English language learners. For students with disabilities, the proposed schools, like the other schools in the Ascend network, will work closely with the Committee on Special Education (CSE) responsible for its pertinent CSD, understanding that the IEPs are the jurisdiction of the CSE and not the school. The schools will implement the programs and interventions prescribed in each student's IEP. Ascend Learning's full-time director of special services will manage the process, and the special education teacher(s) in the schools will execute the IEP directly. The core instructional approach of the schools is particularly appropriate for students with learning disabilities and emotionally disturbed students, who together comprise the majority of special education students, because the program offers a calm, focused, supportive environment and clear, sequential, explicit instruction; students experience frequent academic success, which in turn fuels further academic and behavioral progress. The schools will be vigilant in the implementation of a pre-referral program to ensure that students who may have a disability are promptly evaluated. Similarly, English language learners thrive in the context of a pedagogy that teaches oral and written language explicitly and sequentially and scrupulously prevents learning gaps from forming.

English Language Learners

Ascend is currently evaluating its ENL service plan in response to the Brownsville Ascend Charter School renewal visit in November 2016. Ascend is considering a multitude of factors including state and federal regulations. Ascend schools are dedicated to serving the needs of English Language Learners (ELLs)—by selecting a proven research-based approach, providing professional development to teachers, staff, and leaders, promoting parental involvement, improving material resources, and creating targeted solutions for different ENL populations. Our ENL program will create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support. The goal of our ENL program is to provide our scholars with support to access the core curriculum. This program of techniques, methodology, and special curriculum is designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Ascend's program combines academic support of the core curriculum as well as specific support in language acquisition.

(d) Course Overview

¹¹ S. Rimm-Kaufmann, *Responsive Classroom Efficacy Study*.

This response is incorporated by reference. Please “Response 06(d)” from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

Further changes are noted below. These changes apply to all schools in the education corporation.

The schools shall use third-party and Ascend-developed curricula to further align the education program with the expectations of the NYS Common Core aligned assessments. Third-party curricula include Singapore Math and Foundations for phonics; Ascend-developed curricula include the Ascend Humanities Program and Literature Circle program, Number Stories for math, and our own inquiry-based lower school science program. Ascend teachers shall develop the curriculum for music, fine arts, and physical education, as it has been the case at established Ascend schools where challenging, age-appropriate programming in these areas meets the state standards.

Ascend recognizes a “hierarchy” of subjects, meaning that the value of each subject is determined by how crucial it is for future academic success. The two most important subjects are mathematics and English, as a solid understanding of both disciplines is essential for subsequent learning. By themselves, social studies and science do not provide a similarly broad base of essential skills. Therefore, the teaching of mathematics and English takes precedence over the teaching of social studies and science.

An overview of the subjects follows.

Lower School Math

Math in the lower school will be taught daily in two periods of 45 minutes each on Monday through Thursday, and one 45-minute period on Friday, covering the following components of math instruction.

- *Singapore Math*. This commercial program will be the primary math program in kindergarten through the fifth grade and will be allocated 45 minutes per day. Based on the curriculum that took Singapore students to the top of international math assessments, the program focuses on building problem-solving skills and an in-depth understanding of essential math skills. It is closely aligned with curricular focal points recommended by the National Council of Teachers of Mathematics and the Common Core Learning Standards. The method uses a three-step learning model, which consistently introduces concepts in progression. The program starts from the concrete, followed by visual representation, and finally on to the more abstract (e.g., questioning and solving written equations). Students are taught not only mathematical methods, but also why they work.

The second 45-minute period will be divided between *Number Stories* and *Math Facts*.

- *Number Stories*. In *Number Stories*, an Ascend-developed program, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions,

defending their thinking, and comparing their approaches. When they see the approaches other scholars devise, they learn that there isn't one “right” way to solve a problem. When they then grasp the logic that bridges the several approaches, they deepen their understanding of essential concepts—and behold math’s beauty.

In preparing for Number Stories lessons, teachers anticipate methods of varying sophistication that students will use to solve the problem. Teachers track the levels of individual students and facilitate the advancement of each scholar to the next level.

Taught using Cognitively Guided Instruction (CGI), Number Stories was launched at the schools and through the Ascend network in spring 2014. It is credited by Ascend’s data and analytics team for exceeding anticipated growth in students’ math performance over the three-month period of the program’s initial administration.

- *Math routines.* For approximately 10-20 minutes a day, students will practice math facts to build automaticity and fluency in computation.

Middle School Math

In the middle school, one of the 45-minute math periods will be deployed for the EngageNY math sequence. This edition is highly aligned with the Common Core Learning Standards.

The second math period will be used for *Math in Context*. See the lower school math program description, above, for an overview of these two programs.

English Language Arts

The lower school English language arts program will consist of seven program components: *Phonics* (in kindergarten through grade 2), *Grammar* (grades 2-4), *Guided Reading* (kindergarten through grade 4), *Literature Circle* (kindergarten through grade 4), *Writing* (kindergarten through grade 5), and *Shared Text* (kindergarten through grade 5). The grades and instructional minutes of each program are shown in the table below.

The ELA program components can be summarized as follows:

- *Phonics* (kindergarten through grade 2). *Foundations* is a phonological/phonemic awareness, phonics, and spelling program for the general education classroom. *Foundations* is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.

The Ascend teacher will deliver one 30-minute *Foundations* whole-class lesson each day. *Foundations* lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during

storytime activities. Furthermore, targeted small group intervention is available for students in the lowest 30th percentile of performance.¹²

Foundations includes an explicit teaching in grammar and the structure of the English language.

- *Grammar* (grades 2-5). The 2011 edition of *Voyages in English: Grammar and Writing* (VIE), published by Loyola press, is the result of decades of research and practice by experts in the field of grammar and writing. For forty years, the focus of VIE has been on helping students with the mastery of grammar, writing, and the use of the English language. *Voyages* rigorously teaches the parts of speech, verb tenses and agreement, sentence structure, sentence diagramming, part of sentences, phrases, clauses, punctuation, writing genres, creative writing, poetry, persuasive writing, the writing process, and library and research skills; in grade 5, schools use the Prentice Hall Writing and Grammar program.
- *Writing* (kindergarten through grade 5). Students will study writing for 45 minutes daily, using the sequence in *Voyages* for grades 1 through 5. In kindergarten, the program is *Units of Study in Opinion, Informational, and Narrative Writing* by Lucy Caulkins. In grades 1-4, schools use the *Voyages in English: Grammar and Writing* (VIE), published by Loyola press; in grade 5, schools use the Prentice Hall Writing and Grammar program.
- *Guided Reading* (kindergarten through grade 4). Guided Reading, taught in small, leveled groups, has been at the center of the schools' ELA program since 2010. During Guided Reading period, students in leveled groups of eight to 15 students will rotate across three centers. Two centers, each led by a teacher, will study Guided Reading, and in the third, students will read independently. Teachers will continue to use the Ascend Guided Reading lesson plan templates and existing lesson plans that have been developed over the last three years. The schools carefully track each scholar's individual reading progress through use of the STEP assessments, developed by the University of Chicago; STEP™, or Strategic Teaching and Evaluation of Progress, is an acclaimed system designed to help students from Pre-K to third grade learn to read.

Class libraries are expansive. Books are organized by level and by subject, so that teachers can match students quickly to books appropriate to their *STEP* level and emerging curiosities. Ascend hired an accomplished librarian charged with specifying and developing these libraries, drawing on only the finest in children's fiction and non-fiction books.

- *Literature Circle* (kindergarten through grade 4). In the Ascend-developed Literature Circle program, piloted in 2012-2013 and now in all our schools, teachers in kindergarten through grade 4 help students to mine the deepest meaning of the finest children's literature. The Ascend ELA subject team has carefully chosen books of the highest quality and literary complexity, balancing fiction and non-fiction for kindergarten through grade 4; Ascend has sequenced these anchor texts to align with E.D. Hirsch's Core Knowledge History and geography sequence. Books are selected for their capacity to intrigue students by posing genuine ethical dilemmas or addressing conflicts or longings in their lives. Students develop

¹² This text has been adapted from the publisher's description at <http://www.foundations.com>.

the habits of excellent readers, build reading comprehension skills, build their base of core knowledge, learn how to express and exchange ideas, and most important, discover a love for great books.

In Literature Circle, teachers encourage students to think independently and defend their ideas as they debate and discuss the book’s deepest implications. Planning starts with identifying the main ideas of the book—the big question that the teacher will ask at the end of the book. Teachers then backwards-plan to identify the strategic *think-alouds* (letting kids in on the teacher’s ideas as he or she is reading) and *turn-and-talks* that will help the scholars build toward that understanding. To ensure that students “close the meaning deal,” teachers prepare in advance an artful *roadmap of questions* that let their students do the thinking work and set them up to understand the meaning of the book. They anticipate what errors their students might make and how they will lead them back on track.

Ascend has developed detailed *book guides* for the entire series of books used in Literature Circle from kindergarten through grade 4. Version 2’s deep focus on teacher *content preparation* ensures that teachers arrive to the Literature Circle period deeply prepared in the text.

- *Shared Text*

In the Shared Text component, the teacher models the habits of a skilled reader, and leads students briskly to the meaning of a short complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. In the lower school, *shared text* is a companion component to Literature Circles. Texts are selected to give historical context to the Literature Circle book under discussion. The Shared Text is a short non-fiction text that relates to the subject of the Literature Circle book under discussion, and provides historical context.

Humanities Program

Beginning in grade 5, students participate in Ascend’s humanities, writing, and arts program for two periods a day. Excellent critical thinking, close-reading, writing, arts appreciation, and public speaking skills are the primary goals of the program. Modeled on the practices of the city’s finest private and selective public schools, the program develops the individual voice and reading sensibility of each Ascend student with a customized syllabus that includes a cross-cultural selection of classic literature.

Many selected works connect thematically to museum-quality reproductions of great works of art that hang in specially designed “gallery” spaces throughout the middle school facilities. These gallery spaces are designed for Ascend students to gather outside the classroom to discuss a work of art relevant to a literary work they are studying or a writing assignment they are developing. For example, Jacob Lawrence’s “Brownstones, 1958” painting of street life in Harlem supplements a unit on the poetry of Langston Hughes.

Ascend plans to re-launch a program in which local visiting writers, whose work is anticipated throughout the year, both guest-teach classes and offer public readings open to the school community in the spring.

The program's emphasis on developing students' skills as attentive readers, listeners, and scholars with distinct written styles and unique perspectives, deepens their abilities to empathize and communicate with others. It encourages students to take risks and inspires creative leaps in interpretation and self-expression.

Fifth-grade scholars begin the year studying the myth of Icarus and Daedalus. Later, they study Breughel's "Landscape with the Fall of Icarus," a reproduction of which hangs in the schools' gallery. This study is followed by a close reading of Auden's famous 1940 poem, "Musée des Beaux Arts," which was inspired by Breughel's painting. During one class period, students write their own first-person retellings of the myth from the perspective of Daedalus, Icarus, or one of the witnesses.

Curriculum highlights of the Humanities Program in grade 5 include:

Grade 5

African Folktales and Greek Myths

The Odyssey

Olaudah Equiano

The Tempest

The Harlem Renaissance

Social Studies

The goal of the social studies curriculum beginning in grade 5 is to foster a genuine, informed, and critical understanding of the world through history. The Ascend social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. The program also builds essential critical thinking skills, such as distinguishing fact from fiction and reading to understand an author's point of view.

In kindergarten through grade 4, we follow the Core Knowledge Sequence content and skills guidelines. Developed by noted historian and educator E. D. Hirsch, *Core Knowledge History and Geography* is premised on the critical finding that reading comprehension skills depend on students' amassing a large base of knowledge from which to make sense of new text and topics. Social studies content is embedded into the schools' Literature Circle units and the schools select anchor texts to align to the Common Knowledge sequence for World History, American History, and Geography. The first grade program, which can be read aloud to students, is presented in eight separate student books covering eight themes: Mesopotamia, Ancient Egypt, Early Civilizations of the Americas, Early Explorers and Settlers, From Colonies to Independence (U.S.), Exploring the West (U.S.), Three World Religions (Christianity, Judaism, and Islam), and Mexico Today.

Second grade similarly presents the content in eleven student books covering the themes of Making the Constitution, Geography of the Americas, Americans Move West, Immigration and Citizenship, Civil Rights Leaders, The War of 1812, The Civil War, Ancient China, Ancient Greece, Ancient India, and Japan Today.

Themes for third grade are Canada Today, World Rivers, Ancient Rome, The Vikings, The Earliest Americans, Exploration of North America, and The Thirteen Colonies.

Fourth grade covers Using Maps, World Mountains, Europe in the Middle Ages, The Spread of Islam, African Kingdoms, Dynasties of China, The American Revolution, The United States Constitution, and Early Presidents: Washington through Jackson, and American Reformers.

Fifth grade is a Western Hemisphere course, which aligns with the New York City Department of Education *Scope and sequence for Social Studies*. Fifth-grade students study World Lakes; The Maya, Aztec, and Inca Civilizations; The Renaissance; and The Age of Exploration.

Science

The schools and Ascend believe the most effective science program combines direct instruction with precisely crafted hands-on inquiry learning. Accordingly, after an extensive assessment of leading science programs, the schools and Ascend have selected the following programs for the lower and middle school grades:

- *Lower School*. Ascend's original inquiry-based science program derives from the MacMillan/McGraw-Hill's *A Closer Look* science program, which was selected for its strong Common Core alignment, integration of rich content with well-conceived inquiry experiments, and vibrant, engaging textbooks.

The program's goal is to provide all students with a solid foundation in science literacy. Students develop their ability to observe, describe, compare, inquire and evaluate while studying the 'big ideas' and essential core concepts of science. The program was developed to meet the requirements and expectations established in both the National Science Education Standards and in the Benchmarks for Science Literacy.

The program follows the "Five E" inquiry instructional model: Engage (when teachers pose intriguing questions to start the lesson, students tap into their natural curiosity), Explore (a question-based, hands-on activity around which the lesson concept is developed), Explain (connects the science concept being developed to the students' experience in the activity), Evaluate (assessment), and Extend (curriculum links for students to apply their learning).

Each year students begin with an introduction to the work of scientists currently studying real world concerns. Through collaboration with the American Museum of Natural History, students are introduced to the work of scientists whose research is aligned with students' current research project-based learning projects. These scientists model the steps of the inquiry process and demonstrate their application in projects such as the way mosquitoes spread diseases like malaria and the study of how certain gases effect volcanic eruptions. Every chapter reflects the broad science content standard, beginning with the 'big idea'

question and where each lesson supports a particular aspect of that question. Each grade level contains two complete units on Life Science, Earth Science, and Physical Science.

Spanish

Note: Spanish is an option program and is currently taught in four of Ascend's nine existing schools.

After extensive research and evaluation, Ascend has selected three third-party Spanish programs that will be used at the primary (K-1) and elementary (2-5) levels for schools that offer Spanish.

The three programs are as follows:

- *Sube* by Sube (K-1) is a complete curriculum kit whose goal is to teach Spanish to scholars in a full-immersion environment. The scholars will learn Spanish through music, art, and literature, and about Hispanic culture through dance and other authentic cultural activities. Scholars will use what they learn to interact with one another in the classroom. Sube's curriculum focuses on thematically organized lessons that combine activity and instruction for a unified, sequential, and varied teaching format. The program will build a love for language and awareness of other cultures.
- *Descubre* by Santillana (2-5). Santillana is a company that began in Spain and whose program combines the use of authentic literature with real-life scenarios to enrich classroom learning. *Descubre* aims to make learning and teaching Spanish an experience that is motivating, enriching, and effective for students. *Descubre* is a complete curriculum that provides flexibility and the necessary structure to lead to fluency. It incorporates rich and engaging activities that help students learn Spanish through communication in the classroom and exposure to culture. With this program, our scholars will achieve native-like fluency and be ready to dive into perfecting their Spanish skill in the higher grades.

Dance

Note: Curricula for dance, music, visual arts, health education, and physical education programs are school-based.

Where offered, the schools' dance program will offer all students a fundamental creative experience that addresses the bodily kinesthetic intelligence. Dance uses the body as the instrument and movement as the medium for expression, involving cognitive, affective, and physical skill development.

Music

Using a sequential music curriculum, the schools will teach the elements of music—melody, harmony, rhythm, tone, color, and form—through singing, listening, visual media, theory games, creative movement, and playing instruments. The schools will center music education on different cultures through the instruction of songs in world languages. The school will strive to involve all students periodically in musical and play performances to help them develop a strong sense of self-expression, confidence, and teamwork. Music education develops in each student the ability to perform, understand, and value music.

Visual Arts

The schools' art program will offer all students a fundamental experience of a range of media, balancing free ideas with strict observational work. Drawing is an important discipline of the schools' visual arts program, as an expression in its own right, and a basis for exploration in other media.

Health Education

Health education classes will be provided to students starting in grade 5 at Ascend. This program focuses on human growth and development; nutrition; family life; alcohol, tobacco, other drug substances; safety, first aid, and survival; community, consumer, emotional, and environmental health; diseases and disorders; and healthful lifestyles. Ascend's health education draws on knowledge from biological, environmental, medical, physical, psychological and social sciences to help students learn how to prevent and manage health problems, examine alternatives, and make responsible health-related decisions.

Physical Education

Physical education provides students with the knowledge, skills, and attitudes to become physically fit and maintain healthy and satisfying lifestyles throughout their lives. The schools' physical education program, which will be used at the schools, consists of activities designed to meet the present and future physical and recreational needs of students. The program is designed to meet students' diverse needs, interests, and capabilities.

The ultimate goal of physical education is to help students gain the ability to make good decisions for long-term, positive, and healthy lifestyles. Such decisions include not only what is best for the body in terms of exercise, but also in terms of nutrition, drug use and abuse, physical growth and development, and personal health. With the schools' program, students learn how to choose healthy lifestyles (methods) and understand the reasoning that goes into their decisions (rationale).

(e) Promotion and Graduation Policy

The promotion policy of Ascend schools is presented below, as defined in Ascend's instructional manual for school leaders.

Promotion

Retaining a child in the same grade at the end of a school year is an intervention of last resort. An effective response to intervention program should work well enough to prevent the use of grade retention. That said, there are times when the data available about a student's performance or general readiness for the next grade will lead to a school director's decision to retain the child in his or her current grade in the following academic year.

At Ascend schools, we never retain students more than once. This is because in general we do not seek to apply interventions that were previously unsuccessful. If retention in a grade was not a successful intervention previously, then it is unlikely that retention would be successful if attempted again. Instead, other interventions should be applied, up to and including special education services/placements.

At Ascend schools, we tend to retain fewer children each year as they advance through the grades. For example, we generally retain more students in kindergarten than we do in grade one.

Because we want our families to stay with us all the way to college, we want to be sure that we communicate our concerns about a student's promotion status as early as possible to families so that we can engage with them very seriously in planning to support their child's academic success. To this end, schools should report risk of retention using more liberal criteria to alert families of the potential risk of retention earlier in the school year and more narrow criteria later in the school year. Additionally, schools should never report to families that their child's promotion is in doubt without also putting into place additional supports for the child's academic performance.

In the 2016-2017 school year, the academic calendar includes two terms. The first parent-teacher conference occurs in November and is aligned to the progress report rather than the report card, roughly halfway through the first term. The first term ends in January, and this is when the first report card will be mailed home.

Routines for notifying parents of a child's retention risk will be modified as follows:

- At the first parent-teacher conference, in conjunction with progress reports, parents of students who are at risk of retention are notified of the fact that their child is receiving intervention services. This is **not** known as a promotion in doubt (PID) letter. This is a **notification of academic intervention**. This letter informs parents that because of the child's poor academic performance in a subject area, he/she is receiving response to intervention (RtI) services. This is where the parent is notified during the meeting that if sufficient progress is not made by January, then the student may end up being identified as a child whose promotion is in doubt. If the student's risk reflects an attendance concern rather than an academic concern, the student's family would receive the formal **attendance letter** appropriate to that child's attendance rate to date.
- After the first formal report card, prepared in late January and issued in early February, the school would issue formal **promotion in doubt (PID)** letters for families. It is strongly recommended that only families of these students receive parent-teacher conferences at this marking period and that all other families receive report cards mailed home. This will allow leaders and teachers to have sufficient time with our families of students at risk. Again, students who are at risk of retention due to attendance concerns only would receive only the formal and standard **attendance letter**. A meeting is recommended.
- At the second progress report, all families return for their second parent-teacher conference, the school would again issue formal **promotion in doubt (PID)** letters for those students whose promotion is still in doubt. Again, students who are at risk of retention due to attendance concerns only would receive only the formal and standard **attendance letter**. A meeting is recommended.
- By the first week of June, school directors must make all final retention decisions in collaboration with deans and teachers. School directors must communicate retention decisions in person with families throughout the month of June, prior to the last day of school. This occurs before the final exam scores are in or the report cards are printed.

However, by this point, school leaders have sufficient data to make a final decision regarding each student. At this time, a final **formal retention letter** is given to the family of every retained student. The family of any other child who was previously at risk of retention but who will indeed be promoted receives a **formal promotion letter**. The final mailed report card also indicates in the comments if the student will be promoted or retained.

Ascend Learning supports school leaders with the promotion and retention process in the following ways:

- Managing directors support school directors throughout the process.
- Ascend Learning creates recommendations for the various indicators that would signal a child's retention risk for use by the school director, contained below.
- Ascend Learning creates the letters and templates that are to be used by school directors to customize their communication to the families.

School directors and their designee(s) do the following to support the communication process with families:

- Draft promotion in doubt lists based on the Ascend recommendations to be reviewed by school leaders and the managing director before moving forward with formal communication.
- Customize their school's list of families receiving formal notification of retention risk. They customize this list in an attempt to ensure they formally notify every single family whose child has a chance of being retained as soon as possible while being careful not to notify more families than necessary.
- Support families effectively with clear and personable communication throughout the process.

Recommendations for notifying parents of academic risk or promotion in doubt status:

- At the first progress report in November:
 - All students in all grades, enrolled in Tier 2 or Tier 3 of response to intervention (RtI) services, should receive a **notice of academic intervention** as described above. Network-wide recommendations are not made for this period. School directors should consult with the director of student services, their deans, and their managing directors.
- At the first report card in January/February, recommendations for generating **promotion in doubt** letters are as follows:
 - Kindergarten
 - STEP level in round 1 of "Before STEP"
 - Grade 1
 - At or below STEP 2 in round 1
 - Grade 2+
 - Scoring in the bottom 12 percent of students in cohort in English overall grade, except when above a 70 percent average

- Scoring in the bottom 12 percent of students in cohort in math overall grade, except when above a 70 percent average
- At the second progress report in early May, recommendations for generating **promotion in doubt** letters are as follows:
 - Kindergarten
 - At or below Pre-Read in round 2
 - Grade 1
 - At or below STEP 3 in round 2
 - Grade 2+
 - Scoring in the bottom 10 percent of students in cohort in English overall grade, except when above a 70 percent average
 - Scoring in the bottom 10 percent of students in cohort in math overall grade, except when above a 70 percent average
- At the end of the school year, the school director should consider retaining any student with any of the two following criteria, provided the student has not previously been retained or has modified promotional criteria that he/she has met:
 - Kindergarten
 - At or below a STEP 1 in round 3
 - Grade 1
 - At or below a STEP 4 in round 3
 - Grades 2+
 - Scoring in the bottom 8 percent of students in cohort in English overall grade, except when above a 70 percent average
 - Scoring in the bottom 8 percent of students in cohort in math overall grade, except when above a 70 percent average

If a student has previously been retained and is still meeting the criteria outlined above for possible risk of retention, and assuming that the student has been receiving RTI services for at least one term, the student should be considered for recommendation for special education evaluation. If a student already has an IEP and is still meeting the criteria outlined above for possible risk of retention, schools should contact Ascend’s director of student services.

Please note that *we should not explicitly share the recommended PID indicators above with families*. With families we should use the language indicated in the letter, “significantly below grade level.” If a parent asks exactly why promotion is in doubt specifically, refer the parent to the student’s scores (indicated on the PID letter, progress report, and on the report card).

The decision to retain or promote a child is the school director’s.

(f) Programmatic Audits

Describe planned annual program audits to be initiated by the school including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools.

Ascend staff and leadership regularly visit Ascend schools and classrooms alongside school directors and deans of instruction for three specific purposes.

One purpose is to examine the *quality of program implementation* and provide adjusting feedback to school leaders to ensure that the program is implemented with fidelity. These visits, known as implementation visits, and are scheduled throughout the year and take place At each Ascend school. It is expected that adjusting feedback be implemented urgently in order to strengthen fidelity to the curriculum.

A second purpose for a visit to schools by network staff is to *conduct research on a specific program element* to inform future adjustments to the program. These are known as research visits, and are scheduled by staff members from the curriculum team at the network office. Typically, these visits are scheduled at schools where the curriculum is being implemented most effectively.

A final purpose is to *support the development of a school's dean of instruction or team of teachers in a specific program area*. These visits are known as support visits, and are requested by the school director. The school director reaches out to the appropriate curriculum leader at the network to request and engage support.

6. Calendar and Schedules

(a) School Calendar

Please refer to “Calendar and Schedule_Brownsville Ascend Charter School,” page 1, submitted as an exhibit for the Brownsville Ascend Charter School renewal application, August 2016. (The calendar is reproduced below.)

Brownsville Ascend Lower School

School Year Calendar 2016-2017

September 6-7	Scholar Orientation; some grades (1:00 pm dismissal; no buses)
September 8-9	All scholars in attendance (1:00 pm dismissal; no buses)
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October 10	No school; Columbus Day
October 12	No school; Yom Kippur
October 28	No scholars; Professional Development #1
November 7	No scholars; Professional Development #2
November 11	No school; Veterans Day
November 17-18	Progress Report Conferences (1:00 pm dismissal for scholars)
November 23	1:00pm dismissal for scholars
November 24-25	No school; Thanksgiving Recess
December 26-Jan 2	No school; Winter Recess
January 16	No school; Dr. Martin Luther King Jr. Day
January 20	No scholars; Professional Development #3
January 27	End of Term 1
February 3	No scholars; Professional Development #4
February 16	1:00 pm dismissal for scholars
February 20-24	No school; Midwinter Recess
March 17	No scholars; Professional Development #5
March 27-31	Grades 03-05 English State Exam
April 14	No school; Spring Recess 1
May 1-5	Grades 03-05 Math State Exam
May 11-12	Progress Report Conferences (1:00 pm dismissal for scholars)
May 15-19	No school; Spring Recess 2
May 24-June 2	Grade 04 State Science Exam (various days)

May 29	No school; Memorial Day
June 29	Last day for scholars (1:00 pm dismissal for scholars)
June 29	End of Term 2
June 30	Last day for teachers

Note: A school calendar for school year 2018-2019—the first year of operation for Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3—has not yet been finalized. The school calendar submitted for the Brownsville Ascend Charter School renewal application provides for the required minimum 180 days of instruction, and this calendar will provide the framework for future Ascend school calendars.

(b) Sample Student Schedule

This response is incorporated by reference. Please R07(b) from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

Further changes are noted below. These changes apply to all schools in the education corporation.

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Typical Student Schedule (Grades K-2)

7:30-8:00	Arrival and breakfast
8:00-8:25	Morning Meeting
8:25-9:10	Phonics & read-aloud
9:10-9:55	Guided Reading & independent reading
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10:50-11:35	Math
11:35-12:10	Math
12:10-1:10	Lunch & recess
1:10-1:55	Literature Circle
2:00-2:45	Science
2:50-3:35	Specials (dance, art, music, etc.)
3:40-4:00	Independent reading, dismissal

Typical Student Schedule (Grades K-4)

7:30-8:00	Arrival and breakfast
8:00-8:25	Morning Meeting
8:25-9:10	Independent reading
9:10-9:55	Guided Reading & independent reading
10:00-10:45	Specials (dance, art, music, etc.)
10:50-11:35	Math
11:35-12:10	Math
12:10-1:10	Lunch & recess
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*Typically, the math program in these grades will consist of 5 periods of math workshop and 4 periods of number stories. There are some units that contain exceptions to this rule, and those are clearly identified in the pacing chart for each grade.

The following table details the number of periods of instruction students each grade level will receive per week in each subject. The school's first obligation is to provide a rich and rigorous liberal arts education. The school must allocate the limited time in the school day responsibly. This responsibility requires the greatest attention to establishing strong skills in English language arts, mathematics, social responsibility, and the love of reading and learning; the planned schedule, therefore, reflects these commitments. Grades K-02

		DAYS/WK	MINUTES
	MORNING MEETING (MM)	4	25
LITERACY	PHONICS (PH)	5	30
	GUIDED READING (GR) AND INDEPENDENT READING (IR)	5	45
	SHARED TEXT (LIT)	3	45
	WRITING (LIT)	3	45
	LITERATURE CIRCLES (LIT)	4	45
MATH	MATH* (M)	9	45
SCIENCE	SCIENCE (SC)	3	45

SPECIALS (SPEC)
TRANSITIONS (TRANS)
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The **weekly schedule modeling** charts are used as potential models for how a schedule could be arranged.

	CORE CONTENT					CONSIDERATIONS					TOTAL
	PH/RA	GR/IR	LIT	M	SC	SPEC	TRANS	L	REC	MM	
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W	45	45	90	90	45	45	35	30	30	25	480
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F	30	45	90	45		45	20	25			300
Σ	210	225	450	405	180	225	160	145	120	100	2220

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Gr 03-04

		DAYS/WK	MINUTES
	MORNING MEETING (MM)	4	25
LITERACY	INDEPENDENT READING (IR)	5	30
	GUIDED READING (GR) AND INDEPENDENT READING (IR)	5	45
	SHARED TEXT (LIT)	3	45
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Gr 03-04

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7. Specific Populations

This response is incorporated by reference. Please R08(a-d) from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

Further changes are noted below. These changes apply to all schools in the education corporation.

(a) Struggling Students

Identification of Struggling Students

The Ascend design includes specialized diagnostic tests, which will be administered at the school's launch to all students (and each year thereafter to new students). The diagnostic tests will guide placement decisions and detect learning gaps that impede student progress. They will also identify *struggling students* requiring remediation under the Response to Intervention program, a multi-tiered remedial model designed to meet the needs of students at risk of academic failure. Scores persistently below passing level on periodic unit- and content-based assessments and end-of-term tests developed by Ascend (described in Response 05(b)), will also identify a student as struggling.

Beginning in grade 2, benchmark assessments, aligned to Engage NY and the NY Ready Practices tests and administered four times a year (described in Response 05(b)), will also identify students who are struggling with concepts in the general education program—before their deficits accumulate and they fall far behind their peers.

Response to Intervention

Students who are struggling academically or behaviorally in the general education classroom will be considered by the school's Response to Intervention team (RTI team), a standing committee consisting of the special education teacher and/or coordinator, deans of students, deans of instruction, and such teachers as may be assigned by the school director. After a careful review of the data on the child (including but not limited to academic assessment data, behavior records, and teacher observations), the team will develop academic and/or behavioral interventions tailored to the specific needs of the struggling child to foster his or her success in the general education classroom.

Tier 1

The great majority of students are expected to progress academically at a rate sufficient to master grade-level Common Core standards by the school year's end. These students will be educated during the regular school day, from the hours of 8:00 am to 4:00 pm. Tier 1 interventions will occur in the general education classroom. In elementary schools, students will be provided targeted instruction during the guided reading block of instruction. During this period, the class will be broken into four leveled groups. Two teachers will be assigned to cover each guided reading block, with each teacher leading two small groups daily. Groupings will be based on individual student reading levels as measured by the STEP assessment. In addition to guiding

teachers in the appropriate leveled text selection for each group, the STEP assessment will provide clear guidance to teachers on which reading skill each child needs to master in order to continue moving to the next level. In middle schools, Tier 1 interventions include plans for differentiated instruction designed by the individual teacher.

During math instruction, Tier I interventions will occur in many different ways. The teacher will re-teach content that was not previously mastered by the class but will also have the flexibility to create targeted small group or partner instruction during the inquiry-block of instruction.

Tier 2

Approximately 10 to 15 percent of students require Tier 2 interventions, which consist of weekly small-group, supplemental pull-out instruction during the school day. This intervention targets both math and ELA deficits through our remediation programs and occurs in both elementary and middle schools.

Tier 3

The smallest percentage of students require Tier 3 special education support. Students in this tier are in the evaluation process or currently have an IEP. Our supports and services include related services, Special Education Teacher Support Services (SETSS), and Integrated Co-Teaching (ICT) in both elementary and middle schools. *Staff Tutoring*

In cases where Tier 2 and 3 supports are not resulting in students being on track to meeting their annual academic goals, additional tutoring periods are established before, during and after school. Tutoring takes the form of targeted instruction by staff given to students in a group to remediate any learning gaps. Additionally, some Ascend schools establish a Saturday morning peer tutoring program in which students with strong academic achievement will assist their peers in mastering specific concepts in ELA and math.

Efficacy of Intervention for Struggling Students

All students at Ascend schools take benchmark assessments in all subject areas as well as the STEP assessment in grades K-4, which measures reading rate, fluency, decoding, comprehension, and written response. The STAR assessment is used to identify students in need of reading intervention in the middle schools. Performance on curriculum-based math assessments determines the identification of intervention groups in math. The efficacy of the RTI program has been demonstrated in schools managed by Ascend, all of which use the same approach to remediation as proposed for the new school.

(b) Students with Disabilities

Pre-referral

The schools' process for pre-referral to special education is important because students' learning gaps must not be confused with disabilities. Certain findings will lead to immediate referral. Absent a clear disability, however, a sequence of Response to Interventions (described in Response 07(a) above) will seek to address students' learning gaps (which may be the cause of the failure to progress) within the general education program. If students are unable to meet the academic pacing and standards, then they would be referred to the RTI team, composed of the school's student services coordinator and/or dean of student services, school counselor or social worker, dean of students, dean of instruction, and the student's teachers. As detailed below, the RTI team would meet to develop a plan of action, which the team would share with parents, inviting their insights and feedback. The plan will be monitored and amended as needed and given a significant amount of time before the team evaluates its success. If the plan is not successful, the team and the family would meet to discuss alternatives such as special education services. If deemed appropriate and the family is in agreement, the child would be evaluated by the Committee on Special Education to determine if there is a disability.

Provision of Services

For students entering with an existing Individualized Education Plan (IEP), the schools will directly provide the services as outlined in the IEP approved by the Committee on Special Education (CSE) of the student's district of residence. The schools will provide Special Education Teacher Support Services (SETSS), Integrated Co-teaching (ICT), and school counseling. The schools will work to arrange for the provision of related services, and will use Related Service Authorization forms or agency transmittals to arrange for the provision of such services by contractors previously approved by the Committee on Special Education.

SETSS is a service through which students with disabilities are educated in the general education setting with small-group, pull-out, and push-in support. It provides students with the opportunity to receive targeted and individualized support while remaining in the general education setting.

ICT is an integrated service through which students with disabilities are educated with age-appropriate peers in the general education classroom. It provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. Students with disabilities are able to receive intervention throughout the school day in real time to guard against learning gaps forming in the first place. The general education students also benefit from smaller-group instruction and modification throughout the day.

Jennifer Young, Ascend's director of student services, will be responsible for overseeing all services provided directly by the schools as well as those provided by the local district, starting in the first year of operation. Having formerly served as director of special education at Brooklyn Ascend Charter School, Young now works with the leadership teams and faculties at all schools in the Ascend network to provide the structure and support services needed to help every student succeed. She coaches teachers in addressing the needs of at-risk students quickly through the RTI program and oversees the provision of additional services required by students with special needs and/or limited English proficiency. Young was director of curriculum and instruction and student services coordinator at another charter school in Brooklyn before joining Ascend. Previously, she taught students with special needs in Public School 5 in the borough. Young holds a bachelor's degree from Baruch College, a master's degree in elementary/special

education from Long Island University, and an administrative license in school building leadership and school district leadership through the Center for Integrated Teacher Education at the College of Saint Rose.

Ascend's director of student services position requires a master's degree in special education and preferably a school administrative license and at least five years of experience. The qualifications of the school-based positions with whom the director will work will be comparable. The school-level dean of student services must have a master's degree in special education and at least five years of experience. Because the deans of student services play integral roles in directly overseeing the provision of services required in students' Individualized Education Plans, candidates for this position must have:

- Clear records of elevating student achievement in an urban classroom, with a strong understanding of pedagogy that drives results
- Demonstrated success using data to drive instruction
- Strong analytical and problem-solving skills
- Strong communication skills (written and oral)
- Excellent skills of organization and follow-through
- A master's degree and certification in special education

Special education teachers providing Integrated Co-teaching (ICT) and Special Education Teacher Support Services (SETSS) and overseeing instruction of all special needs students must have special education certification or be considered highly qualified and preferably a master's degree and three to five years of experience. Similar experience will be sought in hiring the school's clinician, and New York State certification will be required (master's degree preferred). State certification will also be required for any related service providers, for example, speech, occupational, and physical therapists. As at all schools in the Ascend network, preference will be given to applicants who speak Spanish to facilitate communication with English language learners and parents who use Spanish exclusively.

Of course, the precise nature of the services that will be provided at the schools cannot be known before students enroll and the particular complement of student Individualized Education Programs is analyzed. Throughout their development, the schools will ensure that accommodations are in all instances appropriate for students of different grades.

As the schools grow, they will have at least one ICT classroom for every grade. Each ICT section will be comprised of one general education teacher and one special education teacher. They will also have deployed, as needed, several SETSS providers and interventionist to support with pull-out remedial instruction. The special education teacher and the general education classroom teacher will service all students in their ICT classroom.

As with all charter schools in New York City, the Committee on Special Education (CSE) with jurisdiction over the schools will have ultimate authority for all IEP's of students in the schools. The schools will be responsible for implementing each student's IEP. The schools will faithfully

implement the IEP approved by the CSE of a student's district of residence, in keeping with the requirements of Section 2853(4)(a) of the Charter Schools Act. The school will deliver all services in accordance with the IEP. The schools will not establish their own committees, will not adjust or modify a student's IEP in any manner or otherwise usurp the role of the Committee on Special Education, and will deliver all IEP services faithfully per the IEP. Ascend's director of student services, deans of student services, and the schools' special education teachers will be responsible for coordinating all interactions with the CSE, including:

- Notifying the chairperson of the CSE at least annually that he or she is the designated contact person and liaison to the CSE and that he or she has full contact information for all local CSE chairs
- Informing all CSE chairs of the schools' opening date and general calendar
- Furnishing a copy of the student roster for the upcoming school year and the names and other relevant information for all students who enroll later in the year
- Requesting in writing that the chair of the CSE review all student rosters and forward the IEP and other relevant documentation for each student with a disability
- Communicating with the CSE prior to the beginning of each year to seek records and files for all students with disabilities
- Providing the chair of the CSE with all referral documentation and other relevant information
- Working with the school director to ensure that the general education teacher and special education teacher of each student with a disability is present at the CSE meetings, including making arrangements for substitute teachers or other appropriate alternative coverage for classes
- Building a relationship with the chair of the CSE and keeping him or her informed of the school's particular curricular offerings, instructional approaches, and resources to ensure that the CSE has a complete understanding of the school's distinctive competencies and strategies that may be particularly effective in meeting the needs of individual students
- Coordinating the provision of related services via third-party providers approved by the CSE
- Ensuring that all IEP are faithfully implemented as written through frequent reviews of student services and documentation of such services

The deans of instruction, the special education teacher(s), and the deans of student services will be responsible for working with the school director to ensure that general education and special education teachers of each student with a disability participate in all CSE meetings. All teachers will be accountable for participating in the CSE meetings for students they serve. To the extent that such meetings occur during the regular school day, the school director will be accountable for assigning other staff members or hiring a substitute teacher to cover the participating teacher's classes. In the event that a teacher is absent because of illness, the dean of student

services will contact the chair of the CSE to arrange for that teacher to participate via a conference call or, alternatively, to request that the meeting be rescheduled.

Ascend's director of student services will be responsible for delivering the general professional development and training on special education provided to the schools' leadership teams, including the referral process to the CSE; development of a student's IEP; implementation of a student's IEP; evaluation of a student's progress toward meeting IEP goals and objectives; reporting requirements to parents and the CSE; confidentiality and student records; and discipline of students with disabilities. With appropriate support from the director of student services, the school's dean of student services and the deans of instruction will also be responsible for ensuring that the teachers of each student with an IEP fully understand the requirements of the IEP. The deans or the director will assess this understanding through careful monitoring of the teachers' participation in CSE meetings, and through a face-to-face review of each approved IEP with individual teachers. The general education and special education teachers of every student with a disability will be required to review the student's IEP. As described in the section related to federal requirements, all IEPs will be kept in a secure, locked repository.

The deans of instruction, special education teacher(s), and the school's special education staff will be responsible for delivering all special education services mandated by the students' IEP. A New York State-certified or highly qualified special education teacher(s) employed by the school will provide Integrated Co-teaching throughout the school day or SETSS through pull-out and push-in services for a small portion of the day allowing the student to spend the majority of the day learning alongside his or her general education peers as specified in the IEP. Counseling services will be provided by a certified social worker or counselor on the school's staff; this individual will be responsible for overseeing all mandated reporting and assisting in managing all student support team meetings. Certain other services, such as licensed speech pathologists, occupational therapists, physical therapists, and paraprofessionals will be provided through third-parties contracted by the district and requested by the school as needed. In rare instances where the school cannot provide the placement specified by the IEP, such as a 12:1:1 model, the Committee will secure the student a place in a district school that provides the required services.

In most cases, the instructional materials used, pacing, and class size will be the same as those used in the general education program, but the pedagogy will be modified to meet the needs of the special education students. For instance, the teacher in the SETSS setting may use a more multisensory pedagogy for select students.

Students with disabilities, like all students at the schools, will take frequent assessments to track their progress and academic achievement, including those described in Response 06(b). Each term, or three times a year, as mandated by the Committee on Special Education with jurisdiction over the school, each teacher of a student with an IEP and each of the student's related service providers will prepare progress reports on the child. These reports will be submitted to the Committee; they will report on the child's academic, social, and emotional progress, which will inform the child's annual review of his or her IEP.

Evaluation

The principal measure of the efficacy of the program will be the academic progress of students with special needs, which will be monitored by Ascend's director of student services, who oversees special education in schools managed by Ascend. Ascend's chief schools officer and the schools' board of trustees will regularly review the director's report and findings. Another measure of program efficacy will be the frequency of services. For certain but not all students, an important measure will be the decertification from special education and return to general education.

Professional Development

Barring a high-priority need to hold a school-level session, the schools' student services teams will join the Ascend network special education personnel on a monthly basis to participate in professional development sessions. The monthly meetings, currently run by Ascend Learning's director of student services, typically last two hours. Topics have included the creation and implementation of school systems, content knowledge of disabilities, best practices, and child study teams. Professional development sessions have also been conducted by an individual school's deans of students, special education personnel, general education staff, and third-party agencies and programs. The content is chosen by the director of student services, but heavily driven by the needs of the staff. Attendees include special education teachers, social workers, and school counselors. When appropriate, general education staff, paraprofessionals, and other personnel are also invited. Finally, targeted professional development will also be offered to all social workers, counselors, and school psychologists at Summer Institute and throughout the school year.

(c) English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- **The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need, including how the school will ensure that they are not inappropriately identified as students with special education needs;**
- **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of English language learners (both within general education classrooms and in other settings);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The process for coordination between general education teachers and staff serving English language learners;**
- **The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;**

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and**
- **How the school will make all necessary materials available to parents of English language learners in a language that they can understand.**
- **How the school will make after school and other extra-curricular programming available to English language learners.**

Ascend is currently evaluating its ENL service plan in response to the Brownsville Ascend Charter School renewal visit in November 2016. An outside consultant—a former principal with proven results with ENL students—has been hired to study our approach with ENL students at our campus with the largest number of ENL students; that work is nearing its conclusion. A detailed proposal for staffing adjustments, professional development needs and program additions will be drafted for review by the school’s leaders and network leaders. We expect to implement many if not all these recommendations, which we expect will have a significant positive impact the rate of achievement of our ENL students. In developing these recommendations, Ascend is considering a multitude of factors including state and federal regulations. Ascend schools are dedicated to serving the needs of English language learners (ELLs)—by selecting a proven research-based approach, providing professional development to teachers, staff, and leaders, promoting parental involvement, improving material resources, and creating targeted solutions for different ENL populations.

ELL Identification

The schools will use the state education department’s process for identifying students who are English language learners (ELL), employing an approved Home Language Questionnaire to screen all new students for potential limited English proficiency. If the student’s home language is not English, or his or her native language is not English, appropriate staff will conduct an informal interview in the student’s home language and in English. If the student speaks only a language other than English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). A score below the designated cut score for the child shall determine eligibility for services. The schools will administer the NYSITELL only once to each incoming student. In accordance with state and federal regulations, testing and program placement will occur within 30 days of school opening for those students who are enrolled on the first day of school and within 15 days for students who are enrolled after the first day of school.

A school’s faculty will be responsible for detecting potential limited English proficiency among students. The school will train all teachers on techniques for detecting English language deficiencies and on communicating with students designated as ELL. The schools will test any student thought to have limited English proficiency to determine what, if any, levels of services are necessary. Careful tracking by the student support advisory team will allow the schools to ensure that English language learners are not inappropriately designated as having special education needs. When the student support team is determining whether or not a student is ELL,

the members will document how long the student has been in the country and investigate whether any language issues are related to typical ELL stages of development.

Based on the demographics of Community School Districts 17 and 22, the applicants anticipate that approximately ten percent of students will require ELL services.

Structured English Immersion

As determined by their New York State Identification Test for English Language Learners (NYSITELL), students with little or no English will rapidly acquire English language skills in intensive-style classrooms, taught by teachers with appropriate ESL training. The school will use ESL methodology as well as ENL programming, and aspects of the general education curriculum, designed to focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals. Educated alongside other English language learners, students will be placed in intensive English language instruction using the Freestanding ESL Program, where they would be educated alongside other ELL. The amount of time in the Freestanding ESL Program varies—for students in kindergarten and grade 1, it is typically less than a year. The schools will determine each student’s exit based on individual students’ needs and in accordance with SED requirements.

A key focus of the ENL program will be improving students’ ability not only to speak and understand spoken English, but also to read and write in the language. This level of fluency will permit students to advance quickly to a level of proficiency at which they can function successfully in their grade-level coursework. The cognitive level or grade appropriateness of the content will not be altered. The school’s ENL teacher will work collaboratively with general education and special education teachers. All teachers will receive professional development to help them communicate with students designated as ELL. The schools’ schedule includes ample time for intensive English language instruction. Additionally, the schools will meet the English language development requirement by having the ENL teacher work with all ELL on a pull-out basis for the amount of daily minutes required by New York State guidelines.

In accordance with federal law, the schools will not exclude ELLs from curricular and extracurricular activities because of their inability to speak and understand the language of instruction. In addition, the schools will not assign national-origin minority students to classes for the disabled because of their lack of English skills. Notices and other information will be distributed in languages that families with limited English proficiency can understand.

Structured English immersion has repeatedly been shown to be the most effective method for ensuring that students master English and participate in all content areas alongside their peers. In a study of SEI in California, after it was mandated by Proposition 227, the strongest gains were made in districts that deployed the most intensive immersion programs. In a 2009 U.S. Supreme Court decision, *Horne v. Flores*, the majority opinion stated, “Research on ELL instruction indicates there is documented, academic support for the view that SEI is significantly more effective than bilingual education.”

Staffing

The schools will hire at least one individual with appropriate qualifications to ensure being well positioned to meet the needs of any English language learners who enroll. This individual will be responsible for working with the school director to create each school's professional development offerings related to the provision of ENL services, and will also assist the school director in recruiting the initial ENL committee. The acquisition of textbooks and resources for ENL instruction will occur as part of the schools' overall procurement process. The school director will be accountable for ensuring that there is proper facility space provided to meet the instructional requirements of the ENL program.

Exit

The schools will measure the English proficiency of each identified ELL at least annually to determine whether continued special services are warranted, evaluating each such student's progress in core academic subjects. The schools will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL. In keeping with recent regulatory changes, New York will no longer use the NYSESLAT for Title I accountability purposes, except for students newly arrived in the United States. The school will administer the New York State Testing Program ELA assessment to ELL students who, as of January 3, 2007, have been enrolled in any school in the United States (excluding Puerto Rico) for one year or more. The scores on the NYSESLAT will indicate the proficiency level—Beginning, Intermediate, or Advanced—the student has achieved each year, and whether the student's English proficiency is sufficient to exit the program. In accordance with state and federal regulations, the school will deem students who score high enough to exit the program no longer in need of ENL services, but will keep such students on the monitoring list for two years. Students who do not meet the proficiency level necessary to exit the program will continue to receive services. Should testing indicate a student's failure to progress, the school would modify the instructional program to accelerate his or her achievement.

Program Evaluation

To ensure that the ENL program achieves the desired annual results, with students making clear progress in acquiring English language skills and in the general curriculum, the schools will conduct an annual program evaluation. To determine if any programmatic modifications are necessary, the schools will evaluate the progress of all ELL on state-mandated assessments and on the schools' internal assessments against that of its non-ELL population. The schools will also track students longitudinally to determine if there is significant variation in the academic achievement of students who were once classified as ELL and non-ELL as measured by the schools' assessment program. The schools will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

An ELL committee, which will include each school's ENL teacher, the school director or another administrator, and the English language learners' classroom teachers, will regularly monitor the progress of individual ELL. The committee will perform all duties required to identify, place, serve, and monitor ELL. At the end of each academic year, the ELL committee will conduct the annual program evaluation. The committee's duties will include:

- Initially identifying and placing English language learners

- Communicating all placement, new designations, and exit decisions to parents or guardians
- Reviewing ELL placements on an annual basis
- Analyzing the school's assessment data to monitor student progress
- Analyzing the progress of former ELL for two years after their exit from the program
- Monitoring the maintenance of all ELL documentation and records

In addition to its ongoing marketing efforts, the schools will also carefully track student persistence and report regularly to the board of trustees on enrollment trends, including data disaggregated by ELL status. The board will carefully monitor such data and hold the school's leadership team accountable for conducting outreach and follow-up to any families who withdraw their children from the school to determine why they elected to withdraw. Some student turn-over will result inevitably from family mobility. The trustees will focus especially on families who indicate that they are withdrawing their children from the schools because of dissatisfaction. The schools will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period.

Recruitment and Retention

The schools will have all marketing materials translated into Spanish at the outset of the charter period (and into other dominant languages should they emerge) to include non-English-speaking families in the schools' efforts to integrate itself fully in the life of the community.

The schools will employ an outreach strategy to cultivate relationships with businesses and other organizations serving minority language communities in the district. For example, the schools will target stores that are owned by members of minority-language communities or are frequented by non-English speakers, e.g., ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority-language populations. The schools will make arrangements to drop off or distribute dual-language flyers at these locations. The schools will document this outreach effort via letters of thanks or certificates of appreciation to these businesses and organizations. Either the school director or an officer of the board of trustees will sign all such correspondence, and the school will keep copies on file for a period of no less than two years. In the event that the schools fall short of enrollment targets for English language learners, this documentation will help the board and the leadership team in reviewing efforts to date and adapting the schools' strategy as necessary.

As described above, the schools' strong culture of achievement, respect, and compassion will enfold all students—including English language learners—in a powerful embrace, which is expected to promote retention. As noted, faculty and staff will communicate regularly with all parents via e-mail and phone and at parent-teacher conferences and school events. Special meetings with parents of English language learners (to discuss placement, progress, and any issues) will provide additional opportunities for faculty and staff to gauge parental satisfaction and respond to any concerns—before they escalate to the point of a student's withdrawal.

The most powerful means of attracting and retaining English language learners, of course, is providing a program that helps students develop English language skills reliably and within a reasonable amount of time. Such has been the case at the other schools Ascend manages. Throughout the schools' existence, students previously designated as ELL exited the program after demonstrating proficiency.

As noted, the schools Ascend Learning currently manages in Brooklyn have experienced very high levels of student retention, including of English language learners.

(d) Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served. In answering, describe:

- **How the school will determine and identify which students are advanced and/or gifted. The applicant should define the term "advanced student" as s/he deems appropriate;**
- **The strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving advanced and/or gifted students; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Grade Placement

Students are placed in grades by academic performance, which is based on the results of diagnostic tests and curriculum assessments. (See Response 05(b).) If a student is performing well above grade level (by six months or more), he or she may be placed in a higher grade that will be more academically challenging.

In Guided Reading in grades K-4, students will be placed into groups according to reading level, and therefore, will be challenged at their appropriate developmental level, as determined by their

on-going STEP assessments, which are administered four times per year. In other words, advanced readers will tend to read more higher-level texts. In Number Stories, students will be pushed to solve math problems individually and encouraged to devise and then defend their own problem-solving. During the course of the class period, students will be continuously urged on to further and further sophisticated levels of understanding of the math concepts involved. In one Number Stories class, the varied approaches used by students will therefore demonstrate a wide range of problem solving methods, including varying levels of sophistication and conclude with a group evaluation on the more efficient strategies deployed.

At Ascend schools, in every lesson, teachers identify the key concepts explicitly and teach them interactively, alternating oral work, independent written work, cooperative learning, and group evaluation. Led by vibrant and committed teachers, students analyze information and claims, form, express, and discuss opinions, and engage in passionate, evidence-based discussion. In the process, they deepen their knowledge of the material and build their intellectual confidence. With some subjects taught by “level” and not grade, students who have achieved mastery early may be promoted to higher levels (if not grades) in advance.

Middle School Acceleration

Building on the firm academic foundation provided in the lower grades, students will engage at the middle-school level in an uncommonly ambitious course of study. The Ascend program includes additional Common Core aligned writing instruction created by Ascend, totaling three full periods each day of studies in English language arts and two full periods in math instruction. Students will study science or social studies every day; and in most cases continue their instruction in Spanish; and study art, music, physical education, and dance each week.

In addition, beginning in grade 5, students will participate in Ascend’s interdisciplinary Humanities Program for two periods a day, which will allow advanced learners ample opportunity to develop multidisciplinary interests and understanding. Excellent critical thinking, close-reading and writing skills, in addition to arts appreciation and public speaking, are the primary goals of the program. Modeled on the practices of the city’s finest public and private schools, the program will develop the individual voice and reading sensibility of each Ascend student by supplementing the other curricular reading materials with a customized syllabus that includes a cross-cultural selection of classic literature. Many selected works will connect thematically to museum-quality reproductions of great works of art that will hang in hallways and specially designed “gallery” spaces throughout the middle-school facility. These gallery spaces will be designed for Ascend students to gather outside the classroom to discuss a work of art relevant to a literary work they are studying or a writing assignment they are developing. For example, Aaron Douglas’s jazz-age fresco cycle will supplement a unit on the poetry of Langston Hughes. Local visiting writers, whose work will be anticipated throughout the year, will both guest-teach classes and give public readings open to the school community in the spring.

Open-form discussion of literature and the emphasis on developing individual written voices and interpretive skills will be a new experience for Ascend students entering the middle school. The emphasis on developing scholars as attentive readers and listeners with distinct written styles and unique perspectives will deepen their abilities to value and communicate with others. The

program will encourage students to take risks, and inspire creative leaps in interpretation and self-expression.

7. Specific Populations

This response is incorporated by reference. Please R08(a-d) from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

Further changes are included in the language below. These changes apply to all schools in the education corporation.

(a) Struggling Students

Identification of Struggling Students

The Ascend design includes specialized diagnostic tests, which will be administered at the school's launch to all students (and each year thereafter to new students). The diagnostic tests will guide placement decisions and detect learning gaps that impede student progress. They will also identify *struggling students* requiring remediation under the Response to Intervention program, a multi-tiered remedial model designed to meet the needs of students at risk of academic failure. Scores persistently below passing level on periodic unit- and content-based assessments and end-of-term tests developed by Ascend (described in Response 05(b)), will also identify a student as struggling.

Beginning in grade 2, benchmark assessments, aligned to Engage NY and the NY Ready Practices tests and administered four times a year (described in Response 05(b)), will also identify students who are struggling with concepts in the general education program—before their deficits accumulate and they fall far behind their peers.

Response to Intervention

Students who are struggling academically or behaviorally in the general education classroom will be considered by the school's Response to Intervention team (RTI team), a standing committee consisting of the special education teacher and/or coordinator, deans of students, deans of instruction, and such teachers as may be assigned by the school director. After a careful review of the data on the child (including but not limited to academic assessment data, behavior records, and teacher observations), the team will develop academic and/or behavioral interventions tailored to the specific needs of the struggling child to foster his or her success in the general education classroom.

Tier 1

The great majority of students are expected to progress academically at a rate sufficient to master grade-level Common Core standards by the school year's end. These students will be educated during the regular school day, from the hours of 8:00 am to 4:00 pm. Tier 1 interventions will occur in the general education classroom. In elementary schools, students will be provided targeted instruction during the guided reading block of instruction. During this period, the class will be broken into four leveled groups. Two teachers will be assigned to cover each guided reading block, with each teacher leading two small groups daily. Groupings will be based on individual student reading levels as measured by the STEP assessment. In addition to guiding

teachers in the appropriate leveled text selection for each group, the STEP assessment will provide clear guidance to teachers on which reading skill each child needs to master in order to continue moving to the next level. In middle schools, Tier 1 interventions include plans for differentiated instruction designed by the individual teacher.

During math instruction, Tier I interventions will occur in many different ways. The teacher will re-teach content that was not previously mastered by the class but will also have the flexibility to create targeted small group or partner instruction during the inquiry-block of instruction.

Tier 2

Approximately 10 to 15 percent of students require Tier 2 interventions, which consist of weekly small-group, supplemental pull-out instruction during the school day. This intervention targets both math and ELA deficits through our remediation programs and occurs in both elementary and middle schools.

Tier 3

The smallest percentage of students require Tier 3 special education support. Students in this tier are in the evaluation process or currently have an IEP. Our supports and services include related services, Special Education Teacher Support Services (SETSS), and Integrated Co-Teaching (ICT) in both elementary and middle schools. *Staff Tutoring*

In cases where Tier 2 and 3 supports are not resulting in students being on track to meeting their annual academic goals, additional tutoring periods are established before, during and after school. Tutoring takes the form of targeted instruction by staff given to students in a group to remediate any learning gaps. Additionally, some Ascend schools establish a Saturday morning peer tutoring program in which students with strong academic achievement will assist their peers in mastering specific concepts in ELA and math.

Efficacy of Intervention for Struggling Students

All students at Ascend schools take benchmark assessments in all subject areas as well as the STEP assessment in grades K-4, which measures reading rate, fluency, decoding, comprehension, and written response. The STAR assessment is used to identify students in need of reading intervention in the middle schools. Performance on curriculum-based math assessments determines the identification of intervention groups in math. The efficacy of the RTI program has been demonstrated in schools managed by Ascend, all of which use the same approach to remediation as proposed for the new school.

(b) Students with Disabilities

Pre-referral

The schools' process for pre-referral to special education is important because students' learning gaps must not be confused with disabilities. Certain findings will lead to immediate referral. Absent a clear disability, however, a sequence of Response to Interventions (described in Response 07(a) above) will seek to address students' learning gaps (which may be the cause of the failure to progress) within the general education program. If students are unable to meet the academic pacing and standards, then they would be referred to the RTI team, composed of the school's student services coordinator and/or dean of student services, school counselor or social worker, dean of students, dean of instruction, and the student's teachers. As detailed below, the RTI team would meet to develop a plan of action, which the team would share with parents, inviting their insights and feedback. The plan will be monitored and amended as needed and given a significant amount of time before the team evaluates its success. If the plan is not successful, the team and the family would meet to discuss alternatives such as special education services. If deemed appropriate and the family is in agreement, the child would be evaluated by the Committee on Special Education to determine if there is a disability.

Provision of Services

For students entering with an existing Individualized Education Plan (IEP), the schools will directly provide the services as outlined in the IEP approved by the Committee on Special Education (CSE) of the student's district of residence. The schools will provide Special Education Teacher Support Services (SETSS), Integrated Co-teaching (ICT), and school counseling. The schools will work to arrange for the provision of related services, and will use Related Service Authorization forms or agency transmittals to arrange for the provision of such services by contractors previously approved by the Committee on Special Education.

SETSS is a service through which students with disabilities are educated in the general education setting with small-group, pull-out, and push-in support. It provides students with the opportunity to receive targeted and individualized support while remaining in the general education setting.

ICT is an integrated service through which students with disabilities are educated with age-appropriate peers in the general education classroom. It provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. Students with disabilities are able to receive intervention throughout the school day in real time to guard against learning gaps forming in the first place. The general education students also benefit from smaller-group instruction and modification throughout the day.

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education from Long Island University, and an administrative license in school building leadership and school district leadership through the Center for Integrated Teacher Education at the College of Saint Rose.

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- Clear records of elevating student achievement in an urban classroom, with a strong understanding of pedagogy that drives results
- Demonstrated success using data to drive instruction
- Strong analytical and problem-solving skills
- Strong communication skills (written and oral)
- Excellent skills of organization and follow-through
- A master's degree and certification in special education

Special education teachers providing Integrated Co-teaching (ICT) and Special Education Teacher Support Services (SETSS) and overseeing instruction of all special needs students must have special education certification or be considered highly qualified and preferably a master's degree and three to five years of experience. Similar experience will be sought in hiring the school's clinician, and New York State certification will be required (master's degree preferred). State certification will also be required for any related service providers, for example, speech, occupational, and physical therapists. As at all schools in the Ascend network, preference will be given to applicants who speak Spanish to facilitate communication with English language learners and parents who use Spanish exclusively.

Of course, the precise nature of the services that will be provided at the schools cannot be known before students enroll and the particular complement of student Individualized Education Programs is analyzed. Throughout their development, the schools will ensure that accommodations are in all instances appropriate for students of different grades.

As the schools grow, they will have at least one ICT classroom for every grade. Each ICT section will be comprised of one general education teacher and one special education teacher. They will also have deployed, as needed, several SETSS providers and interventionist to support with pull-out remedial instruction. The special education teacher and the general education classroom teacher will service all students in their ICT classroom.

As with all charter schools in New York City, the Committee on Special Education (CSE) with jurisdiction over the schools will have ultimate authority for all IEP's of students in the schools. The schools will be responsible for implementing each student's IEP. The schools will faithfully

implement the IEP approved by the CSE of a student's district of residence, in keeping with the requirements of Section 2853(4)(a) of the Charter Schools Act. The school will deliver all services in accordance with the IEP. The schools will not establish their own committees, will not adjust or modify a student's IEP in any manner or otherwise usurp the role of the Committee on Special Education, and will deliver all IEP services faithfully per the IEP. Ascend's director of student services, deans of student services, and the schools' special education teachers will be responsible for coordinating all interactions with the CSE, including:

- Notifying the chairperson of the CSE at least annually that he or she is the designated contact person and liaison to the CSE and that he or she has full contact information for all local CSE chairs
- Informing all CSE chairs of the schools' opening date and general calendar
- Furnishing a copy of the student roster for the upcoming school year and the names and other relevant information for all students who enroll later in the year
- Requesting in writing that the chair of the CSE review all student rosters and forward the IEP and other relevant documentation for each student with a disability
- Communicating with the CSE prior to the beginning of each year to seek records and files for all students with disabilities
- Providing the chair of the CSE with all referral documentation and other relevant information
- Working with the school director to ensure that the general education teacher and special education teacher of each student with a disability is present at the CSE meetings, including making arrangements for substitute teachers or other appropriate alternative coverage for classes
- Building a relationship with the chair of the CSE and keeping him or her informed of the school's particular curricular offerings, instructional approaches, and resources to ensure that the CSE has a complete understanding of the school's distinctive competencies and strategies that may be particularly effective in meeting the needs of individual students
- Coordinating the provision of related services via third-party providers approved by the CSE
- Ensuring that all IEP are faithfully implemented as written through frequent reviews of student services and documentation of such services

The deans of instruction, the special education teacher(s), and the deans of student services will be responsible for working with the school director to ensure that general education and special education teachers of each student with a disability participate in all CSE meetings. All teachers will be accountable for participating in the CSE meetings for students they serve. To the extent that such meetings occur during the regular school day, the school director will be accountable for assigning other staff members or hiring a substitute teacher to cover the participating teacher's classes. In the event that a teacher is absent because of illness, the dean of student

services will contact the chair of the CSE to arrange for that teacher to participate via a conference call or, alternatively, to request that the meeting be rescheduled.

Ascend's director of student services will be responsible for delivering the general professional development and training on special education provided to the schools' leadership teams, including the referral process to the CSE; development of a student's IEP; implementation of a student's IEP; evaluation of a student's progress toward meeting IEP goals and objectives; reporting requirements to parents and the CSE; confidentiality and student records; and discipline of students with disabilities. With appropriate support from the director of student services, the school's dean of student services and the deans of instruction will also be responsible for ensuring that the teachers of each student with an IEP fully understand the requirements of the IEP. The deans or the director will assess this understanding through careful monitoring of the teachers' participation in CSE meetings, and through a face-to-face review of each approved IEP with individual teachers. The general education and special education teachers of every student with a disability will be required to review the student's IEP. As described in the section related to federal requirements, all IEPs will be kept in a secure, locked repository.

The deans of instruction, special education teacher(s), and the school's special education staff will be responsible for delivering all special education services mandated by the students' IEP. A New York State-certified or highly qualified special education teacher(s) employed by the school will provide Integrated Co-teaching throughout the school day or SETSS through pull-out and push-in services for a small portion of the day allowing the student to spend the majority of the day learning alongside his or her general education peers as specified in the IEP. Counseling services will be provided by a certified social worker or counselor on the school's staff; this individual will be responsible for overseeing all mandated reporting and assisting in managing all student support team meetings. Certain other services, such as licensed speech pathologists, occupational therapists, physical therapists, and paraprofessionals will be provided through third-parties contracted by the district and requested by the school as needed. In rare instances where the school cannot provide the placement specified by the IEP, such as a 12:1:1 model, the Committee will secure the student a place in a district school that provides the required services.

In most cases, the instructional materials used, pacing, and class size will be the same as those used in the general education program, but the pedagogy will be modified to meet the needs of the special education students. For instance, the teacher in the SETSS setting may use a more multisensory pedagogy for select students.

Students with disabilities, like all students at the schools, will take frequent assessments to track their progress and academic achievement, including those described in Response 06(b). Each term, or three times a year, as mandated by the Committee on Special Education with jurisdiction over the school, each teacher of a student with an IEP and each of the student's related service providers will prepare progress reports on the child. These reports will be submitted to the Committee; they will report on the child's academic, social, and emotional progress, which will inform the child's annual review of his or her IEP.

Evaluation

The principal measure of the efficacy of the program will be the academic progress of students with special needs, which will be monitored by Ascend's director of student services, who oversees special education in schools managed by Ascend. Ascend's chief schools officer and the schools' board of trustees will regularly review the director's report and findings. Another measure of program efficacy will be the frequency of services. For certain but not all students, an important measure will be the decertification from special education and return to general education.

Professional Development

Barring a high-priority need to hold a school-level session, the schools' student services teams will join the Ascend network special education personnel on a monthly basis to participate in professional development sessions. The monthly meetings, currently run by Ascend Learning's director of student services, typically last two hours. Topics have included the creation and implementation of school systems, content knowledge of disabilities, best practices, and child study teams. Professional development sessions have also been conducted by an individual school's deans of students, special education personnel, general education staff, and third-party agencies and programs. The content is chosen by the director of student services, but heavily driven by the needs of the staff. Attendees include special education teachers, social workers, and school counselors. When appropriate, general education staff, paraprofessionals, and other personnel are also invited. Finally, targeted professional development will also be offered to all social workers, counselors, and school psychologists at Summer Institute and throughout the school year.

(c) English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- **The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need, including how the school will ensure that they are not inappropriately identified as students with special education needs;**
- **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of English language learners (both within general education classrooms and in other settings);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The process for coordination between general education teachers and staff serving English language learners;**
- **The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;**

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and**
- **How the school will make all necessary materials available to parents of English language learners in a language that they can understand.**
- **How the school will make after school and other extra-curricular programming available to English language learners.**

Ascend is currently evaluating its ENL service plan in response to the Brownsville Ascend Charter School renewal visit in November 2016. An outside consultant—a former principal with proven results with ENL students—has been hired to study our approach with ENL students at our campus with the largest number of ENL students; that work is nearing its conclusion. A detailed proposal for staffing adjustments, professional development needs and program additions will be drafted for review by the school’s leaders and network leaders. We expect to implement many if not all these recommendations, which we expect will have a significant positive impact the rate of achievement of our ENL students. In developing these recommendations, Ascend is considering a multitude of factors including state and federal regulations. Ascend schools are dedicated to serving the needs of English language learners (ELLs)—by selecting a proven research-based approach, providing professional development to teachers, staff, and leaders, promoting parental involvement, improving material resources, and creating targeted solutions for different ENL populations.

ELL Identification

The schools will use the state education department’s process for identifying students who are English language learners (ELL), employing an approved Home Language Questionnaire to screen all new students for potential limited English proficiency. If the student’s home language is not English, or his or her native language is not English, appropriate staff will conduct an informal interview in the student’s home language and in English. If the student speaks only a language other than English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). A score below the designated cut score for the child shall determine eligibility for services. The schools will administer the NYSITELL only once to each incoming student. In accordance with state and federal regulations, testing and program placement will occur within 30 days of school opening for those students who are enrolled on the first day of school and within 15 days for students who are enrolled after the first day of school.

A school’s faculty will be responsible for detecting potential limited English proficiency among students. The school will train all teachers on techniques for detecting English language deficiencies and on communicating with students designated as ELL. The schools will test any student thought to have limited English proficiency to determine what, if any, levels of services are necessary. Careful tracking by the student support advisory team will allow the schools to ensure that English language learners are not inappropriately designated as having special education needs. When the student support team is determining whether or not a student is ELL,

the members will document how long the student has been in the country and investigate whether any language issues are related to typical ELL stages of development.

Based on the demographics of Community School Districts 17 and 22, the applicants anticipate that approximately ten percent of students will require ELL services.

Structured English Immersion

As determined by their New York State Identification Test for English Language Learners (NYSITELL), students with little or no English will rapidly acquire English language skills in intensive-style classrooms, taught by teachers with appropriate ESL training. The school will use ESL methodology as well as ENL programming, and aspects of the general education curriculum, designed to focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals. Educated alongside other English language learners, students will be placed in intensive English language instruction using the Freestanding ESL Program, where they would be educated alongside other ELL. The amount of time in the Freestanding ESL Program varies—for students in kindergarten and grade 1, it is typically less than a year. The schools will determine each student’s exit based on individual students’ needs and in accordance with SED requirements.

A key focus of the ENL program will be improving students’ ability not only to speak and understand spoken English, but also to read and write in the language. This level of fluency will permit students to advance quickly to a level of proficiency at which they can function successfully in their grade-level coursework. The cognitive level or grade appropriateness of the content will not be altered. The school’s ENL teacher will work collaboratively with general education and special education teachers. All teachers will receive professional development to help them communicate with students designated as ELL. The schools’ schedule includes ample time for intensive English language instruction. Additionally, the schools will meet the English language development requirement by having the ENL teacher work with all ELL on a pull-out basis for the amount of daily minutes required by New York State guidelines.

In accordance with federal law, the schools will not exclude ELLs from curricular and extracurricular activities because of their inability to speak and understand the language of instruction. In addition, the schools will not assign national-origin minority students to classes for the disabled because of their lack of English skills. Notices and other information will be distributed in languages that families with limited English proficiency can understand.

Structured English immersion has repeatedly been shown to be the most effective method for ensuring that students master English and participate in all content areas alongside their peers. In a study of SEI in California, after it was mandated by Proposition 227, the strongest gains were made in districts that deployed the most intensive immersion programs. In a 2009 U.S. Supreme Court decision, *Horne v. Flores*, the majority opinion stated, “Research on ELL instruction indicates there is documented, academic support for the view that SEI is significantly more effective than bilingual education.”

Staffing

The schools will hire at least one individual with appropriate qualifications to ensure being well positioned to meet the needs of any English language learners who enroll. This individual will be responsible for working with the school director to create each school's professional development offerings related to the provision of ENL services, and will also assist the school director in recruiting the initial ENL committee. The acquisition of textbooks and resources for ENL instruction will occur as part of the schools' overall procurement process. The school director will be accountable for ensuring that there is proper facility space provided to meet the instructional requirements of the ENL program.

Exit

The schools will measure the English proficiency of each identified ELL at least annually to determine whether continued special services are warranted, evaluating each such student's progress in core academic subjects. The schools will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL. In keeping with recent regulatory changes, New York will no longer use the NYSESLAT for Title I accountability purposes, except for students newly arrived in the United States. The school will administer the New York State Testing Program ELA assessment to ELL students who, as of January 3, 2007, have been enrolled in any school in the United States (excluding Puerto Rico) for one year or more. The scores on the NYSESLAT will indicate the proficiency level—Beginning, Intermediate, or Advanced—the student has achieved each year, and whether the student's English proficiency is sufficient to exit the program. In accordance with state and federal regulations, the school will deem students who score high enough to exit the program no longer in need of ENL services, but will keep such students on the monitoring list for two years. Students who do not meet the proficiency level necessary to exit the program will continue to receive services. Should testing indicate a student's failure to progress, the school would modify the instructional program to accelerate his or her achievement.

Program Evaluation

To ensure that the ENL program achieves the desired annual results, with students making clear progress in acquiring English language skills and in the general curriculum, the schools will conduct an annual program evaluation. To determine if any programmatic modifications are necessary, the schools will evaluate the progress of all ELL on state-mandated assessments and on the schools' internal assessments against that of its non-ELL population. The schools will also track students longitudinally to determine if there is significant variation in the academic achievement of students who were once classified as ELL and non-ELL as measured by the schools' assessment program. The schools will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

An ELL committee, which will include each school's ENL teacher, the school director or another administrator, and the English language learners' classroom teachers, will regularly monitor the progress of individual ELL. The committee will perform all duties required to identify, place, serve, and monitor ELL. At the end of each academic year, the ELL committee will conduct the annual program evaluation. The committee's duties will include:

- Initially identifying and placing English language learners

- Communicating all placement, new designations, and exit decisions to parents or guardians
- Reviewing ELL placements on an annual basis
- Analyzing the school's assessment data to monitor student progress
- Analyzing the progress of former ELL for two years after their exit from the program
- Monitoring the maintenance of all ELL documentation and records

In addition to its ongoing marketing efforts, the schools will also carefully track student persistence and report regularly to the board of trustees on enrollment trends, including data disaggregated by ELL status. The board will carefully monitor such data and hold the school's leadership team accountable for conducting outreach and follow-up to any families who withdraw their children from the school to determine why they elected to withdraw. Some student turn-over will result inevitably from family mobility. The trustees will focus especially on families who indicate that they are withdrawing their children from the schools because of dissatisfaction. The schools will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period.

Recruitment and Retention

The schools will have all marketing materials translated into Spanish at the outset of the charter period (and into other dominant languages should they emerge) to include non-English-speaking families in the schools' efforts to integrate itself fully in the life of the community.

The schools will employ an outreach strategy to cultivate relationships with businesses and other organizations serving minority language communities in the district. For example, the schools will target stores that are owned by members of minority-language communities or are frequented by non-English speakers, e.g., ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority-language populations. The schools will make arrangements to drop off or distribute dual-language flyers at these locations. The schools will document this outreach effort via letters of thanks or certificates of appreciation to these businesses and organizations. Either the school director or an officer of the board of trustees will sign all such correspondence, and the school will keep copies on file for a period of no less than two years. In the event that the schools fall short of enrollment targets for English language learners, this documentation will help the board and the leadership team in reviewing efforts to date and adapting the schools' strategy as necessary.

As described above, the schools' strong culture of achievement, respect, and compassion will enfold all students—including English language learners—in a powerful embrace, which is expected to promote retention. As noted, faculty and staff will communicate regularly with all parents via e-mail and phone and at parent-teacher conferences and school events. Special meetings with parents of English language learners (to discuss placement, progress, and any issues) will provide additional opportunities for faculty and staff to gauge parental satisfaction and respond to any concerns—before they escalate to the point of a student's withdrawal.

The most powerful means of attracting and retaining English language learners, of course, is providing a program that helps students develop English language skills reliably and within a reasonable amount of time. Such has been the case at the other schools Ascend manages. Throughout the schools' existence, students previously designated as ELL exited the program after demonstrating proficiency.

As noted, the schools Ascend Learning currently manages in Brooklyn have experienced very high levels of student retention, including of English language learners.

(d) Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served. In answering, describe:

- **How the school will determine and identify which students are advanced and/or gifted. The applicant should define the term "advanced student" as s/he deems appropriate;**
- **The strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving advanced and/or gifted students; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Grade Placement

Students are placed in grades by academic performance, which is based on the results of diagnostic tests and curriculum assessments. (See Response 05(b).) If a student is performing well above grade level (by six months or more), he or she may be placed in a higher grade that will be more academically challenging.

In Guided Reading in grades K-4, students will be placed into groups according to reading level, and therefore, will be challenged at their appropriate developmental level, as determined by their

on-going STEP assessments, which are administered four times per year. In other words, advanced readers will tend to read more higher-level texts. In Number Stories, students will be pushed to solve math problems individually and encouraged to devise and then defend their own problem-solving. During the course of the class period, students will be continuously urged on to further and further sophisticated levels of understanding of the math concepts involved. In one Number Stories class, the varied approaches used by students will therefore demonstrate a wide range of problem solving methods, including varying levels of sophistication and conclude with a group evaluation on the more efficient strategies deployed.

At Ascend schools, in every lesson, teachers identify the key concepts explicitly and teach them interactively, alternating oral work, independent written work, cooperative learning, and group evaluation. Led by vibrant and committed teachers, students analyze information and claims, form, express, and discuss opinions, and engage in passionate, evidence-based discussion. In the process, they deepen their knowledge of the material and build their intellectual confidence. With some subjects taught by “level” and not grade, students who have achieved mastery early may be promoted to higher levels (if not grades) in advance.

Middle School Acceleration

Building on the firm academic foundation provided in the lower grades, students will engage at the middle-school level in an uncommonly ambitious course of study. The Ascend program includes additional Common Core aligned writing instruction created by Ascend, totaling three full periods each day of studies in English language arts and two full periods in math instruction. Students will study science or social studies every day; and in most cases continue their instruction in Spanish; and study art, music, physical education, and dance each week.

In addition, beginning in grade 5, students will participate in Ascend’s interdisciplinary Humanities Program for two periods a day, which will allow advanced learners ample opportunity to develop multidisciplinary interests and understanding. Excellent critical thinking, close-reading and writing skills, in addition to arts appreciation and public speaking, are the primary goals of the program. Modeled on the practices of the city’s finest public and private schools, the program will develop the individual voice and reading sensibility of each Ascend student by supplementing the other curricular reading materials with a customized syllabus that includes a cross-cultural selection of classic literature. Many selected works will connect thematically to museum-quality reproductions of great works of art that will hang in hallways and specially designed “gallery” spaces throughout the middle-school facility. These gallery spaces will be designed for Ascend students to gather outside the classroom to discuss a work of art relevant to a literary work they are studying or a writing assignment they are developing. For example, Aaron Douglas’s jazz-age fresco cycle will supplement a unit on the poetry of Langston Hughes. Local visiting writers, whose work will be anticipated throughout the year, will both guest-teach classes and give public readings open to the school community in the spring.

Open-form discussion of literature and the emphasis on developing individual written voices and interpretive skills will be a new experience for Ascend students entering the middle school. The emphasis on developing scholars as attentive readers and listeners with distinct written styles and unique perspectives will deepen their abilities to value and communicate with others. The

program will encourage students to take risks, and inspire creative leaps in interpretation and self-expression.

8. Instructional Leadership

(a) Instructional Leadership Roles

The Instructional Leadership Team

The schools' instructional leadership teams consist of the school director, deans of instruction, deans of students, and in many schools, the dean of student services—all of whom will be full-time employees of the school.

The school director will be, above all, the school's instructional leader. The deans of instruction will oversee academic operations and implementation at the schools, including coaching and developing the teaching staff and ensuring the accurate execution of the school design. The deans of students will guide teachers in implementing effective instructional techniques and otherwise oversee the development of a rich student culture based on Responsive Classroom techniques. The dean of student services is charged with ensuring that students with disabilities are fully included in the educational program and are supported with specialized interventions as necessary. The dean of student services is also the primary liaison between the Committee on Special Education and the school and ensures compliance in meeting the needs of students with IEPs.

Expectations

The founders will communicate their expectations for teacher performance and student achievement from the outset through the schools' marketing materials and job postings. The school leaders will be trained by the Ascend Learning schools and curriculum teams, and existing school directors and deans, during a two-week Leader Institute. All teachers will attend a Summer Institute (four weeks for new teachers, two weeks for returning teachers) before the start of each year, weekly professional development on Friday afternoons, and Teacher Planning and Development (TPD) meetings at least once a week (Ascend's version of PLCs, comprised of grade level teams in the lower schools and content teams in the middle schools); all such sessions will underscore the schools' expectations, ensure that teachers are intellectually prepared to teach the content, and equip teachers with the specific tools needed to succeed.

Following are draft position descriptions for the four instructional leaders at the schools. All such materials will be available via the websites of Ascend Learning and the schools.

All new hires will be fully immersed in the culture of high expectations during the four-week Summer Institute prior to the schools' opening. At this time, they will learn about the philosophical and pedagogical underpinning of the school design and receive training on how to achieve the schools' ambitious goals reliably. These lessons will be reinforced throughout the school year as part of the culture-building process day-to-day and through frequent professional development sessions.

Roles and Responsibilities

School Director

Ascend school directors are the academic and cultural leaders of their schools (lower school, middle school, and high school). Directors lead the school community to achieve academic and organizational goals, build and maintain a strong presence for the school in the community, and develop and cultivate enduring relationships with students, teachers, families, community members, and stakeholders. School directors report directly to either the chief schools officer or a managing director.

School directors are leaders who are passionate about Ascend's rigorous liberal arts curriculum, excited to embrace a responsive and restorative approach to discipline, believe that family and community partnerships are crucial, and committed to urban education and our ultimate goal of closing the achievement gap in Brooklyn.

Responsibilities:

Ascend school directors implement a high-quality, rigorous, college-preparatory program that is consistent with Ascend's mission and vision. Additionally, a school director will:

- Ensure achievement of targeted academic results, including through adherence to curriculum alignment and pacing charts, administering exams, and overseeing intervention; ensure special education and ELL compliance
- Use data to inform practice and drive decision-making and instruction at the school
- Define and build a school culture of unrelentingly high expectations where scholars feel connected, empowered, and safe to take academic risks
- Build a collaborative team of adults who feel jointly responsible for the attainment of school goals and committed to achieving excellence
- Working with Ascend, manage, develop and evaluate the school's leadership team and faculty to build a culture of relentless self-improvement among the entire school staff
- Serve as the key external spokesperson for the school, conveying the school's mission and building strong relationships with constituents including students, teachers, families, and community members
- Manage human resource functions, including recruiting new teachers, developing retention strategies, and performing regular performance reviews in accordance with Ascend guidelines
- Ensure and manage positive school-family relations with the goal of achieving high levels of family satisfaction Work with the director of operations to ensure that the school's operations, finances, and compliance functions achieve Ascend's ambitious charter goals

Dean of Instruction

The dean of instruction is responsible for inspiring teachers to excel in their jobs and motivating students to achieve their highest potential. He or she provides instructional and administrative leadership to the teaching staff, oversees the implementation of the curriculum, coordinates assessments, and monitors students' academic performance. The dean of instruction reports

directly to the school director. Additional collaboration occurs with the dean of students, the dean of student services, and the Ascend network.

Responsibilities:

The dean of instruction manages the effective implementation of curriculum and instruction, and plans and executes whole school professional development sessions. Additionally, the dean of instruction will:

- Observe, coach and mentor instructional staff to ensure that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture
- Monitor and assess teacher performance
- Support the lesson planning process and provide weekly feedback to teachers on their lessons
- Manage academic operations for the school (including coordination of testing and assessments); secure additional materials needed to meet state-mandated curriculum and state testing requirements
- Identify problems in academic performance and recommend and implement solutions in a timely manner
- Build smooth and efficient working relations that positively impact academics; work closely and efficiently with the school director, the school leadership team, and Ascend Learning staff to ensure student success
- Reinforce positive student behavior and establish rapport with students; communicate individual academic progress

Dean of Students

The dean of students is responsible for shaping and sustaining the school's distinctive culture and ensuring that students internalize the school's values and aspirations for academic excellence. He or she provides cultural leadership to the teaching staff and oversees the implementation of school-wide systems and procedures. Ascend deans of students embrace a responsive and restorative approach to discipline and believe that family and community partnerships are crucial. The dean of students reports to the school director, collaborates with the dean of instruction, and works closely with the Ascend network.

The dean of students will implement school-wide systems and procedures that are structured, predictable, and support the school's highly ambitious academic expectations. Additionally, the dean of students will:

- Design and implement community meetings and celebrations to help build a culture of joyfulness
- Design and execute procedures for arrival, dismissal, and other school routines
- Work with the teachers to ensure a successful advisory program in upper grades

- Provide support to teachers, helping them build and create a warm, structured and responsive classroom culture
- Reinforce and maintain the school’s culture of high academic and behavioral achievement by utilizing the Ascend philosophy that discipline is an opportunity for learning, growth, and community-building
- Work directly with high touch scholars to provide supports and structures to ensure their academic progress
- Ensure that Ascend scholars meet high expectations for attendance
- Work with parents, families, and caregivers to build and maintain strong relationships throughout the course of the school year

Dean of Student Services

The role of the dean of student services, a certified special education professional, is twofold: (1) he or she will work across the school (all grade levels and content areas) serving students with special needs through small-group pull-out instruction, whole-group instruction, or support for students “pushing in” to the general education classroom; and (2) as the school’s primary contact with the Department of Education’s Office of Special Education, the dean of student services is responsible for directly managing the relationship to ensure that the school complies with applicable laws and regulations, and maintains accurate and up-to-date records and other documentation.

The dean of student services works in conjunction with the school’s instructional leaders to ensure that the school provides academic, emotional, and physical services to students who require additional support to thrive within the schools’ core academic programs. The dean of student services reports to the school director. He or she also works closely with the dean of instruction and the network’s director of student services.

The dean of student services will coordinate staff professional development in the areas of special education, 504s, at-risk RTI support, ENL and other related services, as well as support the SETSS teachers, ENL teachers, Integrated Co-Teachers, and other instructional staff. The dean of student services responsibilities include

- Implementing IEPs and managing the provision of direct services by related service providers approved by the New York City Department of Education
- Designing differentiated instruction and administering rigorous, standards-based assessments to serve students needing special services
- Ensuring that all general education teachers know of, understand, and implement all classroom accommodations and modifications required by IEPs and 504 plans
- Working with the school’s certified special education professionals to share best practices across schools in the Ascend network and resolve any school-based crises expeditiously
- Ensuring that all schools create, implement, and monitor RTI/RTB through weekly data-driven meetings and planning sessions with the support of the school-based teams
- Creating, implementing, and reviewing 504 plans

As a special education teacher, the dean of student services will develop and teach engaging lessons that follow the rigorous, Common Core-aligned Ascend curriculum and collaboratively teach with a general education teacher in an inclusion classroom and differentiate instruction for students with special needs. Additionally, the special education responsibilities include

- Differentiating small group instruction for students with special needs
- Preparing student individualized education plans in consultation with staff and families to ensure success for all scholars
- Using formal and informal assessment data to drive instruction and ensure student mastery of standards
- Building a warm and inclusive classroom environment, implementing the practices of Responsive Classroom
- Creating and maintaining strong relationships with students and families
- Actively participating in grade-level meetings, collaborative planning, and professional development, including an annual summer institute. Accepting ultimate responsibility for the academic progress of his or her students, and working to actively overcome setbacks

(b) On-going Teacher Supervision and Support

Each Ascend teacher is assigned to a dean of instruction who oversees his or her development in the teaching role. Deans of instruction typically oversee a group of between eight and 15 teachers. In elementary schools, a dean typically supervises all teachers in one or two grades. In middle schools, deans of instruction oversee a group of teachers who all teach the same subject.

All teachers are developed one to three times weekly as a small group in our Teacher Planning and Development meetings (TPD). Deans of instruction then follow up on the outcomes of these meetings with targeted observations of the teachers. During these observations, each of the teachers will receive live coaching focused on the outcomes planned at the teacher planning and development meetings.

For more details on Ascend’s professional development offerings for teachers, please see below in R08c – Professional Development.

Some teachers—particularly those new to teaching and/or new to teaching at Ascend—require additional development beyond TPD meetings, interactive observations, and weekly professional development sessions. To support these teachers, deans of instruction establish additional observation and feedback cycles targeted to individualized performance goals based on the framework for teacher coaching outlined in *Leverage Leadership* by Paul Bambrick-Santoyo. This coaching is characterized by short duration observations followed by same-day or next-day coaching meetings with targeted and precise feedback.

(c) Professional Development

Professional Development Overview

The schools' faculty will receive intensive and ongoing professional development through pre-service training, professional development days and after-school sessions throughout the school year, weekly grade-team meetings, and ongoing coaching.

Pre-service Summer Institute

Prior to the schools' opening, the leadership team and all faculty members will participate in an intensive training program, including training in Responsive Classroom for the lower and middle school grades and restorative practices in high school. This approach to building and maintaining student culture has been the key to the Ascend network's successful transition away from a strict "No Excuses" type of discipline. Facilitated by senior trainers from the developers of Responsive Classroom and experienced Ascend culture leaders, training will progress from an overview of the program, philosophy, and supporting research, to in-depth workshops on the key aspects of developing and maintaining a responsive approach to discipline. These workshops include a heavy emphasis on teacher language, the development of procedures and routines in the classroom, Morning Meeting and Advisory, and logical as opposed to prescriptive consequences. Another major goal of Responsive Classroom training is to integrate these techniques into both management and academic practices.

The philosophy of professional development at Ascend is built on two guiding principles. The first is Thomas Guskey's work asserting that all quality professional development must connect to our ultimate outcome of improving student achievement and that in order to achieve that outcome, professional development must extend beyond one session or workshop to ensure participants understand, practice, and implement the material covered.. Second, adult learning, much like student learning, is maximized when there is repeated and frequent exposure, practice of best instructional practices, and follow up. From these two core philosophies, Ascend has created Professional Learning Standards that drive the planning and facilitation of all trainings: professional development must be differentiated, data driven, practical and practice based, research based, comprehensive and integrated, and collaborative and engaging.

School leaders will participate in Leader Institute, where they will prepare to lead, manage, and develop their teachers as well as drive school initiatives. Leader Institute is designed to meet the differentiated needs of new leaders, returning leaders, school directors, deans of students, deans of instruction, and deans of student services. The four main areas of development include Leadership and Management, Driving Initiatives, Staff Development, and Content Development. Sessions include the following: Coaching Teachers of Varying Profiles to Impact Student Achievement; Facilitating Teacher Planning and Development Meetings, Starting the Year Strong with Organizational Skills and Relationship Building, Conducting Crucial Conversations for an Urgent and High Expectations Culture, Leading versus Managing—the Psychological Contract, and Leading School Initiatives.

School leaders and senior staff from Ascend Learning as well as trainers from some of the selected instructional programs will facilitate the faculty's pre-service training. Supplementing the Responsive Classroom and restorative practices trainings, Summer Institute will cover the Common Core standards, in-depth examinations and rehearsals of the various instructional programs in each subject, instructional best practices, deep explorations of the content in each grade and subject, school-wide policies and procedures, team building, and fueling the excitement and passion needed to ensure a successful start-up to the school year. Highly

interactive and engaging sessions will be planned on a range of topics, including the following: Our Mission and Values; Professional Standards, Norms, and Expectations of the Ascend Learning Culture; The Daily Schedule and Academic Calendar; Teaching Children to Make Meaning of Text through Shared Text; Cognitively Guided Instruction through Math Workshop and Number Stories; Meeting the Developmental Literacy Needs of Students through Guided Reading and Foundations; Continuous Monitoring of Student Work and Providing Skill Building Feedback; Reading and Understanding Instructional Education Plans for Special Education Students, and Schoolwide Routines and Safety Procedures.

Experienced experts in ENL and special education will train teachers how to work with special education and LEP students and to comply with all procedures of their programs.

Faculty will attend Summer Institute training from approximately 8:00 am to 4:00 pm daily.

The content of sessions in Summer Institute is largely guided by the network's and schools' central initiatives. For example, in the summer of 2016, one central initiative was continuously monitoring student work and providing high leverage feedback; this topic was integrated into core content sessions so that the practice could be pervasive, with teachers experiencing repeated exposure.

School leaders and facilitators will assign reading before, during, and after each session to help generate ideas and guide group discussions. Along with case studies and the schools' staff and family handbooks, staff will be assigned readings such as chapters of Tom Carpenter's *Children's Mathematics: Cognitively Guided Instruction*, and Paula Denton's *The Power of our Words*. There will also be "post-work" deliverables on several days of training. For example, teachers will be required to develop their first lesson plans, create anchor charts for their classroom, and develop a plan for holding student conferences in writing. Finally, third party facilitators, guest speakers, and content experts will be incorporated into the orientation program to provide additional inspiration and expertise. These guests and the content of their sessions are selected based on the network's strategic initiatives.

Professional Development Days

In addition to intensive summer training and development, the schools will schedule approximately four staff development days throughout the school year. These sessions will provide faculty with structured opportunities to unite as a team, reenergize themselves, and learn new strategies for addressing specific behavior and instructional challenges. The first daylong session early in the school year will be focused on data and the results of the earliest reading and math diagnostics.

Scheduled approximately quarterly, subsequent daylong sessions will address these topics, among others, in depth. Topics will include: (1) Data-driven instruction aligned to benchmark assessment results, (2) Network wide initiatives (3) Effective intellectual preparation for lesson planning and delivery, and (4) Effective Guided Reading and other topics that meet school-specific needs identified by the school director and leaders at Ascend Learning.

To facilitate a culture of collaboration across Ascend schools, the chief schools officer and managing directors will coordinate professional development days during the school year where

entire school staffs visit another Ascend school to learn from the best practices and strengths at that school. In the past, our schools have visited schools outside of the network but at this phase in Ascend's development we have examples of best practices and high achievement within our own network.

Friday Professional Development

Faculty will attend afterschool professional development sessions each week on Fridays, with topics determined by the particular needs of the staff at that time. These trainings will be led by school or Ascend leaders.

Teacher Planning and Development

Teacher Planning and Development (TPD) meetings form a key component of the Ascend educational model. They are aligned with the founders' philosophy that the quality of teacher planning and preparation, as well as the quality of collaboration within a school, have significant impacts on student achievement. These meetings leverage the power and efficiency of teamwork to hone teachers' delivery of instructional content. Teachers will have a platform to share best practices, while developing curricular content expertise.

TPD meetings consist of four types: Unit Studies, Planning and Assessment Studies, Lesson Debriefs and Teach-backs, and Data Meetings. Deans of instruction and grade team leaders choose meeting types based on the development needs of their teachers.

1. Teachers' knowledge, preparation, and passion for instructional content are directly linked to student engagement and achievement. In *Unit Studies*, deans of instruction and grade team leaders facilitate thoughtful preparation and discussion of a curricular unit in advance of classroom instruction. The focus of the meetings are on adult learning. In particular, Unit Studies are designed to expand teachers' intellectual depth of content understanding, as well as connect the instructional units to their associated Common Core standards. Prior to meeting, teachers are asked to read an article that explores the curricular topic, as well as to familiarize themselves with the content's associated standards and any relevant student-facing texts. In a typical Unit Study, teachers engage in lively conversation about the unit's big ideas and how they fit into the larger, standards-based trajectory for student learning.
2. In *Planning and Assessment Studies*, teachers use their knowledge of instructional content in conjunction with any relevant student performance data to collaboratively prepare new lesson plans or modify existing ones. More specifically, the team engages in anticipatory and action-oriented discussion of how students will meet the lesson plan's intended learning outcomes. A typical Planning and Assessment Study agenda might include teacher deliberation of probing questions for students, planning of content-reinforcing activities, anticipation of likely student misconceptions and ways to rectify them, deliberation of exemplary student responses to lesson prompts, and/or previewing of upcoming assessments. After each Planning and Assessment Study, teachers execute the plan and collect observational data on lesson effectiveness to inform subsequent planning meetings.
3. Under the "*Teach-back*" method, teachers in a team take turns practicing the delivery of a portion of an instructional lesson or an instructional technique, and provide one another

feedback after each rehearsal. Once one round of practice is complete, teachers then engage in a second round, applying any feedback from the first session. The iterative nature of teacher feedbacks is intended to build teacher proficiency in implementing lesson structures and responding to a wide range of possible instructional challenges. Moreover, the method is formulated to sharpen teachers' content understanding, student-directed questioning, student engagement, lesson pacing, and classroom management.

4. In addition to the analysis of academic benchmark data by leaders and teachers, schools conduct two other types of *Data Meetings*—one, the Group Results meeting, is focused on student results on assessments and the other, Student Work Analysis meeting, on work produced by students.. In Group Results meetings, teachers focus on the formative use of achievement results to quickly analyze student content mastery, formulate targeted action plans, and effectively implement plans to increase student mastery of standards. Formative analysis of students' academic performance data is essential for addressing, in upcoming classroom time, any curricular misconceptions, as well as keeping students on track toward Common Core proficiency. In Student Work Analysis meetings, teachers examine exit tickets or assigned tasks, noting any trending problem areas in how students represent their thinking. Based on these analyses, the meeting facilitators and teachers collaboratively revise their instructional plans in order to address the recognized gaps in students' understanding.

The schools' career ladder, moreover, will provide school leaders and teachers with professional development and advancement opportunities as well as increased compensation over time. The ladder will detail responsibilities and performance standards at each rung, from support teacher to lead teacher and then from lead teacher to mentor teacher and/or grade-team leader. After successfully leading their colleagues in one of these two roles, these teacher leaders could be considered formally for school leadership roles. This ladder provides a clear pathway for professional growth and creates capacity within the schools to facilitate the schools' own natural expansion while also preparing for any leadership transitions.

Broadly speaking, the adult culture of the schools will be one of professional community, distinguished by its clarity of mission and purpose, collaboration, collective focus on academics, reflective dialogue about teaching, and “de-privatized practice,” where teachers observe one another's teaching and gain constructive feedback from colleagues. The schools' credo will be that only by constantly engaging the expertise, creativity, and recommendations of the classroom teacher can the school continuously refine its practices to achieve and sustain excellence.

Leader Professional Development

In addition to the two weeks dedicated to developing leaders in the summer—Leader Institute—there are several other programs in place to develop leaders.

School Director Professional Development

School directors are developed in two main ways. First, they are supervised and coached by a managing director and the chief schools officer. They hold regular meetings to check in on progress toward school-wide goals, to problem-solve, and to plan for upcoming projects,

initiatives, and possible challenges. Second, school directors participate in a series of professional development sessions. These sessions are run as a professional learning community (PLC) and are focused on school leadership skills. For example, sessions focus on establishing a high-performing leadership team, or best practices in recruitment or hiring. The content of these sessions is needs-based and is determined through input from the school directors themselves as well as the managing directors and chief schools officer. There are typically five sessions per year.

Dean Professional Development

Deans of students, deans of instruction, and deans of student services are also developed in two main ways. First, deans are supervised and coached by their school director. They hold regular meetings to check in on progress towards their academy's (typically two grades) goals, to problem-solve, and to plan for upcoming projects, assessments, and possible challenges. Second, deans participate in five professional development sessions per year specific to their role. Deans from across the network gather and receive professional development from network staff and from school-based experts in various areas. For example, deans attend sessions on the practice of in-the-moment coaching or developing their teachers in the practices of responsive classroom. The content of these sessions is needs-based and is determined through input from the deans themselves as well as the school directors. Leaders have the opportunity to develop their facilitation skills as well, in a separate training called "Train the Facilitator." In these trainings, leaders learn about best practices for large group facilitation using Thomas Guskey's frameworks for evaluation of professional development. Leaders work on their facilitation skills to engage and influence an audience, check for understanding, and adjust delivery to meet the audience's needs. They also learn about thoroughly planning a professional development session, focusing on interactive activities that will enable teachers to concretely practice the learning before it needs to be implemented in the classroom. This suite of trainings will, in the short term, prepare leaders to facilitate high quality professional development sessions during Summer Institute, and in the long term, build leader capacity to develop staff.

Evaluation

To evaluate the efficacy of the professional development program, school leaders and managers will examine student performance data primarily, but also rates of attrition, anecdotal evidence, and formal feedback received from detailed surveys of the faculty.

(d) Teacher Evaluation and Accountability

- **Explain how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff.**
- **Describe the school's process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.**

This response is incorporated by reference. Please refer to R09(d) from the Central Brooklyn Ascend Charter School proposal. Note that this document was revised in September 2015; the revised version should be incorporated.

9. School Culture and Discipline

- (a) Explain how the school will establish and maintain a culture that supports learning and achievement, including;
- The school’s general approach to school culture and rationale for this approach;
 - How the school will maintain a safe and orderly environment;
 - The school’s approach to behavior management and discipline; and,
 - If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

Central Brooklyn Ascend Charter School 2 and Central Brooklyn Charter School 3 will establish a “school culture that engenders joyful rigor. Students will be absorbed in the challenges and rewards of learning and intellectual growth, and the relationships between teachers and students will be marked by trust and affection. Teachers, students, and parents will form a community of shared purpose.

The Ascend Culture

Philosophy and background

At Ascend, we are committed to providing a warm, supportive learning environment and empowering approach to addressing student misbehavior. In line with our liberal arts curriculum, which fosters critical thinking skills and independence of thought, we have intentionally selected research-based classroom community practices that support the development of students’ sense of agency and ability to direct their own lives. Whether they seek to solve a complex math problem, analyze a challenging text, or resolve a conflict in their social lives, students at Ascend Public Charter Schools are encouraged to weigh their options, express their voices, and make informed decisions about how to handle a situation. The academic and the social curricula at our schools are aligned and interwoven throughout the day.

Because our schools serve students in Central Brooklyn—students who are deeply affected by the impact of racism in America—we have selected programs that minimize punitive measures such as suspensions and expulsions, and focus instead on positive school culture and discipline. Research has consistently shown that black and Latino students are punished more frequently and given more severe punishments than other students; that “zero-tolerance” policies lead to more students getting suspended, expelled, and even arrested without any increase in school safety; and that students who are suspended and involved in other kinds of school discipline are less likely to graduate from high school.

In contrast to these broader national trends, the models we use in K-8 (Responsive Classroom) and in high school (restorative practices) both emphasize the development of a strong community at the school level and personal agency at the student level. Both programs have circles—morning meeting in lower school, and advisory in middle and upper school—a time for students to participate in and express their voices in a safe, caring community where every

member is valued. Both also emphasize the development of student agency and on relevant versus arbitrary consequences for misbehavior.

Program overview

Grades K-8: Responsive Classroom

Responsive Classroom is a research-based approach to K-8 instruction that emphasizes the strong connection between academic success and social-emotional learning. In the Responsive Classroom model, a safe and joyful community serves as the foundation for academic, social, and emotional growth. Some key elements of the Responsive Classroom model at Ascend are described below.

Morning meeting/advisory: Every morning the teacher and students sit together in a circle, greet one another, share news about themselves, and do a quick, fun activity together. This ritual helps build a sense of belonging and fun.

Using positive language: Teachers use words and tone that encourage children to work hard and find joy in learning, and they avoid critical and punitive language and tone. Teachers use *reminding*, *redirecting*, and *reinforcing* language to help children control their behavior and contribute successfully to the classroom community.

Logical consequences: Educators make sure that the consequences for misbehavior are related to the type of misbehavior and respectful of the child's dignity. For example, if a child scribbles on a desk, the consequence is that they need to clean the desk, rather than miss recess.

Reaching out to families: Teachers communicate often with families, and welcome them as partners in their children's education.

High school (grades 9-12): restorative practices

Restorative practices are processes that schools implement to build healthy relationships and a strong community to both prevent and address conflict and wrongdoing. In a restorative practices approach, individuals who have committed harm to the school community work with adults and peers to understand how their behavior affected others and then take action to repair the harm. Some key elements of the restorative practices model at Ascend are described below.

Advisory: Each student belongs to an advisory group of 15-20 students, which meets every morning with the same teacher and serves as the student's home base at school. Students spend time in advisory learning skills such as recognizing and managing emotions, expressing concern for others, building positive relationships, and making responsible choices.

Circle process: A circle is a flexible restorative process that educators can use proactively to celebrate students and build community, as well as reactively to respond to wrongdoing and conflicts. When an educator learns about tension or an incident between members of the community, he or she can call a circle to engage in conflict resolution between the participants, working to surface root causes and emotions in order to address and move past them. Circles provide an opportunity for people to speak and listen to each other in a safe environment.

Community meeting: Every week, the entire high school assembles in one location to hear about school-wide initiatives and experience belonging to the school as a whole. Occasionally, students and teachers may address the community about conflicts or wrongdoing in this setting if the whole community was affected.

Community service: When an individual has committed harm to the community, they can engage in a meaningful and related service that helps repair the community and contributes to their individual improvement.

The applicants are dedicated to creating a secure school environment in which student behavior supports high-level academic learning. They believe it is a school's responsibility to provide direction, set limits, and promote self-discipline to ensure all students reach their goal of attaining a college education.

To help create a culture of excellence, the school will follow the Responsive Classroom approach to creating rules in classrooms, studying the book, *Rules in School*, by Kathryn Brady, Mary Beth Forton and Deborah Porter. Teachers will collaborate with students to create classroom rules, providing them with ownership and, as a result, fostering self-control. Teachers will begin by assisting students in expressing learning goals; then they will facilitate students' brainstorming of rules that reinforce the goals. Next, the teachers will assist students to structure their suggestions into well-defined rules. Finally, the class will discuss how to apply the rules in different scenarios. The list below is a sample of classroom rules that might be developed:

1. *Respect yourself.* Come to school every day and be on time, be prepared, and follow directions.
2. *Respect others.* Keep your hands and feet to yourself, be polite, and help others in need.
3. *Respect the environment.* Take care of all school materials and help keep the school clean.
4. *Work hard.* Do your best in everything you do.

Sometimes students will break rules, and consequences will be necessary. The goal of any consequence is to help students see the sense in discipline, understand the impact their choices and actions have on others, and recognize their power to influence outcomes. Consequences will be logical; they will match the inappropriate behavior. Inappropriate behavior will result in one of four types of logical consequences: (1) when students' mistakes result from simple carelessness, impulsivity, or forgetfulness, students will be taught to take responsibility by fixing the damage they have caused and will be supported to make what are known as "reparations"; (2) students who fail to take responsibility for following the rules and managing themselves appropriately will suffer a loss of privileges related to the infraction; (3) when a student acts without self-control and the two previous consequences are exhausted, time-out will be used to set clear limits; and (4) egregious behaviors, including continually disrupting the class, extreme disrespect for the teacher or others, or any physical altercation, will result in the student's immediate removal from the class, referral to the dean of students, a phone call home, and/or

suspension. Suspensions will not be administered in the absence of the other three types of consequences because suspensions in and of themselves are not logical and do not serve to teach the desired behavior.

Students at all Ascend schools wear uniforms. We believe that uniforms are one way to create a sense of community and unity among our students. Each Ascend school has its own uniform. In selecting each school's uniform, we choose one that is professional-looking, simple, comfortable and inexpensive. The cost of a uniform should never create a barrier for parents who wish to have their children attend our schools. Deans of students at Ascend schools oversee the adherence to the school uniform and communicate with parents immediately when a child arrives out of uniform, and problem-solve with the parents to resolve the situation as soon as possible. To ensure that students are not held out of class due to challenges with uniforms, deans of students maintain extra uniforms onsite and provide them to students and families on loan as needed until parents are able to meet the uniform requirement. In rare circumstances, the school provides uniforms to the students whose families cannot afford the uniform.

9. School Culture and Discipline

(b) Discipline Policy (for general education students)

This response is incorporated by reference. Please refer to “Handbook_Brownsville Ascend Charter School,” pages 19-26 (of 75), submitted as a response for the Brownsville Ascend Charter School renewal application, August 2016.

9. School Culture and Discipline

(c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA))

This response is incorporated by reference. Please refer to “Handbook_Brownsville Ascend Charter School,” pages 26-27 (of 75), submitted as a response for the Brownsville Ascend Charter School renewal application, August 2016.

9. School Culture and Discipline

(d) Dress Code Policy

This response is incorporated by reference. Please refer to the amended “Attachment 38 Dress Code Policy” of the Canarsie Ascend Charter School’s original charter.

Further changes are noted below. These changes apply to all schools in the education corporation.

Student uniforms will be an important aspect of the school culture, helping create balance in the school and allowing students to focus on what is most important—their learning. School leaders and staff will therefore insist that students arrive for school on time in their clean, complete uniform as follows:

Boys

Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; standard collar)
- Sweater of a color to be determined by the school director (cardigan, sweater vest, or V-neck long-sleeve pullover; no stripes or designs)
- Ties may be required by the school director

Bottom

- Pants of a color to be determined by the school director (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Black belt (no colored seams or designs; standard buckle)
- White, gray, or black socks

Shoes

- Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)
- Black dress shoes (no stripes, colored seams, colored laces, snaps or buttons)
- During inclement weather (snow or rain), students may wear boots but they must change into their uniform shoes upon entering class.

Girls

Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; no lace, rounded, or Peter Pan collars)
- Sweater of a color to be determined by the school director (cardigan, sweater vest, or V-neck long-sleeve pullover; no stripes or designs)

Bottom

- Pants of a color to be determined by the school director (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Jumper of a color to be determined by the school director

- Pleated skirt of a color to be determined by the school director (no extra buttons, snaps, or hooks; no miniskirts)
- Black belt (required if pants are worn; no colored seams or designs; standard buckle)
- White, gray, or black socks (no lace, no designs)
- White, gray, or black tights (no lace, no designs)

Please note: Girls will not be permitted to wear jumpers or skirts on days when they have physical education (gym). The school will strongly recommend that girls always wear tights under their skirt or jumper.

Shoes

- Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)
- Black dress shoes (Mary Janes will be acceptable; no wedges, heels or open-toe shoes)

Hats

Hats and stocking caps may not be worn unless they are worn in observance of one's faith.

Prohibited (Boys and Girls)

- Boots (except to and from school; students will be allowed to change at the beginning and end of each day)
- Hooded sweatshirts, zippered jackets, or non-sweater vests
- Make-up (including nail polish and lip gloss)
- Jewelry (bracelets, necklaces, rings, etc., including nameplates) (Jewelry depicting religious symbols must be worn under clothing.)
- Hoop/Large Earrings (Only stud earrings are permitted.)
- Cologne/perfume
- Students will not need “gym clothes” for physical education. Students will wear their school uniforms in physical education.

Consequences for failure to adhere to the discipline policy are defined in Response 09(b). As described in that response, dress code infractions will not result in suspension unless they are chronic—five infractions or more. In actuality, it is very unlikely that the school director would suspend a student for uniform infractions, especially in the lower grades before the student is old enough to dress himself or herself. As with all suspensions, students would have due process rights and alternative instruction would be provided.

9. School Culture and Discipline

(d) Dress Code Policy

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Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; standard collar)
- Sweater of a color to be determined by the school director (cardigan, sweater vest, or V-neck long-sleeve pullover; no stripes or designs)
- Ties may be required by the school director

Bottom

- Pants of a color to be determined by the school director (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Black belt (no colored seams or designs; standard buckle)
- White, gray, or black socks

Shoes

- Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)
- Black dress shoes (no stripes, colored seams, colored laces, snaps or buttons)
- During inclement weather (snow or rain), students may wear boots but they must change into their uniform shoes upon entering class.

Girls

Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; no lace, rounded, or Peter Pan collars)
- Sweater of a color to be determined by the school director (cardigan, sweater vest, or V-neck long-sleeve pullover; no stripes or designs)

Bottom

- Pants of a color to be determined by the school director (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Jumper of a color to be determined by the school director

- Pleated skirt of a color to be determined by the school director (no extra buttons, snaps, or hooks; no miniskirts)
- Black belt (required if pants are worn; no colored seams or designs; standard buckle)
- White, gray, or black socks (no lace, no designs)
- White, gray, or black tights (no lace, no designs)

Please note: Girls will not be permitted to wear jumpers or skirts on days when they have physical education (gym). The school will strongly recommend that girls always wear tights under their skirt or jumper.

Shoes

- Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)
- Black dress shoes (Mary Janes will be acceptable; no wedges, heels or open-toe shoes)

Hats

Hats and stocking caps may not be worn unless they are worn in observance of one's faith.

Prohibited (Boys and Girls)

- Boots (except to and from school; students will be allowed to change at the beginning and end of each day)
- Hooded sweatshirts, zippered jackets, or non-sweater vests
- Make-up (including nail polish and lip gloss)
- Jewelry (bracelets, necklaces, rings, etc., including nameplates) (Jewelry depicting religious symbols must be worn under clothing.)
- Hoop/Large Earrings (Only stud earrings are permitted.)
- Cologne/perfume
- Students will not need “gym clothes” for physical education. Students will wear their school uniforms in physical education.

Consequences for failure to adhere to the discipline policy are defined in Response 09(b). As described in that response, dress code infractions will not result in suspension unless they are chronic—five infractions or more. In actuality, it is very unlikely that the school director would suspend a student for uniform infractions, especially in the lower grades before the student is old enough to dress himself or herself. As with all suspensions, students would have due process rights and alternative instruction would be provided.

10. Organizational Chart

- (a) Provide organizational charts for the individual school for at least the first and fifth years of operation showing clear reporting structures between the school leader(s), the board of trustees and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.**

Organizational charts for Central Brooklyn Ascend Charter School 2 are provided on pages 2-4 of this response.

The organizational chart on page 2 represents the staffing structure for *both* the first year of the school's operation as a lower school serving grades K and 1, *and* the first year of operation at the middle school, serving grade 5 (the fifth year of overall operation).

The chart on page 3 represents the staffing structure for the lower school at maturity, serving grades K-4 (the fourth and fifth years of overall operation).

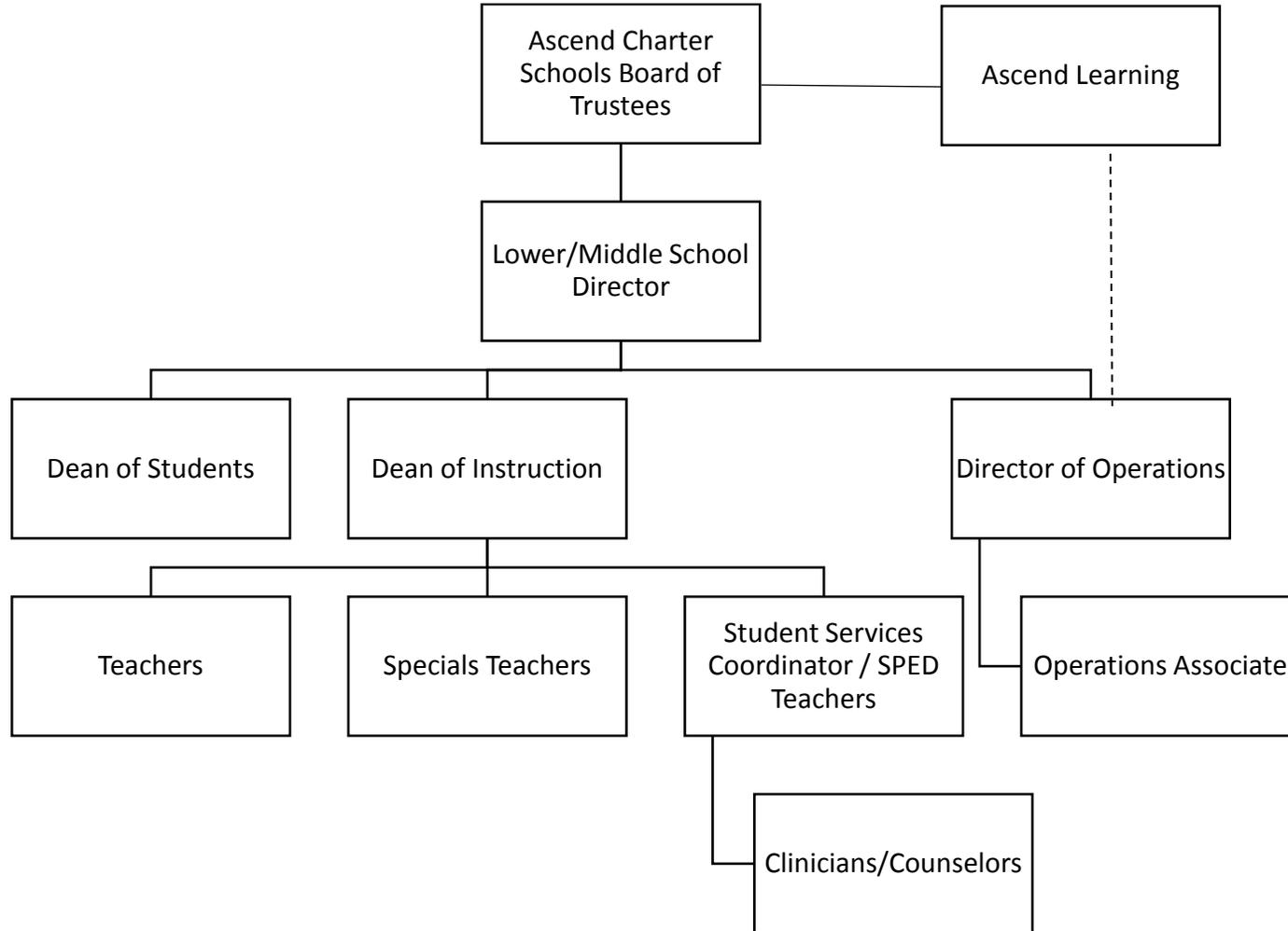
The chart on page 4 represents the structure of Ascend Charter Schools, the education corporation, and its relationship to Ascend Learning, the CMO. Please see the Ascend Learning Business Plan, Section VI, Network Management, for a detailed organizational chart for the CMO which shows lines of reporting and accountability.

The chart on page 5 represents the current structure of Ascend Learning, the CMO, including lines of reporting and accountability.

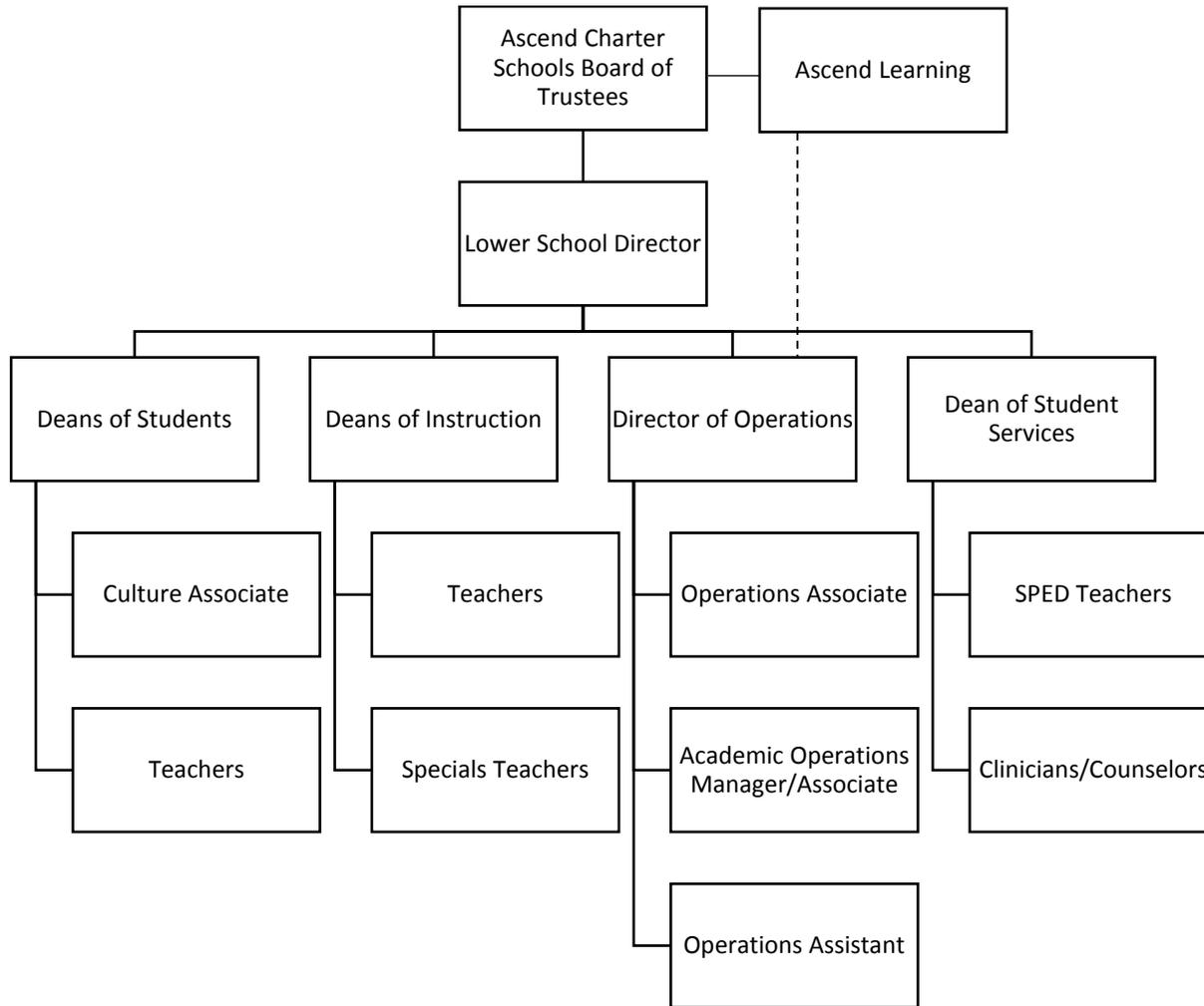
The chart on page 6 represents the projected structure of Ascend Learning, the CMO, in FY 2022, including planned lines of reporting and accountability.

Note: The organizational charts for Central Brooklyn Ascend Charter School 3 are identical to those provided below.

Central Brooklyn Ascend Charter School 2 (with grades K-1 in first year of operation (Lower School)); and grade 5 (first year of Middle School; 5th year of charter's operation)

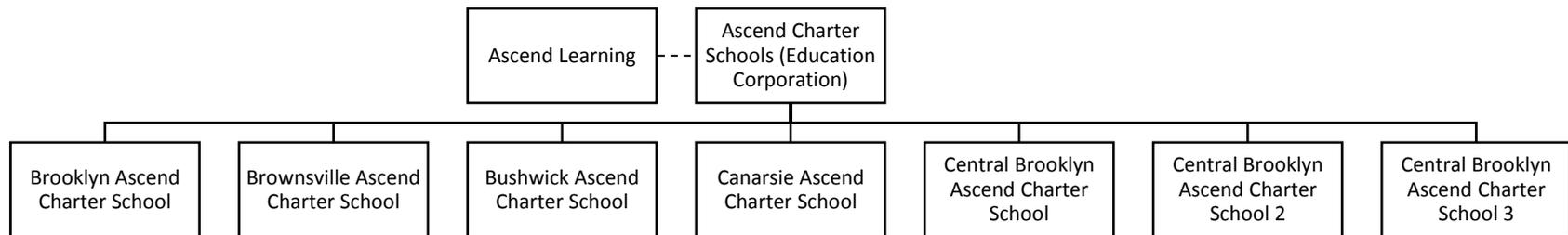


Central Brooklyn Ascend Charter School 2, final year of first charter term (grades K-4 (Lower School))*

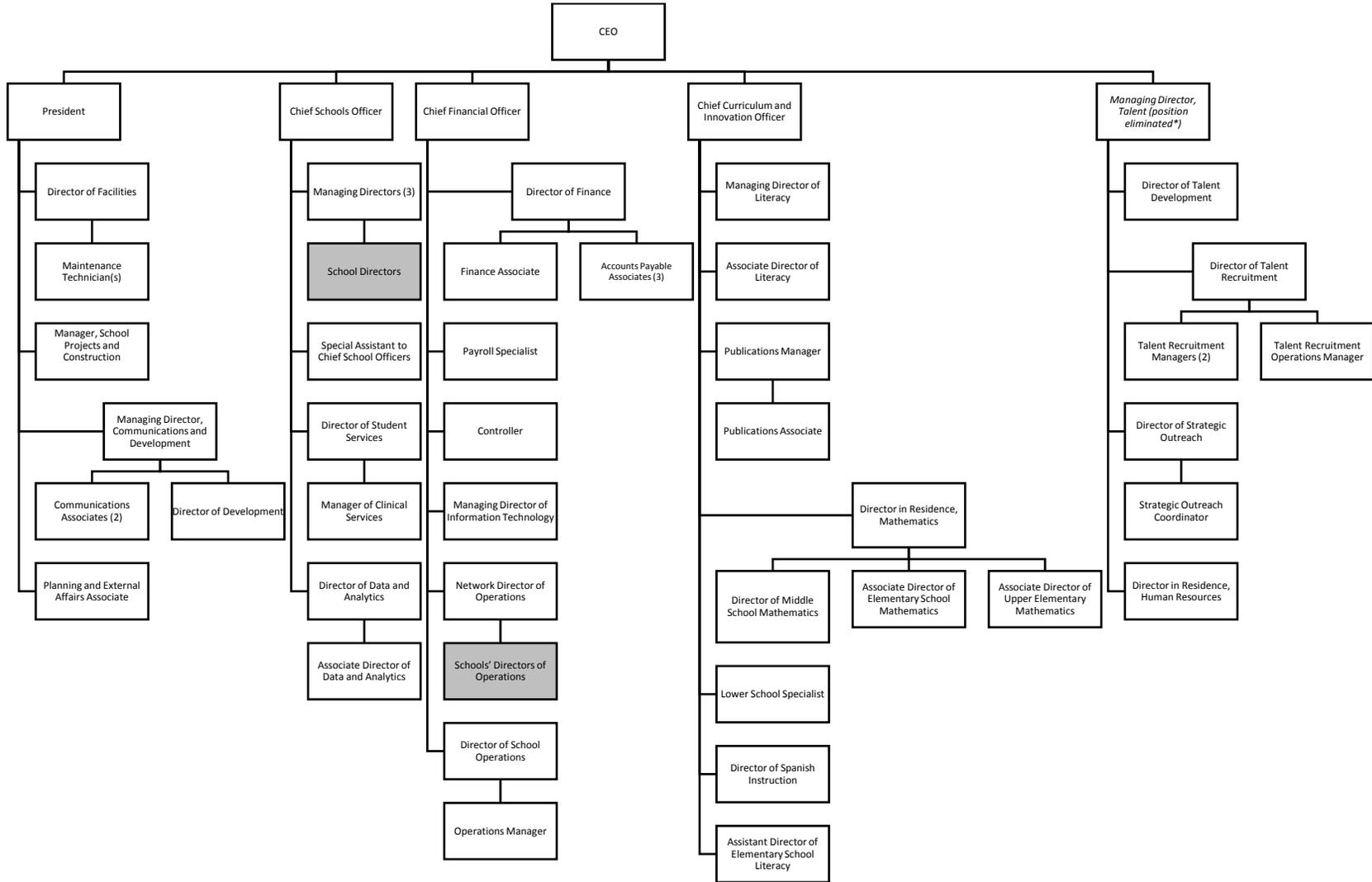


*Central Brooklyn Ascend 2 Middle School opens in this year, as reflected above.

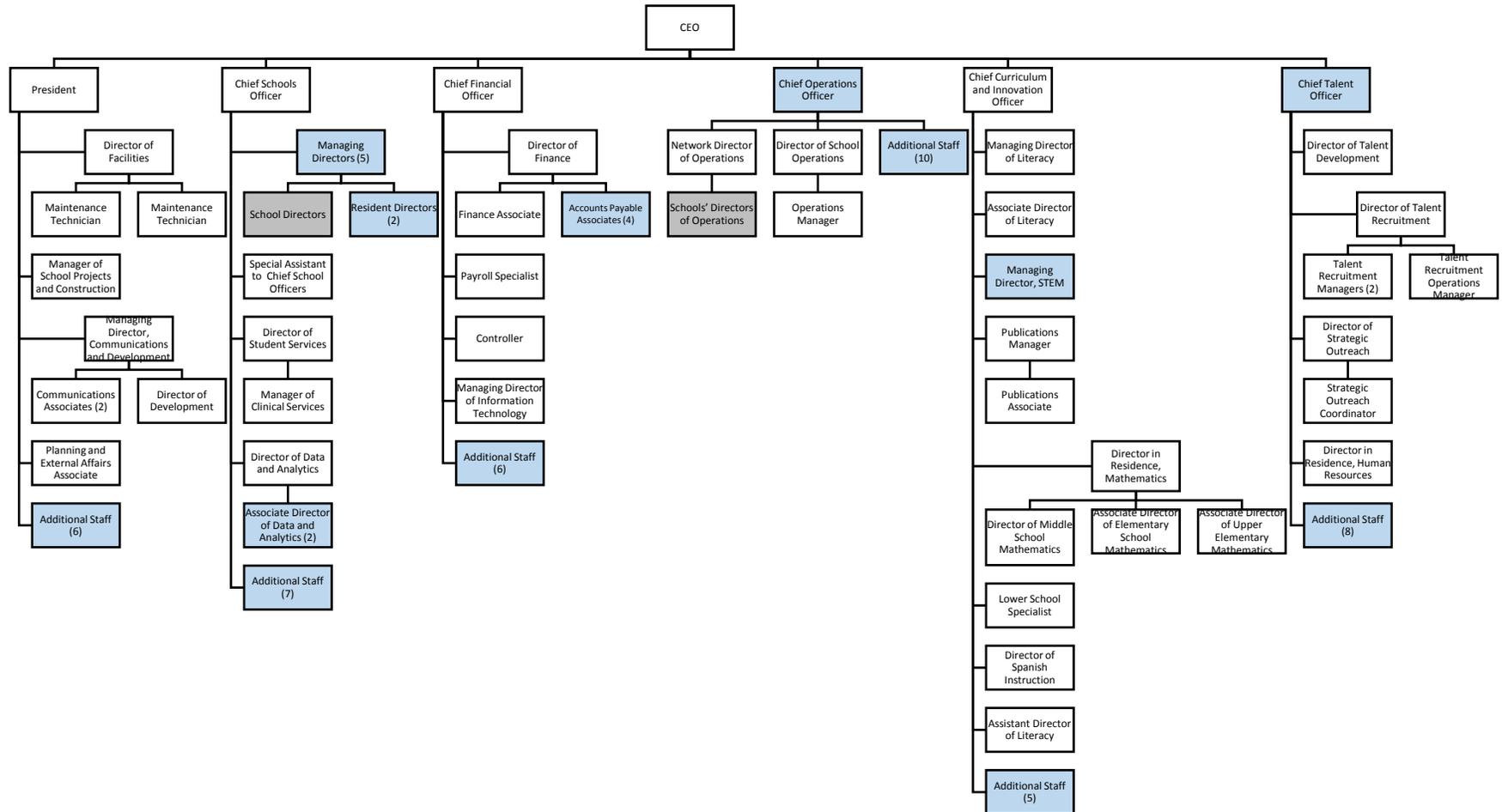
Ascend Charter Schools (Education Corporation)



Ascend Learning, current FY 2017



Ascend Learning, projected FY 2022



(b) School Leadership and Management Structure

- **Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.**
- **Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions.**
- **Outline the evaluation procedures and processes for staff in management positions.**
- **Describe recruitment plans for the school leader including:**
 - **The process and criteria the school will use to select the school leader;**
 - **Who has been, or will be involved in the selection process; and,**
 - **The role of any CMO or partner organization (if any) in the selection process.**

The education corporation trustees contract with Ascend Learning, a nonprofit 501(c)(3) organization based in Brooklyn, for comprehensive school management services. Ascend Learning, in its roles as the CMO for all network schools, including the two newly proposed, sets annual priorities for the network and individual schools in conjunction with the ACS Board. The CMO reports directly to the ACS Board, which monitors the performance of the CMO on an ongoing basis. All school-based staff are employees of the school. School directors, however, report directly to CMO-based managing directors. We have chosen this management structure because it affords the clearest lines of accountability and sufficient leadership to ensure the robust implementation of the Ascend school design, the establishment of the Ascend school culture, and sound operational, financial, and regulatory compliance practices.

Under a one-year management contract between Ascend Learning and the education corporation, Ascend is responsible for providing the education corporation's educational program; selecting, developing, and acquiring instructional materials; recruiting, recommending to the board for hire, and developing the school director; day-to-day operations, including business administration, contracted services, human resources, and maintenance of the school's facilities; and assisting the school director with recruiting and training of the education corporation's leadership team, faculty, and staff.

The board has ultimate responsibility for the education corporation, broad policy, and managing and evaluating Ascend. Accountable to the authorizer for the achievement of the education corporation's goals set out in the charter applications and for the requirements of the Charter Agreements, School Readiness Reviews, School Accountability, and School Monitoring Plans; the board oversees and monitors Ascend. At monthly meetings of the board, Ascend reports on its fulfillment of its contractual responsibilities, on the education corporation's progress toward their performance goals, and on the education corporation's compliance with the charter and applicable laws and regulations.

Ascend provides the board a dashboard at each of its meetings to provide an at-a-glance summary of performance. The board also requires Ascend to provide an oral and written report of progress each month, which is delivered by the school directors and/or Ascend staff. Lastly, the board uses a formal evaluation tool to evaluate Ascend's performance annually.

On the recommendation of Ascend, the board hires the school directors. (For detailed descriptions of this process, please see R13 – Governance, of this application, and Section V, “Organizational Capacity”, and Section VII, “Human Capital”, of the accompanying Ascend Learning and Ascend Charter Schools Business Plans.) The school directors of Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 will oversee a leadership team composed of a dean of instruction, a dean of students, and a director of operations (who will oversee non-instructional staff and have a dotted-line reporting relationship to Ascend). The school directors will hold his or her teams, faculties, and staff accountable for the performance of their job responsibilities (as defined in detailed position descriptions) through weekly meetings, semi-annual reviews, and annual performance reviews. Teachers will be held accountable for student results as they track their students’ progress in mastering required skills and concepts. Pacing charts for all curricula used in the education corporation will describe a clear course toward year-end mastery, and assessments will measure students’ mastery of the material as taught. In assessing teachers, students’ progress will be supplemented by rigorous and frequent classroom observations.

The school directors are ultimately responsible for the quality of instruction in their schools and the academic progress of the student body; above all, they will be instructional leaders. Ascend assists the board of trustees in closely monitoring the directors’ performances and holding school directors accountable for their responsibilities as described in their job descriptions and annual planning goals, which derive from formal annual evaluations of school directors by the CMO conducted by the managing director to whom each school director reports and Ascend’s chief schools officer.

Please see: the Ascend Learning Business Plan, Sections VII, Human Capital, for further discussion of recruitment and retention of school directors; the Ascend Charter School Business Plan, Section VI, Network Management, for further discussion of management practices and policies at the individual school level; and the Ascend Learning Business Plan, Section VI, Network Management, and R13 - Governance, of this application, for more information on the evaluation process, procedures, and instruments for school directors, including the directors that will lead Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3.

11. Personnel

(a) Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions in the school during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

Please refer to the staffing chart below for Central Brooklyn Ascend Charter School 2. Note that the staffing chart for Central Brooklyn Ascend Charter School 3 is identical to the chart below.

Staffing Chart – Central Brooklyn Ascend Charter School 2

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	224	244	448	560	672

****NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	1.0	1.0	1.0	1.0	2.0
Deans, Directors & Coordinators	3.0	3.0	5.0	6.0	8.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	2.0
Administrative Staff	1.0	1.0	2.0	4.0	6.0

TOTAL ADMINISTRATIVE STAFF	6.0	6.0	9.0	12.0	18.0
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INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	14.0	17.0	28.0	34.0	38.0
Teachers - SPED	3.0	4.0	6.0	6.0	8.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	1.0
Specialty Teachers	2.0	3.0	4.0	5.0	6.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	2.0	3.0	3.0	5.0	7.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	21.0	27.0	41.0	50.0	60.0

**NON-INSTRUCTIONAL PERSONNEL
FTE**

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	1.0	1.0	1.0	1.0	2.0
Other	1.0	1.0	3.0	3.0	4.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	4.0	4.0	6.0

TOTAL PERSONNEL SERVICE FTE	29.0	35.0	54.0	66.0	84.0
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In the lower school (kindergarten through grade 2), the program will use self-contained classrooms. Teaching in grades 3-5 will be fully or quasi-departmentalized, with dedicated math and English language teachers (four per grade). Specialty teachers (art, music, physical education, dance) will supplement and be added as the school grows.

In middle school beginning in grade 5 and beyond (later years not shown in the Central Brooklyn Ascend Charter Schools 2 and 3 staffing plan), students will be taught by a Humanities teacher (for English language arts and social studies), math teacher, and science teacher. Here too specialty teachers will supplement the core curriculum.

Central Brooklyn Ascend 2 and 3 will staff three in-house SPED teachers in the first year and hire one additional SPED teacher in year 2, two in year 3, and one in year 5. The schools expect to staff two integrated co-teaching (ICT) classrooms, one in each grade, and one SETTS provider (evident Year 1 of “Teachers – SPED” line). This will allow the schools to serve students with differing degrees of special needs and learning disabilities. The school will open with one clinician to support the emotional needs of Ascend students. Additional clinicians will be added in year 4 and when the middle school opens in year 5.

The lower school director will be joined by a director of operations, dean of instruction, dean of students, and operations associate in its founding year. As the lower school reaches maturity, additional deans of instruction and deans of students will be added, as well as a dean of student services and additional operations support, including an academic operations associate. A second school director, second director of operations, and additional deans will be hired in Year 5 to serve the middle school.

(b) Qualifications and Responsibilities

If the proposed school is adopting the same qualifications and responsibilities all staff members, incorporate this Response by reference per the instructions above. If any of the positions in the school or education corporation (if relevant) would have new qualifications or responsibilities, explain the changes as appropriate.

Responsibilities of Staff

School Director

Ascend school directors are the academic and cultural leaders of their schools (lower school, middle school, and high school). Directors lead the school community in achieving academic and organizational goals, build and maintain a strong presence for the school in the community, and develop and cultivate enduring relationships with students, teachers, parents, community members, and stakeholders. School directors report directly to either the chief schools officer or a managing director.

School directors are leaders who are excited to embrace a responsive and restorative approach to discipline and who believe that family and community partnerships are crucial and who are passionate and committed to urban education and our ultimate goal of closing the achievement gap in Brooklyn.

Responsibilities:

Ascend school directors implement a high-quality, rigorous, college-preparatory program that is consistent with Ascend's mission and vision. Additionally, a school director will:

- Ensure achievement of targeted academic results, including curriculum alignment, pacing charts, exams, and intervention; ensure special education and ELL compliance
- Use data to inform practice and drive decision-making and instruction at the school
- Define and build a school culture of unrelentingly high expectations where scholars feel connected, empowered, and safe to take academic risks
- Build a collaborative team of adults who feel jointly responsible for the attainment of school goals and committed to achieving excellence
- Working with Ascend, manage, develop and evaluate the school's leadership team and faculty to build a culture of relentless self-improvement among the entire school
- Serve as the key external spokesperson for the school, conveying the school's mission and building strong relationships with constituents including students, teachers, parents, and community members
- Manage human resource functions, including recruiting new teachers, developing retention strategies, and performing regular performance reviews in accordance with Ascend guidelines
- Ensure and manage positive school-parent relations with the goal of achieving high levels of parent satisfaction
- Work with the director of operations, oversee the school's operations, finances and compliance functions to achieve Ascend's ambitious charter goals

Dean of Instruction

The dean of instruction is responsible for inspiring teachers to excel in their jobs and motivating students to achieve their highest potential. He or she provides instructional and administrative leadership to the teaching staff, oversees the implementation of the curriculum, coordinates assessments, and monitors students' academic performance. The dean of instruction reports directly to the school director. Additional collaboration occurs with the dean of students and the Ascend network.

Responsibilities:

The dean of instruction manages the effective implementation curriculum and instruction, and plans and executes whole school professional development sessions. Additionally, the dean of instruction will:

- Observe, coach and mentor instructional staff to ensure that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture
- Monitor and assess teacher performance
- Support the lesson planning process and provide weekly feedback to teachers on their lessons

- Manage academic operations for the school (including coordination of testing and assessments); secure additional materials needed to meet state-mandated curriculum and state testing requirements
- Identify problems in academic performance and recommend and implement solutions in a timely manner
- Build smooth and efficient working relations that positively impact academics; work closely and efficiently with the school director, the school leadership team, and Ascend Learning staff to ensure student success
- Reinforce positive student behavior and establish rapport with students; communicate individual academic progress

Dean of Students

The dean of students is responsible for shaping and sustaining the school’s distinctive culture and ensuring that the students internalize the school’s values and aspirations for academic excellence. He or she provides cultural leadership to the teaching staff and oversees the implementation of school-wide systems and procedures. Ascend deans of students embrace a restorative approach to discipline and believe that family and community partnerships are crucial. The dean of students reports to the school director, collaborates with the dean of instruction, and works closely with the Ascend network.

The dean of students will implement school-wide systems and procedures that are structured, predictable, and support the school’s highly ambitious academic expectations. Additionally, the dean of students will:

- Design and implement community meetings and celebrations to help build a culture of joyfulness
- Design and execute procedures for arrival, dismissal, and other school routines
- Work with the teachers to ensure a successful advisory program
- Provide support to teachers, helping them build and create a warm, structured and responsive classroom culture
- Reinforce and maintain the school’s culture of high academic and behavioral achievement by utilizing the Ascend philosophy that discipline is an opportunity for learning, growth, and community-building
- Work directly with high touch scholars to provide supports and structures to ensure their academic progress
- Ensure that Ascend scholars meet high expectations for attendance
- Work with parents, families, and caregivers to build and maintain strong relationships throughout the course of the school year

Director of Operations

The director of operations is responsible for all non-academic operations at the school, including the school’s business operations, finances, and compliance with its charter and all laws and regulations. He or she is responsible for the school’s budget, accounting, and financial reporting; enrollment and student records; human resources, payroll, and credential management; meals programs and receipts; the physical plant; nursing services; information technology; procurement; security and school safety programs; regulatory compliance; and relationships with

the LEA, SEA, and charter authorizer. He or she supervises all non-academic staff at the school. The director of operations reports to the school director and participates as a member of the school leadership team. The director of operations manages the school's non-academic staff, including the nurse, security guard, custodial staff, office staff, and other team members as the school expands.

Responsibilities

The director of operations is responsible for the daily financial and business activities of the school. Specifically, the director of operations will be responsible for:

- **Financial transactions and operations:** Manage the daily financial and business activities of the school; ensure proper cash management, including timely and accurate deposits, record-keeping, and receipts; ensure proper asset management and adherence to the school's budget; manage and ensure compliance with grants; prepare the proposed school budget, in close coordination with the school director and Ascend network; coordinate with the school director to ensure that staff members adhere to the budget; and ensure that all reports are submitted accurately and on time.
- **Enrollment and funding:** Ensure timely and proper enrollment and attendance reporting and the timely and accurate collection of public funds; maintain the school's waiting list for admission and enroll new students in compliance with the charter law and other regulations; and maintain all student records using the school management software and ensure compliance with student confidentiality laws.
- **Human resources:** Oversee and administer personnel matters, including (through vendors) payroll, benefits, and COBRA; properly implement all school and Ascend network policies and procedures relating to human resources (HR); provide appropriate information and assistance to school staff regarding personnel matters and benefits; provide effective support and advice to the school administrative team on personnel and HR issues; ensure that all staff hold credentials required by federal and state laws and regulations and pass background checks; prepare and maintain legal personnel-related documentation (including employment statements of hire, disciplinary procedures, and terminations of employment); maintain up-to-date personnel files; assist the school director with salary budget planning and staffing requirements; and effectively coordinate with the school director and the Ascend network as needed.
- **Meals:** Oversee the school's meals programs and achievement of the school's goal of serving healthful, fresh, and appealing meals; manage food service vendor and lunch staff, as well as the determination of free and reduced-price lunch eligibility and the collection of meals payments from families.
- **Physical plant:** Manage and oversee the school's custodial staff and manage the school's facility, including all repairs and preventive maintenance programs.
- **Nursing services:** Manage and oversee the school nurse and ensure compliance with all education laws affecting the health and safety of students; and ensure that students receive all required immunizations and health assessments, that proper student health records are maintained, and that staff are trained in emergency medical procedures.
- **Information technology:** Working with the Ascend IT group, ensure that the school's information systems are fully operative and meet the requirements of the Ascend educational system and ensure that staff have technical support for IT issues.

- **External reporting and compliance:** Ensure strict compliance with state and federal regulations; and maintain effective working relationship with the authorizer, the state, and other regulatory and oversight agencies.

Teacher, Lower School

Teachers report to the school director and accept direction from, and work closely with, the deans of instruction and deans of students.

Ascend teachers will develop and teach engaging lessons that follow the rigorous, Common Core-aligned Ascend curriculum. Our teachers will:

- Utilize formal and informal assessment data to drive instruction and ensure student mastery of standards
- Build a warm and inclusive classroom environment, implementing the practices of Responsive Classroom in the lower and middle schools and restorative practices in the high school
- Create and maintain strong relationships with students and families
- Actively participate in grade-level meetings, collaborative planning, and professional development, including an annual summer institute
- Accept ultimate responsibility for the academic progress of their students, and work to actively overcome setbacks

Integrated Co-Teacher, Lower School

The ICT lower school special education teacher reports to the school director. He or she also accepts direction from, and works closely with, the deans of instruction and deans of students.

The ICT special education teacher will develop and teach engaging lessons that follow the rigorous, Common Core-aligned Ascend curriculum and provide individual or small group instruction for students who require additional academic support. Additionally, the 2nd grade ICT special education teacher will:

- Differentiate small group instruction for students with special needs
- Prepare student individualized education plans (IEPs) in consultation with staff and families to ensure success for all students
- Utilize formal and informal assessment data to drive instruction and ensure student mastery of standards
- Build a warm and inclusive classroom environment, implementing the practices of Responsive Classroom
- Create and maintain strong relationships with students and families
- Actively participate in grade-level meetings, collaborative planning, and professional development, including an annual summer institute
- Accept ultimate responsibility for the academic progress of his or her students, and work to actively overcome setbacks

SETSS (Special Education Teacher Support Services) Teacher

The lower school special education teacher will develop and teach engaging lessons that follow the rigorous, Common Core-aligned Ascend curriculum and provide individual or small group instruction for students who require additional academic support. Additionally, the lower school SETSS teacher will:

- Differentiate small group instruction for students with special needs
- Prepare student individualized education plans (IEPs) in consultation with staff and families to ensure success for all students
- Utilize formal and informal assessment data to drive instruction and ensure student mastery of standards
- Build a warm and inclusive classroom environment, implementing the practices of Responsive Classroom
- Create and maintain strong relationships with students and families
- Actively participate in grade-level meetings, collaborative planning, and professional development, including an annual summer institute
- Accept ultimate responsibility for the academic progress of his or her students, and work to actively overcome setbacks

Office Manager

The office manager will be responsible for the following:

- Greeting and signing-in all visitors and controlling access to the school
- Setting the tone for the school's culture
- Answering phone calls, directing calls, taking messages, placing outgoing calls, and making public address announcements
- Collecting and maintaining forms and other records, securing missing forms, and ensuring the confidentiality of all student records
- Entering student enrollment data and updating all student records, including student registration and attendance, using the school's student management software
- Generating and distributing wait list and attrition reports, and continually updating the school's master enrollment list
- Managing the daily distribution of the students' bus list
- Ensuring that students leave only with authorized parents or guardians
- Receiving and distributing incoming mail and deliveries, and preparing outgoing mail and deliveries

- Ensuring that the school’s physical environment is at all times neat and orderly, including but not limited to the reception/administrative area, waiting area, copier room, supplies closets, records room, and teacher center
- Planning and preparing for school events and activities
- Processing applications for admission
- Performing all duties designated by the director of operations for the school’s successful functioning, including hallway supervision, arrival/dismissal, and meals
- Attending all professional development sessions, as appropriate

Qualifications of Staff

School Director

Qualifications:

- Bachelor’s degree required; master’s degree and certification strongly preferred
- Proven track record of elevating student achievement in an urban classroom for at least five years, with a strong understanding of pedagogy that drives results
- Deep understanding of the Common Core standards
- Deep understanding of data-driven instructional practices
- Ability to be a bold, tireless and engaging change agent and culture-creator; a visionary; a leader who inspires and motivates children and adults
- Collaborative decision-making style, with a proven track record of working with individuals at all levels to drive decision-making and results
- Self-awareness, with an ability to treat all members of the school’s community with respect and an accurate idea of one’s own strengths and weaknesses
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Passion and commitment to teaching scholars in underserved areas and to closing the achievement gap
- Relentless drive to set and achieve ambitious goals
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- An entrepreneurial mindset, with experience in start-up or founding environments preferred

Dean of Instruction

Qualifications:

- Bachelor's degree required; master's degree and certification preferred
- At least two years of teaching experience, preferably in urban school setting
- Demonstrated success using data to drive instruction, with a strong understanding of pedagogy that drives results
- Experience coaching teachers preferred
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Passion and commitment to teaching scholars in underserved areas and to closing the achievement gap
- Relentless drive to set and achieve ambitious goals
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- Experience teaching in underserved areas a plus

Dean of Students**Qualifications:**

- At least five years of teaching experience; urban, charter experience preferred
- Bachelor's degree, with an advanced degree strongly preferred
- Experience coaching teachers preferred
- Strong leadership and team building skills
- Superb organizational, self-management, and problem-solving skills
- Excellent communication skills (written and oral)
- Demonstrated success using data to drive instruction, with a strong understanding of pedagogy that drives results
- Insistence on academic excellence and rigor at all times
- A hunger for feedback and an openness to engage in a process of self-improvement
- A high level of ownership over the success or failure of the students they lead, defining success in terms of academic results
- Alignment with the educational philosophy and core beliefs of Ascend Learning
- Passion and commitment to urban education and our ultimate goal of closing the achievement gap

Director of Operations**Qualifications:**

- A bachelor's degree

- Three to five years professional experience, preferably in an educational organization or a school
- An MPA or MBA, or equivalent experience, is preferred
- Possess strong project management skills
- Be able to lead a team
- Possess strong interpersonal and communication skills
- Be organized, self-managed, and able to handle many responsibilities simultaneously
- Have highly developed problem-solving skills
- Be dependable and have excellent follow-through
- Be aligned with the education philosophy and core beliefs of Ascend Learning and the school

Teacher, Lower School

Qualifications:

- Bachelor's degree required; master's degree and certification required for special education
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Passion and commitment to teaching student in underserved areas and to closing the achievement gap
- Relentless drive to set and achieve ambitious goals
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- Experience teaching in underserved areas a plus

Collaborative Team Teacher, Lower School

Qualifications:

- A master's degree and state certification in special education is required
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Passion and commitment to teaching scholars in underserved areas and to closing the achievement gap
- Relentless drive to set and achieve ambitious goals
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- Experience teaching in underserved areas a plus

SETSS Teacher

Qualifications:

- A master's degree and state certification in special education is required
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Passion and commitment to teaching scholars in underserved areas and to closing the achievement gap
- Relentless drive to set and achieve ambitious goals
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- Experience teaching in underserved areas a plus

Office Manager

Qualifications:

- Bachelor's degree
- Two or more years of experience in an office environment, preferably an education-related organization
- Experience using ATS and other city and state database systems

(c) Staff Recruitment and Retention

Note: If business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

Describe the qualifications required for the school leader, including;

- **The process and criteria the school has, or will, use to select the school leader;**
- **Who has been, or will be involved in the selection process; and,**
- **The role of any CMO/ESP and/or partner organization in the selection process (if applicable).**

Ascend employs a rigorous and thorough process to vet and select school directors. Both internal and external candidates are assessed through the following methods:

- The recruitment team and partners (headhunters and retained talent partners) evaluate the applicant's experience, communication abilities, and record of success through a thorough resume review and written application that includes essay questions.
- Qualified candidates participate in a phone screen where the lead recruiter or chief schools officer conducts an interview that focuses on the candidate's alignment with Ascend's curricular and cultural philosophy, evaluates the candidate's commitment to closing the achievement gap, and assesses his or her general leadership capacity.

- Qualified candidates are then asked to submit artifacts that demonstrate their ability to analyze data, strategically plan school-wide systems, communicate their vision, and show their instructional acumen.
- Qualified candidates are invited to all-day interviews that include facilitating a professional development session for Ascend staff; observing instruction in a classroom and conducting a mock coaching meeting in response to the observation; participating in role-plays simulating student, staff, and parent interactions; teaching a demonstration lesson; participating in several academic tasks associated with instructional leadership; as well as other tasks.
- Follow up tasks and interviews are conducted as needed with strong candidates.
- Worthy candidates are presented to the board of trustees for a final interview and approval.

One year in advance of the schools' opening, Ascend Learning will assist the schools in identifying the school directors from existing talent in the network, while also actively recruiting strong talent from external sources. Ideally, the school directors will serve a one-year residency, shadowing a current Ascend school director and preparing for the new role. In recruiting a school director, Ascend Learning will seek a candidate who is demonstrably:

- Committed to preparing *every* student for college
- A bold, tireless, and engaging change agent and culture-creator; a visionary; a leader who inspires and motivates children and adults
- Driven to improve the minds and lives of students from underserved communities, dedicated to doing whatever it takes to help all the school's students achieve academic success
- Passionate about academic learning and insistent on academic excellence and rigor at all times
- Self-motivated, entrepreneurial; a team player; a problem-solver who combines confidence and humility
- An effective and winning communicator, orally and in writing
- A self-aware leader who knows how to treat all members of the school's community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded
- A person of absolute integrity
- Aligned with the educational philosophy and core beliefs of the school

Candidates will be sourced by Ascend Learning, and at the conclusion of the thorough interview and evaluation process described above, top candidates will be presented to the Ascend Charter Schools (ACS) board for approval. The board will have the opportunity to interview candidates,

and reject those it deems inappropriate for the position. The board, in its sole discretion and as the charter holder, makes the decision of whom to hire as school director.

The selection process involves the chief talent officer (a position that is currently vacant but will be soon filled), director of recruitment, managing director of schools, chief schools officer, current school staff, and other senior officers at the network office including the CEO, president, and chief curriculum and innovation officer.

Please also see the Ascend Learning and Ascend Charter School Business Plans submitted with this application, specifically Section VII, “Human Capital,” for additional discussion of the process and criteria for identifying, recruiting, vetting, and hiring school leaders.

Describe how the school will recruit and retain all other staff, particularly high quality teachers, including;

- **The process, policies and procedures used to recruit and hire teachers and other staff;**
- **The strategies used to retain high quality teachers;**
- **The selection process that the applicants used or will use to select a school leader including who was or will be involved in this process; and,**
- **Explicitly note the role of the board and of any CMO/EMO/ or partner organization (if any) in the selection process.**

Ascend employs a rigorous and thorough process to vet and select teachers. Both internal and external candidates are assessed through the following methods:

- The recruitment team and partners (headhunters and retained talent partners) evaluate the applicant’s experience, communication abilities, and record of success through a thorough resume review and written application that includes essay questions.
- Qualified candidates move to a phone screen where our lead recruiter conducts an interview that focuses on the candidate’s alignment with Ascend’s curricular and cultural philosophy, evaluates the candidate’s commitment to closing the achievement gap, and assesses general teaching capacity.
- Some candidates may be asked to submit further evidence or tasks to demonstrate their strength of candidacy.
- Candidates deemed qualified are invited to interview with a particular school and school director, which includes: a school tour; meeting with other teachers and the leadership team; teaching a live demonstration lesson in front of scholars; demonstration lesson feedback session; formal interview with hiring manager (generally the school director); and potentially other academic tasks.
- Follow up tasks and interviews are conducted as needed with strong candidates.

Staff Recruitment

Please see the Ascend Learning and Ascend Business Plans accompanying this application—Section VII, Human Capital, both plans—for a detailed narrative description of teacher and staff

recruiting strategies and hiring processes. The following information supplements that description.

The ACS board will engage Ascend Learning to assist the school director in the recruitment and staffing of the school. The school director will interview, hire, assign, manage, review, and terminate teachers as necessary, with advice from Ascend Learning. Ascend Learning will post detailed job descriptions online. These descriptions will serve as a guide in all hiring decisions. For prospective candidates, they will clearly delineate the schools' high expectations and standards for performance.

The schools will prize diversity in their workforce, as a diverse staff brings a valuable breadth of perspectives to tasks and decisions. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated.

Employees will be selected, retained, and promoted solely on the basis of their qualifications and job performance, and all reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

The school's firm commitment to diversity means that, beyond providing equal opportunities to all employees, the school will take positive action to hire and promote people of color, women, disabled persons, and veterans. Diversity will apply to all personnel activities, including employment advertising and recruiting; hiring, upgrading, and transferring; establishing rates of pay and other benefits; and providing opportunities for training and development.

As a prerequisite for working in the schools, all faculty and staff will be required to clear FBI background checks, including fingerprinting. The schools will require that a minimum of two professional references be verified before an offer of employment is made. The overall number of uncertified teachers will not exceed the number of teachers as calculated by the following: "(30 percent of the teaching staff or 5 teachers, whichever is less) + 5 teachers of mathematics, science, computer science, technology, or career and technical education."

Such uncertified persons may only be hired if they satisfy one of the following conditions: they have at least three years of elementary, middle, or secondary classroom teaching experience; they are tenured or tenure-track college faculty; they have two years of satisfactory experience through the Teach For America program; meet the standard requirements that would satisfy the HOUSSE Rubric for highly qualified and highly trained; or they possess exceptional business, professional, artistic, athletic, or military experience. In no instance may this final provision be interpreted as a blanket waiver of the general requirements; it will apply only in those rare cases where an individual possesses unique qualifications or a particular record of success that relates directly to the particular subject he or she will be teaching, *e.g.*, a concert violinist serving as a music teacher, or a respected journalist serving as an English instructor. All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by federal regulations and IDEA. All teaching staff will meet the requirements of both federal regulations and IDEA.

To help identify candidates whose philosophy and work ethic are aligned with those of the school and Ascend Learning, the schools will work collaboratively with such like-minded organizations as Teach For America, Education Pioneers, The New Teacher Project, New Leaders for New Schools, and will look for alumni of these programs to apply. Ascend Learning has already developed fruitful bonds with these organizations in staffing other Ascend schools.

Staff Retention

Ascend has developed a robust strategy geared to increasing staff retention, particularly of strong, experienced teachers. Please see the Ascend Learning Business Plan, Section VII, Human Capital, for a full discussion of network retention strategies. In addition, as is noted in Section VI, Network Management, we have deliberately built into our financial model three-tiers of average salaries—high, medium, and starting—to financially plan for retaining, and fairly compensating, experienced, high performing, and loyal teachers and other employees. The following information supplements those descriptions found in the Business Plan.

Ascend places a premium on staff networking, collaboration and input, a strategy that demonstrably benefits teacher and staff retention, according to the results of employee satisfaction surveys.

Every Friday afternoon, the faculty will meet with the school director and the deans of instruction for weekly professional development. This session will always include a candid and unstructured discussion of what teachers and staff believe is working in the school and what is not, and teachers will be encouraged to describe problems and propose solutions. In addition, the deans of instruction will meet individually with every member of the faculty and staff at least quarterly, and this session will serve as another opportunity for staff to propose changes to the way the school is run. Grade-team leaders will also regularly forward teacher concerns and ideas to the deans and director. The leadership team members will recognize that their close attention to these concerns and proposals is essential to maintaining the faculty's commitment to the school and retaining staff.

Inside Ascend, a periodic newsletter, gives voice to the Ascend network of schools' common purpose of setting every student on the path to college and demonstrates a model for closing the achievement gap. It is a way for staff across the network to meet one another and begin a conversation despite spending school days in different Ascend locations. It is a medium by which all staff can get acquainted, celebrate successes, build on each other's ideas, puzzle through problems, and after some inevitable disappointments, find new inspiration. The staff members network-wide learn from one another, explore the intriguing practices of other schools, and meet colleagues at other campuses who are tackling challenges much like their own. *Inside Ascend* is the schools' forum and schools are encouraged to submit content, including notices of upcoming or recent events or performances, as well as pieces sharing insights from school or network practice.

The newsletter is one of several initiatives that Ascend launched in 2013-2014 school year to enhance the network's sense of community. Ascend Learning has also conducted brown bag lunches in every school for conversation and the exchange of ideas. Ascend conducts a series of "town halls" at each campus to encourage faculty involvement in the development of Ascend's

vision for the next five years, assess the network's strengths and deficits, and identify the greatest priorities.

12. Partner Organizations

(a) Partner Information

(b) Partner Commitment

This response is not applicable.

12. Partner Organizations

(a) Partner Information

(b) Partner Commitment

This response is not applicable.

13. Governance

(a) Education Corporation Board Roles and Responsibilities

The Ascend Learning (Ascend) and Ascend Charter Schools (ACS) business plans that accompany this application include detailed descriptions of the structure, composition, roles and responsibilities of the Board of Trustees of the ACS educational corporation. Please See Section V, Organizational Capacity, of both business plans. The information contained in this section is intended to elaborate on the content of the business plans and respond to specific questions or prompts contained in the application RFP.

The ACS board has ultimate responsibility for the performance of each school—specifically for monitoring and evaluating the services and the performance of Ascend Learning, with whom it will have entered into a one-year management agreement (in this specific instance, to manage Central Brooklyn Ascend Charter Schools 2 and 3). The board is accountable to the authorizer for the achievement of the schools’ goals and for the requirements of its Charter Agreement, School Readiness Review, School Monitoring Plan, and School Accountability Plans. The board oversees and monitors Ascend Learning, which shall be responsible for providing and implementing the schools’ academic program; for recruiting, recommending, and training the schools’ directors, and for day-to-day operations (including human resources management; leadership development; and information technology, financial planning and management, and other services). Ascend CMO academic teams review instructional data, ensure the fidelity of the program’s implementation, and train and coach the faculty. The leadership team and deans of students, with support from Ascend, ensure the implementation of the Ascend culture.

As described in the schools’ by-laws, the ACS board uses a committee structure to facilitate oversight and support of the schools’ academic performance, organizational efficacy, and fiscal soundness and to more effectively carry out its fiduciary responsibilities as the holder of all school charters. Active committees include an: Executive Committee, Academic Committee, Finance Committee, Board Nominating Committee, and Hiring Committee. See below for further information.

A trustee job description can be found in Response 13(b) below.

At each board meeting, in addition to a review of accountability and compliance metrics and an update on the schools’ financial statements and academic progress, at least one topic of specific strategic interest is undertaken—such as recruitment of students and teachers, fundraising opportunities and challenges, curricular shifts under consideration—and is followed by substantive discussion. One or more school directors from Ascend schools present at each meeting, reporting on achievements and challenges at the schools.

Selecting the School Leader

Ascend Learning is responsible for recruiting exceptional candidates for the position of school director and recommending such candidates to the ACS board for hire. The board has the sole authority to select and hire a candidate. Ascend assists the board in evaluating the school director through the use of an annual formal evaluation tool. This tool, developed by Ascend Learning and implemented in all schools Ascend manages, evaluates the school director in numerous

areas, including belief alignment, academic performance of the school, student and parent relations, and the financial and operational management of the school. (A copy of the evaluation instrument is included in the Ascend Charter Schools Business Plan.) The board may remove a school director at its sole discretion.

Evaluating and Holding Ascend Learning Accountable

The board of trustees objectively gauges whether Ascend Learning is complying with the terms of the management agreement by: (1) tracking and monitoring on an ongoing basis Ascend Learning's fulfillment of its educational, operational and financial responsibilities under the management agreement; and (2) rigorously and regularly monitoring the school's progress toward attaining performance goals contained in the Accountability Plan.

A comprehensive dashboard is reviewed at each board meeting. The dashboard provides an at-a-glance summary of academic and operational performance against charter or network-prescribed measures. Ascend Learning officials also provide oral or written reports of network progress at each monthly board meeting; school directors report on the progress of specific schools.

(b) Education Corporation Board Design

Number of Trustees

The number of trustees shall be no less than five and not more than twenty-one. Such number may be fixed from time to time by action of the trustees. The fixed number of trustees shall always be an odd number.

Officer Positions

As set forth in the bylaws, the officers of the school shall be a chairperson, treasurer, secretary, and such other officers, as the board of trustees may, at its discretion, elect or appoint. Such other officers may include a controller, one or more vice chairpersons, assistant treasurers, assistant secretaries or assistant controllers. A list of board members and board officers, to include brief bios, is included in Section V, Organizational Capacity, of the Ascend Charter School Business Plan submitted with this application.

Ex-officio Members

There are no ex-officio members of the board.

Standing Committees

As set forth in the by-laws, the board of trustees has an active five-member Executive Committee, and two three-member standing committees, a Finance Committee and an Academic Committee. The Academic Committee typically meets monthly with the chief schools officer before regular board meetings to discuss recent academic data and trends, and family, student, and staff survey results. Finance committee meetings take place periodically (at least every quarter) with Ascend's CFO to review financial reports (particularly year-to-date summaries of actual v. budget for the network and individual schools). Nominating and Hiring Committees meet as needed to discuss and recommend prospective board members and school director candidates, respectively.

Delegation of Authority

As set forth in the by-laws, responsibility for the policy and operation of the school is vested in and exercised by the board of trustees. To the extent permitted by law, the board of trustees may, by general resolution, delegate to officers, the school director or employees of the school such powers as they may see fit.

Frequency of Board and Committee Meetings

Board meetings take place monthly. Committee meetings, as described above, occur with varying frequency.

Open Meetings Law

Pursuant to the Open Meetings Law, appropriate notice of all board meetings is given to trustees and also posted at the school and on the school's website at least 72 hours in advance of all board meetings, or a reasonable time prior thereto. All meetings, including Special Meetings, are held in accordance with the Open Meetings Law. A record is kept and maintained of all meetings of the board of trustees or committees thereof, including the time, date and location of the meeting; the trustees present at the meeting; and a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon. The record of all meetings are available to the public in accordance with the Open Meetings Law; Board meeting minutes and agendas are posted to the Ascend Learning web site www.ascendlearning.org.

Training and Development

The Board participates in periodic trainings – i.e., most recently in the fall of 2016 and the summer of 2015. Training has helped build a deeply engaged, invested, and informed board. Through dissemination of extensive data and information regarding the schools' academic goals and performance, operational structure, financial health, and board responsibilities as per the schools' charter agreements, along with board trainings generally conducted by Paul O'Neill, Esq.—the schools' counsel—Trustees learn their fiduciary responsibilities and how these responsibilities translate to holding the schools and the charter management organization accountable. To this end, board suggestions have led to several improvements to accountability procedures employed by the board, including the ongoing development of board dashboards and a thorough board book with which to onboard future board members. As a now-merged board of a single educational corporation, trustees are considering ways to ensure that each of the schools in the merged entity has a regular and independent voice at board meetings. The board is also involved in planning for the growth of the education corporation under existing and proposed charters, and participates in greenlighting discussions with the Ascend management team. Ultimately, no applications for new charters move forward without a vote of the board.

Trustee Recruitment and Selection

The board employs robust recruitment and selection techniques. Board membership currently stands at seven trustees. Three new trustees have been added in the past year and a half, one long-serving member has resigned, and one member was removed for poor attendance—following the procedure outlined in the board's by-laws. After a period of vetting, visits to the schools, and a series of interviews with Ascend staff and trustees, two new trustees—Kwaku

Andoh and Oral Walcott—joined the board at the beginning of school year 2015-2016. Both bring an impressive depth of commitment to their positions, and their inclusion has heightened the board’s oversight. Mr. Andoh is an attorney specializing in merger and acquisitions, and has a long and deep vocational interest in education and education equality. Rev. Walcott, a pastor of a large church in Central Brooklyn, in addition to his expertise in insurance matters, brings an essential community and family perspective to board discussions and actions. A third new trustee—Katya Levitan-Reiner—joined the board for school year 2016-2017. Ms. Levitan-Reiner has had a rich and varied professional career in education, administration, and philanthropy. The board assesses its strengths and skills and evaluates the additional skills that would be beneficial to effective management of the schools. A recent such assessment led to the inclusion on the board of the individuals described above. The board continues to actively seek out potential new trustees who will add to the diversity of talent and experience that the board brings to its oversight responsibilities, and aims to increase board size by four members, by including—at a minimum—additional community representation.

Trustee Job Description

A trustee job description follows:

The mission of Ascend

The mission of every Ascend school is to equip our students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children’s natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

Ascend Learning’s mission is to develop a scalable solution to the underachievement of economically disadvantaged children—a network of urban, college-preparatory, K-12 charter schools, operating with widely available human and financial resources, and posting achievement levels equal or superior to suburban schools educating students from middle-class families.

A liberal arts education

We offer our students a rich, well-rounded course of study from kindergarten through grade 12 which develops children’s full academic, social, artistic, and ethical potentials.

We prize critical thinking and questioning, both celebrate and challenge the literary canon, and cultivate moral judgment and civic responsibility. Our children learn to speak and write with clarity, expression, and force; to think rationally and without prejudice; and to engage in the world and its opportunities with confidence and zest.

Our students are educated to freely choose a profession, not prepared for preordained tasks that in a rapidly changing world may disappear. At Ascend, we equip our students with the broad capabilities, prized in any era, which will allow them to adapt to whatever the future brings. At Ascend, liberal learning liberates.

Academic model

The Ascend network of schools launched the Ascend Common Core Curriculum, or V2 (for Version 2), in September 2014. While V2 makes use of direct instruction as a pedagogy, teachers rely extensively on inquiry-based learning experiences that are carefully structured, on cognitively guided instruction, and college-style discussion. The varied pedagogy is engaging for students and teachers alike, and essential to fostering the kinds of critical thinking and conceptual understanding that direct instruction alone is unlikely to develop, and that are the focus of the Common Core—and ultimately, college-level studies.

In math, students do more than master discrete math procedures or skills; they also understand thoroughly underlying mathematical ideas and grasp how their acquired mathematical skills relate to one another. In English language arts, V2 taps complementary pedagogies that prepare students to successfully grapple with complex text.

The Ascend culture

Departing from a punitive and proscriptive disciplinary model, with its frequently high rates of referrals and suspensions, Ascend has developed a warm and supportive culture rooted in Responsive Classroom through middle school, and responsive practices in high school. Classroom communities nurture students' sense of belonging, and by creating calm, orderly environments, Ascend schools foster children's social and emotional competencies, obviating the need to rely on punitive consequences.

Network Overview

Schools in the Ascend network are governed by a Board of Trustees and managed by Ascend Learning. In this school year 2016-2017, the network is comprised of nine schools and educates nearly 4,000 scholars in kindergarten through tenth grades. Our schools are located in historically low-performing neighborhoods of Central Brooklyn including Brownsville, Bushwick, Canarsie, and East Flatbush. Network schools have experienced noteworthy academic achievements since the first school opened in 2008, and continue their mission to prepare their students to enter, succeed in, and graduate from college. The nine schools are authorized under five charters, with enrollment and grade distributions as presented in the table below:

Charter	Grades served	Opened	CSD	Enrollment	Special Ed	ELL	FRPL	Black and Latino percentage
Brooklyn Ascend	(LS) K-4	2008	18	716	12.2%	0.6%	83.4%	97.6%
	(MS) 5-8	2011	17	412	14.6%	1.5%	88.3%	97.3%
	(HS) 9-10	2015	23	135	14.8%	2.2%	71.1%	95.6%
Brownsville Ascend	(LS) K-5	2009	23	705	9.8%	1.1%	85.7%	95.9%
	(MS) 6-8	2013	23	291	14.4%	1.4%	81.4%	97.6%
Bushwick Ascend	(LS) K-4	2010	32	552	14.5%	28.6%	86.4%	93.3%
	(MS) 5-7	2015	32	255	14.5%	5.5%	82.7%	96.1%
Canarsie Ascend	(LS) K-4	2013	18	552	12.5%	0.7%	72.1%	92.4%
Central Brooklyn Ascend	(LS) K-3	2014	22	336	15.5%	3.3%	84.8%	95.2%

Data as of January 31, 2017

Trustee Responsibilities

The schools are organized as a single New York State “education corporation” called Ascend Charter Schools and governed by a Board of Trustees consisting of five or more trustees. The Trustees are together responsible for:

1. **Oversight of the schools.** The Board is ultimately responsible for the schools, including compliance with the Charter and other governing documents. The Board is accountable to the schools' authorizer for the achievement of the schools' goals as set out in the Charter Application, and for the requirements of the Charter Agreement, School Readiness Review, and School Monitoring Plan.

2. **Managing the schools' charter management agreement with Ascend Learning.** The Board oversees and monitors the execution of the schools' management agreement with Ascend Learning. Ascend Learning is responsible for designing, selecting, acquiring, and implementing the schools' educational program; recruiting, supervising, and evaluating the school directors; designing and implementing professional development activities for all school personnel; recommending the number, positions, responsibilities, and titles of school personnel; and proposing employment practices and responsibilities related to school personnel; and managing the day-to-day business of the schools. The Board considers and adopts broad policies of the schools, including but not limited to fiscal policies and procedures, codes of conduct for school staffs, students, and families of scholars, and student discipline policies.

At meetings of the Board, Ascend Learning reports to the Board on its fulfillment of contractual responsibilities, on the schools' progress toward performance goals, and on compliance with the Charter and applicable laws and regulations.

3. **Selecting the school directors.** Under the terms of its Charter and its management agreement with Ascend Learning, Ascend recommends candidates to the Board for the positions of school director. The Board considers these recommendations and appoints directors.

4. **Budget and financial resources.** Ascend Learning prepares an annual budget for consideration and approval by the Board. The Board reviews the schools' ongoing financial performance and position at each monthly meeting.

5. **Annual financial audit.** The Board hires an auditor and reviews the annual audit of the schools.

6. **Appeals by parents.** The Board hears appeals by parents on matters of student discipline, including student expulsions.

7. **Enhancing the organization's visibility and reputation.** The trustees are ambassadors of each school to the local community and general community of education practitioners. The trustees work individually and collectively to enhance the network's visibility and presence before both audiences.

8. **Ensure legal and ethical integrity.** The trustees conform to the highest standards of ethical conduct and ensure that the school adheres to all laws, regulations, and rules.

9. **Fundraising.** The Board assists Ascend Learning in fundraising, including with the schools' applications for public grants and private donations.

10. **Strategic planning.** The Board, in conjunction with Ascend Learning, develops a strategic plan for the network of schools and monitors its implementation.

Qualifications, Skills, and Traits

Trustees of the school board must:

- Subscribe to the mission of Ascend schools and with the schools' education philosophy and program
- Demonstrate a commitment to, and understanding of the needs and concerns of the communities in which Ascend students reside and our schools are located
- Believe in charter schools as an effective school reform strategy, subscribe to the mission of Ascend schools, and manifest a passion for it
- Have as an enduring priority the academic achievement of the schools' students, and believe that all children can be prepared to attend and succeed in college, regardless of environmental circumstances
- Hold a deep understanding of the distinction between governing and managing the organization, and the imperative of upholding this distinction
- Evidence effectiveness at working in groups and mobilizing others, and personal motivation to advance each school, not control them
- Demonstrate respect for all the schools' stakeholders and clients, regardless of race, ethnicity, gender, economic class, education, or creed
- Be available to participate meaningfully in the development and natural growth of the schools
- Be willing to leverage personal and professional networks on behalf of the schools

Duties and Compensation

Trustees are elected to one-year, unpaid terms. The schools board meets monthly throughout the calendar year, with meetings rotating among Ascend schools and network office. Trustees should expect to be available to schools and Ascend for approximately seven hours per month to review board meeting materials, attend meetings and executive sessions, and respond to communications from the schools or Ascend in a timely manner, so as to fulfill the responsibilities identified above. Trustees occasionally also appear before the authorizer or regulatory agencies, host important visitors to the schools, or participate in school hearings and other events to advance charter schools in the city.

(c) Stakeholder Participation

The board of trustees fully complies with the New York State Open Meetings Law. All meetings, including special meetings, are held in accordance with the Open Meetings Law including. Each meeting is appropriately noticed pursuant to statute and include the date, time

and location of the meeting. Families, the general community, and school staff are encouraged to attend board meetings and to offer input during an open comment period that is a regular agenda item at each meeting.

(d) By-laws

Please refer to BPA S05f of the Ascend Charter Schools Business Plan.

(e) Code of Ethics

This response is incorporated by reference. Please refer to “Code of Ethics_Brownsville Ascend Charter School,” submitted as an exhibit for the Brownsville Ascend Charter School renewal application, August 2016.

(f) Complaint Policy

This response is incorporated by reference. Please refer to “Handbook_Brownsville Ascend Charter School,” pages 28-30 (of 75) submitted as a response for the Brownsville Ascend Charter School renewal application, August 2016.

14. District and School Relations

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Ascend Learning's planning and external affairs associate [REDACTED] sent emails to Community School District (CSD) 19 Superintendent [REDACTED] and to CSD 22 Superintendent [REDACTED] to describe plans to establish Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 and to solicit an ongoing relationship with the district. The emails offered detailed information about the school, including the school mission; and links to the Ascend website pages detailing Ascend's curriculum, instruction, and culture; and the schools currently managed by Ascend Learning.

To date, the district offices have not responded to the outreach team's communications. If the school district does not reply to Ascend by the time the final proposal is submitted, Ascend will continue outreach efforts.

Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 would welcome ongoing meetings with the school districts, and will request standing meetings with the pertinent CSDs to report on start-up progress and to request feedback. The schools would also welcome a partnership with the CSDs to share information about job openings and curricular and instructional materials.

While the proposed schools do not yet have partnerships with public schools in the area, the school does intend to invite local school leaders, teachers, and other staff of CSDs 19 and 22 to visit the school(s) to discuss the schools' practices and offer invitations to professional development programs.

This school year Ascend has been fortunate to begin what we expect will be a warm and fruitful partnership with NYC Department of Education Chancellor [REDACTED] and the staff of NYC DOE's Office of School Design and Charter Partnerships. DOE staff visited Ascend schools and upon their strong recommendation Chancellor Farina followed up with a visit of her own. The Chancellor and her staff have gathered curricular resources from Ascend, and reciprocated by providing Ascend with resources from NYC DOE. Reflecting her enthusiasm for Ascend's inclusion of the study of great works of art in its rich Humanities curriculum, [REDACTED] visited Brooklyn Ascend High School and taught a class on Spanish art and Picasso's Guernica—a replica of which hangs in Ascend's art gallery—to Ascend high school students. We expect that through this partnership we will develop relationships with local schools and arrange visits and professional development opportunities to share best practices.

15. Student Demand, Community Support, Recruitment and Retention

(a) General Student Population

Describe the student demand for the school that would enable the school to meet its proposed enrollment.

Plans for Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 arose from the evident demand for expanded educational opportunities in the neighborhoods of East New York and East Flatbush-Farragut.

As reported in R01 – Community Need and Proposed School Impact, the level of charter penetration in the target CSDs is lower than in other Brooklyn CSDs with similar student demographics. The public school population in CSD 19 is 24,062 and in CSD 22 is 35,775.

There are approximately 3,744 kindergartners and first-graders enrolled in public schools in CSD 19, and 5,677 in CSD 22—the districts targeted for enrollment. Considering that there are currently 21 public elementary schools in CSD 19 and 25 in CSD 22 serving kindergarten and first grade, the opening of Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 in Fall 2018 and their planned initial enrollment of 224 students each, in kindergarten and first grade, would potentially reduce kindergarten-grade 1 enrollment at the CSD 19 schools by 5.9% percent, or an average of 11 students at each school. In CSD 22, it would potentially reduce enrollment by 3.9%, or an average of nine students at each school. However, this estimated decrease in student enrollment across the districts does not take into account the possibility of applications from other surrounding neighborhoods.

The schools are confident in their ability to meet their enrollment given that existing Ascend schools as of February 28, 2017 have 5,905 students on their waiting lists. Typically, Ascend schools receive approximately five applications for each open seat; during the spring and early summer—the peak enrollment season—typically three offers are made to fill each open seat.

(b) Target Populations Enrollment

Recruitment and Retention of SPED Students

The founders are committed to closing the achievement gap for each and every child, including every student with special needs, and to ensuring that students with special needs make dramatic academic, independence, and self-advocacy gains. The schools' approach to serving students with special needs will be grounded in its mission of preparing all students for college.

Recruitment

As is specified by the most recent SUNY Charter Schools Institute enrollment and retention target calculator, the schools will strive to meet or exceed the targets of enrolling special education students at a rate of 15.3% in CSD 19 and 16.1% in CSD 22. In its marketing efforts, the schools will work closely with the district Committee on Special Education (CSE) offices to reach out to all student populations, distributing promotional materials to childcare centers

(including Head Start facilities) with IEP populations, early intervention programs, as well as doctors' offices, the Brooklyn Early Childhood Direction Center, and other community agencies that serve children with disabilities. All marketing materials will include explicit language stating that Central Brooklyn Ascend Charter Schools 2 and 3 welcome special education students. Ascend also plans to invite heads of local Head Start facilities to a special breakfast presentation about the schools' program.

As part of the admissions process, all families will be asked how they heard about the schools, and the schools will track such referrals as a proxy for recruitment data on potential students with disabilities.

Retention

Faculty and staff at Central Brooklyn Ascend Charter Schools 2 and 3 will embrace students with special needs with the same enthusiasm they welcome all students at the schools, communicating with words and actions appreciation, respect, and support. Faculty and staff will communicate regularly with all parents via email and phone, and at parent-teacher conferences and school events. Special meetings with parents of children with special needs (to discuss placement, changes of services, progress, and the like) will provide additional opportunities for faculty and staff to gauge parental satisfaction and respond to any concerns—before they escalate to the point of a student's withdrawal.

The founders' goal is to ensure that all students obtain a substantive and quality education regardless of their individual impediments or language requirements. The schools will aim to accomplish a 91.6% rate of retention in CSD 19 and a 93.7% rate in CSD 22 by offering a remedial program for English and math, supplemental evidence-based instruction, a longer school year and several support settings including co-teaching. These targets are comparable to the retention rates for special education students at other Ascend schools; Brownsville Ascend, for instance, has achieved a special education retention rate of 91% or higher since school year 2014.

Response to Intervention (RTI) is employed as the primary avenue by which students who are struggling academically receive support. Students who are struggling academically in the general education classroom, as determined by diagnostic tests to new students and persistently below-passing-level scores on regularly administered assessments, will be considered by the school's Response to Intervention team (RTI team), a standing committee consisting of the student services coordinator, deans of students, deans of instruction, interventionists and such teachers as may be assigned by the school director. After a careful review of the data on the child (including but not limited to such academic assessment data, behavior records, and teacher observations) the team will develop academic interventions tailored to the specific needs of the struggling child to foster his or her success in the general education classroom.

Further, Central Brooklyn Ascend Charter Schools 2 and 3 will provide SETSS, ICT, and school counseling programs to accommodate any increasing student need. SETSS is a service through which students with disabilities are educated in the general education setting with small-group, pull-out, and push-in support. It provides students with the opportunity to receive targeted and individualized support while remaining in the general education setting. ICT is an integrated service through which students with disabilities are educated with age-appropriate peers in the

general education classroom. It provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. With this model, students with disabilities will be able to receive intervention throughout the school day in real time, eliminating learning gaps from forming in the first place. The general education students will also benefit from smaller-group instruction and modification throughout the day.

The culture at Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 will be one of caring and compassion, such that students will value one another's differences, cheer for their peers who are struggling, and celebrate progress. All students will be regarded as scholars and treated as such. Students who might otherwise be consigned to separate offerings and held to a lesser standard will thrive with a program that builds their knowledge systematically. This powerful culture of achievement for *all* and emphasis on teamwork and sense of family will contribute to low attrition rates at Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3.

Central Brooklyn Ascend Charter School 2 and Central Brooklyn Ascend Charter School 3 will carefully track student performance and persistence. The schools will report to the board of trustees on adherence to special education and other enrollment targets. The board will monitor such data and hold the schools' leadership teams accountable for meeting the needs of students with identified special needs. The board will also conduct outreach and follow-up to families who withdraw their children from the schools to determine why they elected to withdraw. While some student attrition will result inevitably from family mobility, the trustees will focus especially on families who indicate that they are withdrawing their children from the schools because of dissatisfaction. The schools will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period. This documentation will guide school leaders in adjusting their strategies should they experience difficulty meeting their enrollment targets; it will also help them identify patterns or trends in enrollment and attrition.

The schools' most effective recruitment and retention tool will be the parent body. The schools will work closely with parents to ensure they are getting the support they need, and that they are satisfied with the education and services that their children are receiving.

Recruitment and Retention of ELL Students

The schools will continue to strive to meet or exceed the calculated target of enrolling English language learners at a rate of 12.1% in CSD 19 and 12.6% in CSD 22. The schools will have all marketing materials translated into Spanish, French, and Haitian Creole, and have a native Spanish speaker available at the schools, which will foster inclusion of non-English-speaking families, and help to integrate the schools more fully in the life of the community. All marketing materials will emphasize that the schools are tuition-free public schools of choice that welcome and serve *all* children, including English language learners.

The schools will employ an outreach strategy to cultivate relationships with businesses, immigrant support centers, and other organizations serving minority-language communities in the district. For example, the schools will target stores that are owned by members of minority-language communities or are frequented by non-English speakers, *e.g.*, ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority-language populations.

The schools will drop-off and distribute dual-language flyers at these locations. The schools will document all outreach efforts.

As described above, the schools’ strong culture of achievement, respect, and compassion will enfold all students—including English language learners—in a powerful embrace, which will likely have a positive impact on the retention rate. Ascend schools impose no admissions preconditions or requirements. Families are encouraged but never required to attend meetings or information sessions, adhere to the schools’ mission or philosophy, or sign any agreements or contracts imposing responsibilities or commitments, such as reviewing homework or volunteering for the schools. As noted, faculty and staff will communicate regularly with all parents via email and phone and at parent-teacher conferences and school events. Special meetings with parents of English language learners (to discuss placement, progress, and any issues) will provide additional opportunities for faculty and staff to gauge parental satisfaction and respond to any concerns.

The most powerful means of attracting and retaining English language learners, of course, is providing a program that helps students develop English language skills reliably and within a reasonable amount of time. The school is currently evaluating Ascend’s ELL service plan in response to the CSI renewal visit for Brownsville Ascend Charter School in November 2016. We are considering a multitude of factors including being responsive to the needs of our student body, state and federal regulations and utilizing a proven research based approach. We want to ensure we are providing the most effective programming for our English Language Learners.

The schools will effectively train staff involved in student enrollment to help and support parents accurately identify themselves as ELLs.

Ascend schools have a proven track record of retaining English language learners. For instance, since school year 2014, Brownsville Ascend Charter School has retained 100% of its ELL population. These characteristics make the schools confident in their ability to retain English language learners at a rate of 93.4% in CSD 19 and 93.2% in CSD 22.

Recruitment and Retention: FRPL

School	School FRPL	Pertinent CSD	CSD FRPL
Brooklyn Ascend Charter School	80%	18	77%
Brownsville Ascend Charter School	80%	23	87%
Bushwick Ascend Charter School	84%	32	85%
Canarsie Ascend Charter School	72%	18	77%
Central Brooklyn Ascend Charter School	81%	22	66%

As shown in the table above, Ascend schools generally serve a comparable proportion of students who are eligible for free or reduced price lunch as the community school district in which the school is located. As a result, the schools will mostly rely on current student recruitment strategies to attract students who are eligible applicants for the free and reduced-price lunch program; they are confident in their ability to enroll economically disadvantaged

students at a rate of 93.1% in CSD 19 and 76.2% in CSD 22, as defined by most recent SUNY CSI target calculations.

Given that Ascend’s existing schools enroll such a high percentage of economically disadvantaged students, the schools’ overall student retention rates are a good indicator of the ability to retain students receiving free or reduced priced lunch. From school year 2016 to school year 2017, all but two of Ascend’s nine schools achieved student retention rates above 85%—rates that include students who relocated out of the district. This gives the schools reason to believe they will achieve the rates of 91.7% and 93.4% retention in CSDs 19 and 22, respectively, for economically disadvantaged students.

Evaluation of Recruitment and Enrollment Strategies

Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 will conduct ongoing marketing efforts throughout the life of their charters to enroll new grades each year, replace students lost through attrition, and maintain a robust wait list. The schools will constantly evaluate recruitment strategies by evaluating data on enrolled students. The schools will also track and regularly report to the board of trustees enrollment trends, including data disaggregated by English language learner and special education status. The board will carefully monitor such data and hold the schools’ leadership teams accountable for conducting outreach and follow-up to any families who withdraw their children from the schools to determine why they elected to withdraw. Some student turnover will result inevitably from family mobility. The trustees will focus on families who indicate that they withdrew their children because of dissatisfaction with the schools. The schools will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period.

The founders are confident that the percentage of students who qualify for the federal free and reduced-priced lunch program will be at least equal to that of the average for schools in the community school districts.

The schools will not offer admission preference to at-risk students. Most students in the target neighborhoods are from low-income families and, as the schools’ marketing campaigns will focus on these communities, most students in the schools will likely be at-risk academically.

(d) Community Support

Describe any support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Together with staff from CommunityLinkED, Ascend identified and initiated contacts with stakeholders in the target communities to inform them of plans to open Central Brooklyn Ascend 2 and Central Brooklyn Ascend 3 and provide background information on existing Ascend schools. These stakeholders included leaders of community-based organizations, local business owners, and religious leaders. Those that responded to the outreach team’s communications were generally very receptive. In total, Ascend received 27 letter of support from community organizations, businesses, and stakeholders.

Ascend Learning hosted two open community meetings—one at Brownsville Ascend Charter

- Rahesha Amon, superintendent, CSD 16
- Clarence Ellis, superintendent, CSD 17
- Beverly Wilkins, superintendent, CSD 18
- Thoman Mcbryde, Jr., superintendent, CSD 19
- Julia Bove, superintendent, CSD 22
- Miatheresa Pate, superintendent, CSD 23
- Lillian Druck, superintendent, CSD 32
- Carmen Farina, chancellor, New York City Department of Education

Of these elected officials, Ascend staff met with Representative Yvette Clarke and State Senator Kevin Parker to discuss Ascend’s educational program and its plans to expand. Ascend heard and recorded valuable feedback from both elected officials. Additionally, a meeting is scheduled with State Senator Jesse Hamilton in April.

As a result of this outreach, Ascend secured letters of support from the several elected officials. These letters cited the qualities of Ascend’s unique educational model and the strong past performance of its existing schools as reason for supporting expansion. Letters were received from the following officials:

- [REDACTED]
- [REDACTED]

The Ascend outreach team will continue to be in contact with these officials to keep them informed about Ascend schools and the proposed new schools. New York City Department of Education Chancellor [REDACTED] pledged her strong support of the proposed schools. [REDACTED] Senior Executive Officer at the NYC DOE Office of School Design and Charter Partnerships, has provided a letter of support to Ascend Learning on the chancellor’s behalf.

Finally, residents of the target communities as well as families of current Ascend students have demonstrated strong support for the schools. In addition to receiving 50 letters of support for parents of Ascend students, the outreach team has collected signatures from 413 additional current Ascend parents and guardians, 250 residents of CSD 19, and 249 residents of CSD 22 for a total of 912 signatures of support for Ascend’s expansion from residents of Central Brooklyn.

(c) Evidence of Student Demand

Describe and provide evidence of the demand for the school. If using waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

Important note: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any specific evidence of community support also explicitly or implicitly demonstrates student demand.

The best evidence for student demand is the number of students currently on Ascend waitlists. As described in Response 15(a), Ascend waitlists number 5,905 applicants in total as of February 28, 2017. Of these, over 1,500 reside in CSD 19 or CSD 22. Typically, Ascend schools receive five applicants per open seat, and make three offers to fill each open seat during the peak enrollment season. These figures give the schools confidence about the demand for additional quality educational options in the target communities.

Based on the experience of other Ascend schools, student demand in the target communities is expected to be high due to the underperformance of local schools and a lack of adequate charter school options in the community; letters of support from parents with school-age children already evidence this interest. See R-01(a-b) – Community Need and Proposed School Impact, R-15(d) – Community Support, and R-03(j) – Outreach Evidence, which includes Evidence of Support.

(e) Evidence of Community Support

Submit examples, documents, etc. that provide evidence of support.

Evidence of community support is included in R03j – Evidence of Outreach.

Ascend Charter Schools Admissions Policy

Admission Criteria

Any child who is qualified under New York State law for admission to a public school is qualified for admission to a school within the network of Ascend Public Charter Schools (“APCS,” formally known as Ascend Charter Schools), including students with Individualized Education Plans (special education students) and English Language Learner status. To qualify for admission to kindergarten, children will have to be five years of age on or before December 31 of their kindergarten year.

The schools’ admission policy is non-sectarian. Admission to the schools shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. The schools’ application forms will not request student demographic data, with the exception of age and grade information. The application forms will request both a residential address and several forms of family telephone contact information.

Enrollment Period

In November of each year, APCS will advertise open registration. Interested families will submit applications until a deadline on or after April 1st established by APCS. If APCS receives more applications than allotted spaces by the application deadline, then APCS holds a public lottery in April each year.

Preferences

In the event of the need for a lottery, admission preference shall be granted to applicants in the following manner:

- First preference is given to students who attended the school the previous year and are returning to the school;
- Second preference is given to applicants with siblings who have already enrolled in the same charter to which the applicant is applying.
- Third preference is given to children of benefit-eligible employees of APCS or its management partner, Ascend Learning (“AL”), provided that such children of employees do not constitute more than 15% of any school within Ascend Public Charter School’s total enrollment at any time;
- Fourth preference is given to applicants who reside in the Community School District (CSD) in which the APCS school is located.

The school will not give preference to at-risk students.

A student’s address is the address at which his/her parent or current guardian resides. A parent or guardian is defined as:

1. Parent, by birth or adoption
2. Step-parent , by marriage
3. Legal guardian or foster parent (including a foster agency)
4. Person in parental relation

A person in parental relation refers to a person who has assumed the care of a child because the child’s parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, serving in the armed forces, or living outside of the state. A person may only qualify as a person in parental relation if no other eligible person applies as parent or guardian. Any determinations about who constitutes a person in parental relation must be based on the individual circumstances surrounding guardianship and custodial care of the particular child. This shall include consultation with the school director. A person who may provide temporary care (i.e., babysitting) for a child or children does not qualify as a person in parental relation.

A sibling of a student is defined as a child who shares the same parent or legal guardian.

The chart below summarizes the sibling preferences that will be honored when enrolling students:

A child will be afforded sibling preference to enroll at	...if a sibling is enrolled at
Brooklyn Ascend Lower	Brooklyn Ascend Lower, Brooklyn Ascend Middle, Brooklyn Ascend High School
Brooklyn Ascend Middle	Brooklyn Ascend Lower, Brooklyn Ascend Middle, Brooklyn Ascend High School
Brooklyn Ascend High School	Brooklyn Ascend Lower, Brooklyn Ascend Middle, Brooklyn Ascend High School
Brownsville Ascend Lower	Brownsville Ascend Lower, Brownsville Ascend Middle, Brooklyn Ascend High School (former 8 th grader at BVMS only)
Brownsville Ascend Middle	Brownsville Ascend Lower, Brownsville Ascend Middle, Brooklyn Ascend High School (former 8 th grader at BVMS only)
Bushwick Ascend Lower	Bushwick Ascend Lower, Bushwick Ascend Middle
Bushwick Ascend Middle	Bushwick Ascend Lower, Bushwick Ascend Middle
Canarsie Ascend Lower	Canarsie Ascend Lower, Canarsie Ascend Middle
Canarsie Ascend Middle	Canarsie Ascend Lower
Central Brooklyn Ascend	n/a

The Community School District will be defined based on the physical location(s) of APCS school building(s) at the time of the lottery, even if APCS has plans to move to another location the following school year. Community School District preference will be determined by the school using online information. A student’s Community School District will be based on the school district in which the student resides. In order to receive this preference, families are required to provide documentation during the application process to verify the student’s home address.

If documentation is not received by APCS by the application deadline, the student is not eligible for Community School District preference in the lottery for admission. APCS reserves the right to ask for additional documentation to establish a student's Community School District. In addition, APCS reserves the right to not admit any student if false Community School District documents were submitted. This will be clearly laid-out in the school application instructions.

Ranking/ "Auto Decline" Lottery

Families applying to the lottery will assign a ranking for each APCS school to which they are applying. A family who is admitted into multiple schools will be offered a seat at the school ranked to which they were admitted, and will then automatically decline their seat or waitlist spot at the lower-ranked schools. This means that families will no longer remain on the lower-ranked schools' waitlists and will not have to actively decline seats at lower-ranked schools before those seats can be offered to other students on the waitlist. Families who do not input their own ranking will be assigned a ranking based on the proximity of the schools to their home address. Ranking schools will not increase or decrease any family's chances of being accepted into that school. Students will remain on the waiting lists for the higher-ranked schools where they were not offered a seat.

Application Process

The schools will accept timely applications up until the lottery deadline, which is on or after April 1st as established by APCS. If April 1 falls on a weekend or holiday, then the deadline will always fall on or after the next business day. APCS will not reopen the application period nor will it hold a lottery for untimely applications. APCS will continue to accept untimely applications, which will be added to the bottom of the waiting list for a given class based on the date and time the completed application is received, with the exception of siblings and children of employees of APCS or AL.

Untimely applications received from siblings of students at an APCS school will be awarded the sibling preference and be added to the top of the waiting list(s) for which they are eligible based on the date and time the completed application is received, but behind any other siblings of current APCS students who are already on those waiting lists. If a student is already on the waiting list (i.e., was not selected in the lottery, or submitted an untimely application), and his/her sibling enrolls at an APCS school (i.e., was selected in the lottery, or was called off the waiting list), he/she will be moved to the top of the waiting lists for which they are eligible to receive sibling preference, but behind any other siblings of current APCS students who are already on the waiting list for that school and grade.

Untimely applications received from children of employees of APCS or AL will be awarded the employee preference and be added to the top of this group on the waiting list(s) based on the date and time the completed application is received, but behind any children of employees of APCS or AL who are already on those waiting lists. If a student is already on the waiting list (i.e., was not selected in the lottery, or submitted an untimely application), and his/her parent becomes an employee of APCS or AL, he/she will be moved to the top of the waiting lists for which he or she is eligible to receive preference, but behind any other children of APCS or AL employees and behind any siblings of current APCS students who are already on the waiting list for that school and grade.

In no event shall a staff member complete an application for a parent or guardian over the phone, or sign a form on behalf of a parent or guardian in the event he or she neglected to do so. In those instances, where a parent or guardian requires assistance in completing the application, e.g., because he or she cannot read or write in English, a school staff member will complete the document on behalf of the parent or guardian in his or her presence or provide an application translated in his or her native language. If the parent is unable to sign, the staff member will ask the parent or guardian to make a mark in lieu of a signature. The staff member will note on the form that the parent or guardian was unable to read or write English as the case may be, and will initial the form next to the mark to ensure that he or she is identified as the individual who completed the form.

Any applications containing falsified information will be immediately removed. Families who wish to be considered for enrollment must therefore submit a new application with updated information.

In the event that a family inadvertently enters incorrect information which would affect preferences, such as address, age, grade, sibling information, or staff information, they have until the lottery application deadline to update or change these errors. Information noted above which requires a change after the lottery will result in the application being moved to its relevant place on the waitlist, subsequent to its submission and preferences.

Oversubscription Procedures

Should the school receive more applications than can be accommodated at a given grade level, the school will conduct a random, electronic public lottery for the applicable grade(s), which will ensure that all applicants have an equal chance of admission. In addition, the school will invite an impartial representative to observe the proceedings.

Each application will contain the student's prospective grade, as well as whether the applicant has a currently enrolled sibling or a sibling who is currently applying, a parent or guardian who is a staff member at APCS or AL, and their CSD information. Siblings who are applying for the same school and grade and who reside together will be entered into the lottery as one submission. In the event that multiple siblings are applying for admission to different grades, there will be no admission preference during the lottery; however, preference will be given once one sibling is enrolled in the school.

The selection of names will begin at the lowest grade level and proceed through the grades of the school, one grade at a time. The schools will record students' names in the order they are drawn to create grade-level lists.

Families will be notified within one week of the lottery whether their child was admitted or placed on the wait list, as well as the child's number in the lottery. During the initial seat-offer period (from the lottery through May 15), families will have five (5) days to respond to the offer. The school will make at least two attempts to contact parents or guardians of students who are selected for admission in the lottery. Staff will document all such outreach efforts.

For offers made after May 15, parents or guardians, will be given 48 hours to respond to the offer. In the event that the school is unable to reach an admitted parent or guardian after two attempts, the school will document the admissions contact, decline the seat on the family's behalf, and move to the next student on the wait list.

Waiting List

To fill any vacancies, separate waiting lists are maintained for each school and grade level. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. APCS reserves the right to fill a vacancy when unexpected attrition occurs. If a school chooses to fill a vacancy, the school contacts the parent or guardian of the student next on the appropriate grade and school waiting list. At least two attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list are maintained in the application tracking system.

The wait list will be active for one school year only, and will expire on the last instructional day of the academic year. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to APCS.

Student Recruitment Activities

APCS may undertake the measures below, among others, to recruit student applicants:

- Given the demographics of the communities we serve, APCS will ensure that application and promotional materials are translated into and distributed in both Spanish and English, and will provide translation services for additional languages and for person-to-person interactions requiring translation as necessary;
- Sending letters to residents of the New York City School District;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Conducting open houses at public and private elementary schools, after-school programs, and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families.

In accordance with the Charter Schools Act, APCS aims to attract a student population that is similar in demographics to that of the Community School District ("CSD") in which each APCS school is located. Through extensive outreach, it will attract students who reflect the demographics of the CSD in which each school is located, including students with disabilities and students who have Limited English Proficiency. APCS is committed to attracting and retaining such students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

Enrollment and Eligibility

All students who are accepted for enrollment in APCS must complete all of the school's

enrollment forms by the date required on the forms to secure enrollment. APCS reserves the right to not enroll any student whose forms are not returned by the designated date. Parents/guardians and students may be required to attend information sessions and orientations, and agree to fulfill their obligations to APCS including adherence to the Code of Conduct and the Learning Contract.

All new students are required to participate in an assessment in order to determine the most appropriate grade assignment for that student based on the student's academic needs. As a result, it is possible that a student accepted may be offered a spot in a grade level different than that for which they applied. If there are no spaces available in the recommended grade, the student will be placed at the top of the waitlist for that grade, above all others on the waitlist

A child may not be eligible for admission if the parent/guardian and student fail to complete all required forms truthfully.

Students are considered reenrolled for the following school year unless parents notify the school otherwise by the end of the current school year.

Voluntary Withdrawal

APCS are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw students verbally or in writing. Required withdrawal information (new school name and location, new address, reason for withdrawal) is captured on the school's official withdrawal form and entered into the student information system (SIS). Students who miss five or more consecutive days of school without notifying the school are subject to being un-enrolled. A student who attends another school is subject to being un-enrolled from APCS. APCS ensures the timely transfer of any necessary school records to the student's new school.

If the parents or guardians wish to transfer their child to another school, the staff at the APCS school will make reasonable efforts to help the student find a school that better serves the family's desires. If the student wishes to return to the school, the student must re-apply and will be added to the waitlist.

Limited and Temporary Withdrawal

In certain and limited instances, a parent or guardian may request a temporary withdrawal from the school for reasonable personal circumstances. In these cases, the student's parent and/or guardian must give the school written notice at the time of withdrawal of the temporary withdrawal and the student's intent to return. The school will grant temporary withdrawals on a case by case basis. In assessing whether to grant temporary withdrawal, the school will review the validity of the request and the student's intent to return. If temporary withdrawal is granted, the school may re-admit the student at the conclusion of the agreed withdrawal period. No temporary withdrawal will be granted without the child being legally accounted for by an alternate education setting.

Transfer Policy

Students attending any school operated by APCS may be transferred to another school operated by APCS for the purpose of special education programming on a **case-by-case** basis when APCS deems a transfer appropriate under the circumstances. For example, if a school operated by APCS does not offer a 12:1:1 setting, and a student has a 12:1:1 class size need on his/her Individualized Educational Program (“IEP”), the school, in coordination with the IEP team and depending on space availability and appropriateness of the setting, may transfer that student to another APCS school that offers an appropriate 12:1:1 class setting. Prior to any such transfer of students based on special education considerations, the school sending the student to the new APCS school will notify the relevant Committee on Special Education in writing.

Another example where a school may, at its discretion, deem that a transfer is appropriate, is if a student moves to a location that is closer to another APCS school and the move will prevent a hardship for the student. In all cases, transfers are not guaranteed, and are subject to space availability and other constraints, as determined by the sending and receiving schools. **A potential transfer will be considered by the school directors of both the sending and receiving schools.** The school directors will consider each transfer on a case-by-case basis and, in addition to the above considerations, will consider the best interests of the student and the receiving school’s ability to address the student’s specific needs. The school directors will consult with Ascend Learning as necessary to consider the potential transfer. Transfers will occur when the school directors of the sending and receiving schools agree to the transfer, and transfer determinations are in the sole, unreviewable discretion of the school directors.

In the case of intra-Ascend transfers as a result of being offered a seat from the waitlist, APCS reserves the right to communicate the intention to transfer with the school administration of both the sending and the receiving school.

Notwithstanding the foregoing, during any year in which a school receives Charter School Program grant funding, if applicable, transfer to such school during such time will be limited to special education programs and to certain extraordinary circumstances, as determined by the sending and receiving schools. An example of an extraordinary circumstance may be a domestic violence situation where transfer is necessary for protection of the student. Each transferred student will remain a part of the charter school from which such student was transferred for performance reporting purposes if, and until such time as is no longer, required by such charter school’s chartering entity.

16. Facility

(a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program, including;

- **The desired location of the school facility;**
- **The number of general education classrooms required each year;**
- **Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs; and,**
- **Space requirements for administrative functions, food services and physical education.**
- **If the applicants intend to offer a residence program for students, describe the facility requirements to support this program and overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restroom, food service and other facility related needs unique to the residence program proposed.**

The desired locations of the schools are the East New York and East Flatbush-Farragut neighborhoods of Brooklyn, located in Community School Districts 19 and the northern section of Community School District 22. The number of required general education classrooms in years one through five is 8, 10, 16, 20 and 24, respectively. Additional smaller classrooms are required to provide private space for small groups of students to receive specialized instruction in small-group settings. Ascend attempts, as much as possible, to offer dedicated rooms for specials, including art, music, and dance. Offices are required for the members of each school's leadership team: the school director, the deans of instruction, and the deans of students. The director of operations/operations team will ideally be sited in a central office/administrative/reception area, and the school requires a kitchen and a multipurpose room (for gym, lunch, and events).

(b) Facility Selection

Describe the efforts to date to secure a facility for the school, including;

- **If a facility has been identified, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; and,**
- **How the proposed facility will be able to meet New York State Education Department (SED) specifications by when the school would commence instruction.**
- **If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets SED specifications). Also, explain any contingency planning including the associated costs.**

- **If the applicants are seeking facility space from the school district of location, provide contingency plans should such space be unavailable. Such plans must include an analysis of potential privately held options and an explanation of their potential impact on the school's finances, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location, two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required. In the case of the latter, identify the additional source(s) of revenue that would support the increased facility costs.**

Ascend Learning has not yet confirmed a specific facility for Central Brooklyn Ascend Charter Schools 2 and 3, but has identified several buildings that may be suitable candidates. Ascend's team of real estate professionals are engaged currently in discussions about lease terms, as well as architecture and design efforts to plan facility renovations meeting the standards of other schools in Ascend's real estate portfolio.

1. [REDACTED] is a three-story brick facility located on [REDACTED] in the northern section of Brooklyn's Community School District 22, directly adjacent to Central Brooklyn Ascend Charter School's lower school. The building was formerly used as a parochial school, and more recently as a daycare center, and as such is well suited for continuing use as an educational facility. The [REDACTED] as owner, is undertaking extensive façade and roof renovations, and Ascend is currently in lease negotiations with the diocese. If lease terms are agreed to, Ascend would undertake renovations to modernize the facility interior, upgrading mechanical systems, lighting, and classroom finishes. Some redesign of the interior spaces would be undertaken to provide the number of classrooms and office spaces desired. The facility contains a large gym and mezzanine level.



2. [REDACTED] is a development site, also on Nostrand Avenue, in the northern section of Brooklyn's Community School District 22. The site is owned by a developer with whom Ascend has developed two previous sites, and is currently occupied by a one-story "taxpayer." The plan would be to construct a four story facility above the ground floor retail, specially designed for Ascend's needs. The owner has successfully undertaken several such expansions. The school space available would equal approximately 40,000 square feet, well-suited to a new Ascend lower school. Ascend and the developer continue fruitful negotiations for the design-build of the site.



3. [REDACTED] is a four story brick structure, just south of Atlantic Avenue, in the northeastern section of Brooklyn's Community School District 19. The facility has been used in the past as a parochial school, and will well-serve an Ascend school, with an adequate number of generously sized classrooms, and a large gym. The building is in disrepair, though the mechanical systems are in reasonably good condition; the [REDACTED] is planning extensive exterior renovations. Ascend-managed interior renovations and reconfiguring would follow the diocese's work. Ascend is presently in discussions with the diocese on a lease structure.



4. [REDACTED] is a three story brick structure on [REDACTED] in the northern section of Brooklyn's Community School District 19. Also a former school, this site is the most-readily converted to Ascend specifications because of the number of existing classrooms and the large gym and MPR. As with the other [REDACTED] buildings, this site requires quite a lot of both exterior and systems renovation, and Ascend would follow with interior renovations and modernization.



(c) Facility Related Conflicts of Interest

If the charter school education corporation or its partners would own or lease its facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Note that in such cases the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Please note in addition that no education corporation trustee may have an ownership interest in the facility.

The applicant team anticipates no conflicts of interest with respect to the school's potential facilities identified above. The schools would lease the facilities from the landlords in a transaction negotiated at arm's length. No member of the applicant team or the schools' board of trustees, and no employee, consultant, contractor, officer, or trustee of Ascend Learning has any financial, employment, or other pecuniary interest or relationship to the builder-landlord.

17. Food Services

Describe the plans for food services to be provided by the charter school.

The school will participate in the School Food Authority (SFA), administered by Ascend Learning in partnership with several of the schools in the Ascend Charter Schools education corporation. The Ascend SFA is currently participating in the Community Eligibility Provision (CEP), whereby all students receive meals at no cost. Ascend Learning supports all of the schools in the SFA with the administration of these programs. The school will contract with an external partner to provide meals, following an RFP and bid process, as prescribed by the NYSED Child Nutrition Program Office. This will allow the school to serve healthier meals and provide nutrition programming for students and families.

18. Health Services

Describe the plans for health services to be provided by the charter school.

Charter schools in New York State are subject to all applicable education laws affecting the health and safety of students. Charter schools must ensure that students receive all required immunizations and health assessments, maintain student health records, and afford nursing or comparable health services to students. As required by law, the school will: (1) ensure that students are properly immunized and have Form 211S documentation on file at the school; (2) conduct vision, hearing, and scoliosis screenings for all students in kindergarten and grade 1; (3) ensure that students who require daily medication have documentation on file and that a registered nurse stores and administers their medications; (4) ensure that automatic external defibrillators are available and staff have been trained in their use; (5) instruct staff in the reporting of disruptive or violent incidents, suspected child abuse, and in AED/CPR procedures; (6) provide emergency care for ill or injured pupils; and (7) ensure that the health records of students are kept confidential, as required under FERPA and other statutes.

In accordance with Section 2164 of the Public Health Law, immunization requirements shall not apply to children whose parents hold genuine and sincere religious beliefs that are contrary to such practices, and no certificate of immunization shall be required as a prerequisite to such children being admitted into or attending Williamsburg Ascend Charter School.

The schools will be located in Community School District 19 and 22 in New York City, and as such, is eligible for a nurse from the city's Department of Health and Mental Hygiene (DHMH). However, in the first and second years of operation, the total enrollment may be too low for the school to qualify to receive services from a DHMH-provided nurse. If that is the case, the school will hire apart-time licensed health services professional.

Ascend Learning will monitor all aspects of the school's health programs and ensure that they meet all federal, state, and local requirements. Ascend Learning will also ensure that an appropriate and fully enclosed space with hot and cold water, adequate storage space, and a private screening area is provided for the nurse's office.

19. Transportation

Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with sending school districts.

Under Section 2853(4)(b) of the Education Law, charter schools are treated as non-public schools for the purpose of receiving transportation services. Consequently, the New York City Department of Education (NYCDOE) will provide transportation for eligible students in accordance with the current Chancellor's regulations. Pursuant to these policies, eligibility will be a function of age and distance from the school (except for special education students, whose eligibility is specified in their Individualized Education Plans). The current general policy of NYCDOE provides that students residing within 1.5 miles of the school are eligible for yellow bus services. NYCDOE typically issues MetroCards to students who reside outside that radius. The school will not provide any additional transportation services beyond those offered by NYCDOE. Families residing outside the area serviced by the city's yellow school buses will be expected to arrange for their students' transportation to and from the school either by using public transportation, or by private vehicle, carpool, or walking. As the school's calendar will be aligned with that of the NYCDOE, district-provided transportation will be available at all times the charter school is in session.

20. Insurance

Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury and any school owned or leased vehicles.

As part of the Ascend Charter Schools education corporation, Central Brooklyn Ascend Charter Schools 2 and 3 will be included in the insurance policies currently carried by the education corporation. The schools work with Austin & Company, Inc. to procure competitive, robust policies. The table below shows current coverage information and costs for the newly merged organization.

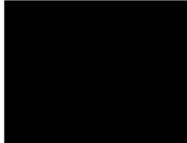
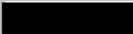


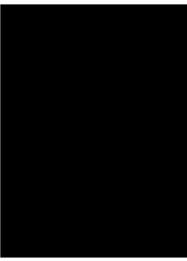
For: Ascend Charter Schools		Ascend Charter School - Merger	
Coverage		07/01/16	07/01/17
		Limits	Premium
1	Hartford	<u>Property – Choice Form</u>	
		<ul style="list-style-type: none"> - Blanket Business Personal Property - Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value Earthquake & Flood - <i>Property Deductible:</i> - <i>Earthquake/Flood Deductible:</i> - <i>Wind Deductible:</i> 	
		<u>Equipment Breakdown</u>	
		<u>Utility Services</u>	
		Direct Damage	
		Business Interruption	
		<u>Business Income with Extra Expense</u>	
		No Coinsurance Provision	
		<u>Crime</u>	
		Employee Dishonesty including ERISA	

	<p>Forgery Computer Fraud Money & Securities: Inside the Premises Outside the Premises</p> <p><u>Automobile</u></p> <p>- Hired & Non-Owned Liability - Hired Physical Damage - \$500 deductible</p>		
2	<p><u>Travelers</u></p> <p>Employee Theft <i>Retention:</i></p> <p>ERISA Computer Fraud <i>Retention:</i></p> <p>- Funds Transfer Fraud <i>Retention:</i></p>		
3	<p><u>Great American</u></p> <p><u>Directors & Officers</u> Including Educators Legal Liability Internet Liability Workplace Violence Employment Practices Liability Third Party Liability <i>*Retention:</i></p> <p>Fiduciary Liability <i>*Retention:</i></p> <p>Defense Costs are Outside the Limits</p> <p><i>*Applies to both Indemnity & Defense Costs</i></p>		

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4	<p><u>United Educators</u></p> <p><u>General Liability</u> Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment Employee Benefits Liability <i>Enrollment:</i></p> <p><u>Umbrella Liability</u> - Any One Occurrence - Annual Aggregate - Abuse & Molestation Coverage</p>		
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	<p>Corporal Punishment Foreign Hostilities</p> <p><i>Retention:</i></p> <p><u>Excess Educators Legal Liability</u> Including Directors & Officers and Employment Practices</p> <p><u>Excess Fiduciary Liability</u> Annual Aggregate</p> <p><i>Dividend Pending Approval</i></p>	  	 
Total Annual Estimated Premium			

Other Coverage			
5	Hartford	<p><u>Workers' Compensation & Employers' Liability</u></p> <p>Estimated Payroll: Class 8868: School - Professional & Clerical Class 9101: School - All Other Experience Modification</p> <p>Workers' Compensation is Subject to Audit</p>	  <p style="text-align: center;">-</p> <p><i>Dividend paid at Audit</i></p>
6	Hartford	<p><u>New York Statutory Disability</u></p> <p># of Employees:</p>	COVERAGE WRITTEN THROUGH BENEFITS DEPARTMENT
7	QBE	<p><u>Student Accident</u></p> <p>Accident Medical Expense Accident Dental Expense</p> <p>Type of Coverage</p> <p><i>Deductible:</i></p>	 
8	QBE	<p><u>Catastrophic Student Accident</u></p> <p>Accident Medical Expense Accident Dental Expense</p> <p><i>Deductible:</i></p>	 

	Type of Coverage		
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This Insurance Comparison does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

21. Fiscal Soundness

(a) Budget

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans for the new school(s) are fiscally sound and that there would be sufficient start-up funds available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described or referenced in the proposal.

Existing SUNY authorized charter school education corporation and proposes to operate additional school(s) must also include a separate narrative and budget (using the required template to the extent applicable) for the entire education corporation to include the additional school. Describe any corporate funds that will be used to support the start-up and operations of the new school as well as any projected or anticipated negative fiscal impacts on the existing school. Also describe and explain annual fundraising targets and the fundraising strategies that would be used to support each replication planned by the education corporation.

Please note that any school using an at-risk admissions factor, “preference” or set-aside will not be eligible to receive federal CSP funding.

Central Brooklyn Ascend Charter Schools 2 and 3

Enrollment

The lower schools will open to four sections of kindergarten (of 28 students each) and four sections of first grade (of 28 students each) with a total first-year enrollment of 224 students. In the second year, the schools will enroll only one new kindergarten class per school with 28 students, and enroll 4 sections in grades 1 and 2, with 27 students in each, bringing the schools’ total enrollment to 244 students. In the third year of operation, the schools will set enrollment in all grades to 112 students, including a new grade 3 (all with four sections of 28 students), for a total enrollment of 448 students. In the fourth year, the school will add four sections of grade 4, bringing the total enrollment to 560 students. In the fifth year (and the last year of the initial charter), the school will span kindergarten through grade 5 (with 5th grade enrolling 112 students, in a separate middle school), for a total enrollment of 672 students. Ascend considers each lower school, middle school, and high school a distinct “school,” and as such, the budget for the middle school is separate in the accompanying Business Plan, and in BPA 08a – Five-year Financial Model. In R-21€ Budget Template, of this application, the 5th grade is included in year 5 with the lower school.

Assuming the schools’ charters are renewed, the schools will continue to expand by one grade each year through grade 12, ending with a total enrollment of 1372 students, including an upper school with 380 students (assuming attrition in the higher grades).

This enrollment plan addresses two key constraints. First, to ensure strong outcomes in tested grades (3 and higher), the majority of students entering grade 3 will have been educated in the school for two full years before testing. Second, the total enrollment in years one and two must not exceed 249 students.

Revenues

- The assumed general education per-pupil rate is \$14,451 in year 1 (FY 2019), which assumes a two percent increase in FY 2018 from the current (FY 2017) rate of \$14,027 to \$14,308, and an additional one percent increase in FY's 2019 through 2021; for FY 2022, revenues are flatlined. Special education (SPED) revenue assumes a rate of \$10,390 per pupil for students who receive special education services for 20 to 59 percent of their instructional days; the rate of \$19,049 per pupil is for students who receive special education for 60 or more of their instructional days. The applicant assumes that approximately 11 percent of students will qualify for SPED services.
- The budget assumes that the school will receive rent assistance for all students, calculated as the lesser of 20% x the per pupil allocation x enrollment, or the total rent expense.
- In CSD 19 and 22, an average of 84 and 66 percent of students, respectively, are eligible to participate in (and are identified for) free or reduced-priced lunch. It is assumed that the school will qualify as a School-wide Program for Title I purposes. The design contemplated in the charter application and the budget assumes that federal funds will be used as appropriate to pay for certain positions and activities (*e.g.* professional development).
- The school will apply for a \$500,000 (base CSP amount in the most recent round of funding) Federal Charter Schools Program (CSP) Grant from the New York State Education Department to cover start-up expenses in the pre-opening, Year 1, and Year 2 periods.
- The school will also apply for federal E-rate funding. It is assumed that the schools will be reimbursed for 75% of their internet and phone expenses via E-rate funding. All schools managed by Ascend have obtained E-rate funding.



Soft Money

The budgets for Central Brooklyn Ascend 2 and 3 assume that CSI-administered CSP grants will cover start-up expenses in the pre-opening, Year 1, and Year 2 periods. Though this is “soft money” insofar as competitive grants are not entitlements, receipt is a safe assumption upon approval of the two requested schools. Funding will be allocated to instructional materials and supplies, student furniture, student computers, student recruitment expenses, teacher recruitment expenses, books, and leadership team training on the Ascend educational model.

Expenses

The initial leadership teams will each consist of a school director joined by a director of operations, a dean of instruction, and a dean of students. The schools’ management team will also include an operations associate starting in year one. As the schools reach maturity, directors

of the middle and upper schools will be added, along with additional deans of students and deans of instruction, academic operations associates, and operations associates. Staff salary increases are assumed at 2% percent on an annual basis. If per pupil funding increases at a rate higher than modeled, Ascend would look to increase salaries at 3% annually.

As compensation for services Ascend Learning provides, including academic oversight, curriculum development and support, professional development of staff, human resources management, accounting and financial management, real estate, and information technology support, the schools are assumed to pay management fees of 12% of district general operating revenues, rent assistance, plus Federal IDEA funds. As noted in accompanying business plans, management fees are determined based on the status of schools (seasoned vs. start-up). As the Ascend network further scales we anticipate lowering fees to schools. The 12% assumption for the two proposed schools reflects that intention – and financially planning therefore.

[REDACTED]

Net Income

[REDACTED]

[REDACTED]

Cash Flow

[REDACTED]

[REDACTED]

[REDACTED]

Start-up Year

The bulk of start-up expenses will be covered by the Planning Period allocations of the assumed CSP Grant. Ascend will also pay for the costs of certain start-up expenses, including staff and student recruiting costs.

Philanthropy

Ascend Learning has achieved and, following its five-year growth plan, will again achieve positive cash flow operations with essentially no philanthropic support. Total school-level philanthropic support to date going directly to schools [REDACTED] essentially to support start-up costs.

Ascend Charter Schools – Education Corporation

Please refer to Section VIII – Financial Plan and Financial Capacity in the Ascend Charter Schools Business Plan for a complete narrative of the education corporation’s budget. Please refer to BPA S08a – Five-year Financial Model in the Ascend Charter Schools Business Plan for a complete financial projection for all schools in the education corporation.

(b) Financial Planning

Explain the process that the education corporation or school will use to develop its annual budget, including:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and,**
- **Procedures for monitoring and modifying budgets.**

If the applicant is an existing SUNY authorized charter school and proposes to operate an additional school, also describe and explain the financial planning capacity, management capacity, and any internal financial controls, polices or procedures at the overall education corporation level especially in relation to the gathering and distribution of financial information from multiple locations and the processing and decision making related to such information including at the education corporation board level.

The budget filed with the application was initially developed by Ascend Learning's chief financial officer (CFO), in conjunction with external support from experts in the field. The budget grew out of the first-year operating experiences of five Brooklyn-based charter schools managed by Ascend. From this operating history, Ascend has developed a strong understanding of the *cost structure* of the Ascend school design, including its staffing needs (at both the classroom and administrative levels) and non-personnel costs, including those associated with private facilities. These represent the two largest costs of the school. Ascend has also developed a close understanding of the supplemental revenues the schools can realistically expect to receive from categorical and competitive public grant programs.

Ascend Learning's finance and operations team, led by the CFO, will lead financial planning and management. The team will collaborate with the schools' operations and instructional leadership on the annual budget process as well as ongoing financial projections and support. The budgeting process will reflect the staffing and non-personnel expense needs the schools have identified over the course of the previous year, and the schools will be free to experiment with alterations to the model's budgetary assumptions that they believe will best serve their students' needs.

Typically, Ascend's finance team will provide templates and technical support to the schools' leadership teams starting in February, and collaborate with the school teams to determine the staffing structure for the following academic year, and from there, work on the non-personnel portions of the school budget. The complete proposed budget is then presented to the board of trustees at a spring board meeting so that it may be revised and approved by the trustees before the end of the fiscal year on June 30.

Occasionally, developments require the revision of the budget during the course of the year. Generally, however, it is preferable not to alter the budget and instead report all changes as variances to the approved budget. In the event of unforeseen revenues (such as an increase in per-pupil revenues), the schools would submit a supplemental spending budget for approval by the board that would authorize incurring expense increases made affordable by the enhanced revenues.

Central Brooklyn Ascend 2 and 3 will adopt the education corporation’s financial policies and procedures, including requiring purchase orders with approvals for all purchases. Ascend has implemented an electronic invoice processing and bill payment system, whereby schools upload invoices into a cloud-based secure application, and the accounts payable team processes them electronically, including routing for electronic approvals from school directors and directors of operations. Financial reports would continue to be created at the charter management organization (CMO) level and reviewed monthly at board meetings and with the school directors and directors of operations. School leaders will be able to monthly financial reports, with year-to-date actual information as well as projected year-end information. This will support them as they make real-time decisions on resource allocation.

The systems and processes by which Central Brooklyn Ascend Charter Schools 2 and 3 will manage accounting, purchasing, and payroll are found in the Fiscal Policies and Procedures Manual, which has been adopted by each school managed by the proposed education service provider, Ascend Learning. These policies and procedures are newly updated and will be presented to the board of trustees for formal approval at the March board meeting. The board’s finance committee has reviewed and provided their preliminary approval for the updated policies.

Below is a table of contents of the manual:

Table of Contents

INTRODUCTION	Error! Bookmark not defined.
INTERNAL CONTROL STRUCTURE	Error! Bookmark not defined.
ANNUAL BUDGETING AND REPORTING.....	Error! Bookmark not defined.
CASH RECEIPTS AND REVENUE.....	Error! Bookmark not defined.
PURCHASES AND CASH DISBURSEMENTS	Error! Bookmark not defined.
MANAGEMENT OF CASH	Error! Bookmark not defined.
PAYROLL	Error! Bookmark not defined.
PROPERTY AND EQUIPMENT	Error! Bookmark not defined.
DEBT	Error! Bookmark not defined.
CONTRACTS AND LEASES.....	Error! Bookmark not defined.
IRS FORM 990 PREPARATION AND FILING	Error! Bookmark not defined.
INSURANCE COVERAGE	Error! Bookmark not defined.
RECORDS RETENTION.....	Error! Bookmark not defined.
FRAUD AND MISAPPROPRIATION	Error! Bookmark not defined.
WHISTLEBLOWER POLICY	Error! Bookmark not defined.
CODE OF ETHICS	Error! Bookmark not defined.

CONFLICT OF INTEREST.....**Error! Bookmark not defined.**
 CONFIDENTIALITY.....**Error! Bookmark not defined.**
 Appendix 1: Finance Management.....**Error! Bookmark not defined.**
 Appendix 2: Requirements for Record Retention**Error! Bookmark not defined.**

(c) Fiscal Audits

Describe the school’s plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

Any application that proposes adding a school to an existing education corporation must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

Consolidated audited financial statements should include:

- **A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of the education corporation for which the corporation has received approval to operate. A separate income and expenditure statement and balance sheet should be included for each approved school or site in a start-up phase, and for schools or sites for which opening has been delayed;**
- **A statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back office component;**
- **A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of the education corporation;**
- **A consolidated statement of income and revenues and a consolidated balance sheet for the education corporation; and,**
- **A federal single audit report, if applicable.**

Upon completion of a school’s first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. (A finding shall be considered “major” if it indicates a deliberate act of wrongdoing, reckless conduct, or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.)

For the purpose of conducting an annual independent audit, the board shall retain an independent Certified Public Accountant in accordance with the provisions of the Charter, §2851(2)(f) of the Charter Act, and with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. The main schedules contained in the annual audit (statement of financial position, activities, cash flow, and functional expenses) will be completed using the Institute’s mandatory audit templates.

One annual independent audit will be conducted for all schools under the education corporation. Consolidated financial statements will include consolidated statements of financial positions (balance sheets) and cash flows, but separate statements of activities (revenues and expenses). Ascend's transition to Intacct, a robust, cloud-based accounting system, allows the finance team to enter revenues and expenses tagged to each individual school. This system allows for reports to be generated for the education corporation on a consolidated basis, as well as for individual school and charter units.

(d) Dissolution Procedures

Proposed new education corporation

For applicants seeking to create a new school and a new education corporation, if the proposed education corporation is adopting the same dissolution procedures as the original education corporation, incorporate the policy by reference per the instructions above. If applicable, note any changes to the original model or policies.

Existing education corporation

Any application that proposes adding school(s) to an existing education corporation may incorporate by reference the dissolution procedures for one school, but must also provide specific procedures for closing one, but not all of the schools operated by the education corporation, transitioning students to other school(s) of the corporation and absorbing assets and liabilities without corporate dissolution.

Refer to "Attachment 40 Dissolution Procedures" of the amended Canarsie Ascend Charter School's original charter. The following changes apply to all schools in the education corporation.

The following describes how the board would handle the dissolution of one or more schools in the education corporation. If one school must be dissolved, the process below will be followed. If more than one school must be dissolved, the process below would be conducted for each school in the district in which the school is located.

In the event of a school's dissolution, the board of trustees would ensure that the school follows the following procedures:

- a. Hold public meetings to provide families with information on the school's dissolution.

No more than 15 days after notice from the authorizer of the school's closure, or a decision by the board of trustees to dissolve the school, the school will begin holding a series of public meetings for parents and community members. The school will notify parents and guardians of the meetings both in writing, via a letter sent home with students, and by telephone. In the meetings and in all written communications, the board and school leadership will communicate the finality of the closure decision and focus on meeting the educational needs of the students. Parents will also receive information on how their children's records will be transferred to the school district of location of the charter school.

Immediately preceding the first public meeting, the school director will have a meeting with school staff notifying them of the closure and the timetable for closing operations. The school will also distribute talking points and a “frequently asked questions” document to staff. The content of this document will be similar to materials the school will distribute at the public meeting, and will include information on what staff, parents, and students can expect in the coming weeks and months.

- b. Transfer student records to the school district of location of the charter school and provide a copy of such records to each student’s parent or legal guardian.

In compliance with Education Law Section 2851(2)(t), the school will transfer all student records to the school district of location. The school director will be accountable for overseeing the transfer of all records, and will ensure that the files are well organized, all boxes are clearly labeled, and a complete inventory of student records accompanies the documents. This process will ensure that the records are received by the district in an orderly manner, permitting the district to incorporate the files into its own records system as smoothly as possible. The board of trustees will also hold the school director accountable for ensuring that the parent/guardian of each pupil receives a complete copy of the student’s records

- c. Logistically transfer the students.

The board of trustees and school leadership will notify students, parents/guardians, and the greater community of the dissolution decision as soon as it is made, thereby giving families as much time as possible to make new educational choices. The school will work collaboratively with the New York City Department of Education (NYCDOE) to develop a list of educational options for families, and will provide all families with information on both their nearest traditional public school as well as a list of charter schools that serve the surrounding community. The school will also invite representatives of local district and charter schools to its family and community meetings so that families will have an opportunity to get information directly from the schools in a convenient forum.

- d. Transfer the school’s assets to another school within the school’s prospective district.

Upon dissolution, all net school assets will be transferred to another charter school or to the school district of location.

In accordance with Section 2851(2)(t) of the charter law, the school will maintain a segregated account to defray the costs of any such dissolution. The balance of the dissolution fund, for the merged education corporation, will be \$250,000 when Ascend has a sixth school, and \$275,000 when Ascend opens a seventh school. Upon notice from the SUNY Charter Schools Institute, the school will escrow such funds with a third party in accordance with the school’s charter agreement. Thereafter, the school will implement the SUNY Charter Schools Institute’s Closure Plan.

Ascend's Role in Dissolution

Ascend Learning will fully cooperate in the dissolution process and may assist the school, as appropriate and as set forth in the management contract, in dissolution activities. Ascend's level of participation may depend on the reason for closure of the school.



**GENERAL INSTRUCTIONS FOR NEW SCHOOL PROPOSAL
BUDGETS AND CASH FLOWS**

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 6-Month	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
570101	ADDISON CSD	11,613	11,763
410401	ADIRONDACK CSD	12,021	12,171
80101	AFTON CSD	14,150	14,300
142101	AKRON CSD	10,484	10,634
10100	ALBANY CITY SD	14,422	14,572
450101	ALBION CSD	10,930	11,080
140101	ALDEN CSD	10,212	10,362
180202	ALEXANDER CSD	11,685	11,835
220202	ALEXANDRIA CSD	12,450	12,600
20101	ALFRED-ALMOND CSD	10,978	11,128
40302	ALLEGANY-L MESTONE CSD	10,712	10,862
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11,813	11,963
580303	AMAGANSETT UFSD	57,998	58,148
140201	AMHERST CSD	11,071	11,221
580106	AMITYVILLE UFSD	17,777	18,277
270100	AMSTERDAM CITY SD	9,793	9,943
120102	ANDES CSD	21,457	21,607
20601	ANDOVER CSD	12,703	12,853
660405	ARDSLEY UFSD	20,821	20,971
640101	ARGYLE CSD	11,752	11,902
571901	ARKPORT CSD	10,030	10,180
131601	ARLINGTON CSD	11,819	11,969
670201	ATTICA CSD	9,902	10,052
50100	AUBURN CITY SD	10,845	10,995
90201	AUSABLE VALLEY CSD	13,535	13,685
491302	AVERILL PARK CSD	10,386	10,536
570201	AVOCA CSD	13,553	13,703
240101	AVON CSD	10,815	10,965
580101	BABYLON UFSD	17,278	17,428
80201	BAINBRIDGE-GUILFORD CSD	11,784	11,934
280210	BALDWIN UFSD	16,008	16,158
420901	BALDWINSVILLE CSD	11,072	11,222
521301	BALLSTON SPA CSD	12,147	12,297
401301	BARKER CSD	13,245	13,395
180300	BATAVIA CITY SD	12,643	12,793
570302	BATH CSD	10,130	10,280
580501	BAY SHORE UFSD	15,707	15,857
580505	BAYPORT-BLUE POINT UFSD	17,916	18,066
130200	BEACON CITY SD	11,443	11,593
231301	BEAVER RIVER CSD	10,223	10,373
660102	BEDFORD CSD	20,906	21,056
90301	BEEKMANTOWN CSD	12,058	12,208
20801	BELFAST CSD	11,969	12,119
220909	BELLEVILLE HENDERSON CSD	10,380	10,530
280207	BELLMORE UFSD	19,988	20,138
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,114	14,264
61001	BEMUS POINT CSD	12,160	12,310
490101	BERLIN CSD	13,240	13,390
10201	BERNE-KNOX-WESTERLO CSD	13,721	13,871
10306	BETHLEHEM CSD	12,863	13,013
280521	BETHPAGE UFSD	17,700	17,850
30200	BINGHAMTON CITY SD	10,570	10,720
661905	BLIND BROOK-RYE UFSD	20,668	20,818
22902	BOLIVAR-RICHBURG CSD	11,235	11,385
630101	BOLTON CSD	20,885	21,035
570401	BRADFORD CSD	13,616	13,766
510101	BRASHER FALLS CSD	10,522	10,672
580512	BRENTWOOD UFSD	13,833	13,983
480601	BREWSTER CSD	17,158	17,308
661402	BRIARCLIFF MANOR UFSD	23,211	23,361
580909	BRIDGEHAMPTON UFSD	53,545	53,545
260101	BRIGHTON CSD	12,798	12,948
171102	BROADALBIN-PERTH CSD	8,986	9,136
261801	BROCKPORT CSD	11,095	11,245

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62301	BROCTON CSD	12,787	12,937
660303	BRONXVILLE UFSD	22,106	22,106
250109	BROOKFIELD CSD	11,521	11,671
580203	BROOKHAVEN-COMSEWOGUE UFSD	13,848	13,998
490202	BRUNSWICK CSD (BRITTONKILL)	10,851	11,001
161601	BRUSHTON-MOIRA CSD	11,409	11,909
140600	BUFFALO CITY SD	12,355	12,505
520101	BURNT HILLS-BALLSTON LAKE CSD	10,518	10,668
661201	BYRAM HILLS CSD	20,404	20,554
180701	BYRON-BERGEN CSD	11,697	11,847
190301	CAIRO-DURHAM CSD	10,695	10,845
240201	CALEDONIA-MUMFORD CSD	10,568	10,718
641610	CAMBRIDGE CSD	12,700	12,850
410601	CAMDEN CSD	11,005	11,155
570603	CAMPBELL-SAVONA CSD	10,881	11,031
270301	CANAJOHARIE CSD	11,195	11,345
430300	CANANDAIGUA CITY SD	11,178	11,328
21102	CANASERAGA CSD	12,679	12,829
250901	CANASTOTA CSD	10,187	10,337
600301	CANDOR CSD	11,637	11,787
571502	CANISTEO-GREENWOOD CSD	14,147	14,297
510201	CANTON CSD	11,602	11,752
280411	CARLE PLACE UFSD	20,537	20,687
480102	CARMEL CSD	15,759	15,909
222201	CARTHAGE CSD	8,822	8,472
60401	CASSADAGA VALLEY CSD	11,709	11,859
50401	CATO-MERIDIAN CSD	11,003	11,153
190401	CATSKILL CSD	14,480	14,630
42302	CATTARAUGUS-LITTLE VALLEY CSD	11,718	11,868
250201	CAZENOVIA CSD	10,963	11,113
580233	CENTER MORICHES UFSD	15,197	15,347
580513	CENTRAL ISLIP UFSD	19,964	20,114
460801	CENTRAL SQUARE CSD	9,921	10,071
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,603	9,753
661004	CHAPPAQUA CSD	19,391	19,541
120401	CHARLOTTE VALLEY CSD	11,257	11,407
160801	CHATEAUGAY CSD	11,229	11,379
101001	CHATHAM CSD	13,327	13,477
60503	CHAUTAUQUA LAKE CSD	14,807	14,957
90601	CHAZY UFSD	12,066	12,216
140701	CHEEKTOWAGA CSD	10,585	10,735
140702	CHEEKTOWAGA-MARYVALE UFSD	10,783	10,933
140709	CHEEKTOWAGA-SLOAN UFSD	12,296	12,446
30101	CHENANGO FORKS CSD	10,853	11,003
30701	CHENANGO VALLEY CSD	11,020	11,170
472202	CHERRY VALLEY-SPRINGFIELD CSD	13,024	13,174
440201	CHESTER UFSD	13,520	13,670
251601	CHITTENANGO CSD	11,333	11,483
261501	CHURCHVILLE-CHILI CSD	10,472	10,622
110101	CINCINNATUS CSD	13,041	13,191
140801	CLARENCE CSD	9,351	9,501
500101	CLARKSTOWN CSD	13,660	13,810
140703	CLEVELAND HILL UFSD	10,778	10,928
510401	CLIFTON-FINE CSD	17,457	17,607
411101	CLINTON CSD	11,879	12,029
650301	CLYDE-SAVANNAH CSD	13,326	13,826
60701	CLYMER CSD	14,775	14,925
541102	COBLESKILL-RICHMONDVILLE CSD	11,152	11,302
10500	COHOES CITY SD	12,141	12,291
580402	COLD SPRING HARBOR CSD	20,936	21,086
510501	COLTON-PIERREPONT CSD	18,731	18,881
580410	COMMACK UFSD	15,856	16,006
580507	CONNETQUOT CSD	16,297	16,447
471701	COOPERSTOWN CSD	12,267	12,417

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230201	COPENHAGEN CSD	10,285	10,435
580105	COPIAGUE UFSD	15,711	15,361
520401	CORINTH CSD	11,269	11,419
571000	CORNING CITY SD	10,987	11,137
440301	CORNWALL CSD	11,612	11,762
110200	CORTLAND CITY SD	10,492	10,642
190501	COXSACKIE-ATHENS CSD	12,238	12,388
660202	CROTON-HARMON UFSD	16,083	16,233
150203	CROWN POINT CSD	16,025	15,675
22302	CUBA-RUSHFORD CSD	12,838	12,988
241101	DALTON-NUNDA CSD (KESHEQUA)	13,457	13,607
241001	DANVILLE CSD	10,663	10,813
580107	DEER PARK UFSD	16,035	16,185
120501	DELAWARE ACADEMY CSD AT DELHI	14,280	14,430
140707	DEPEW UFSD	10,759	10,909
31301	DEPOSIT CSD	14,654	14,804
250301	DERUYTER CSD	13,419	13,569
660403	DOBBS FERRY UFSD	19,277	19,427
211003	DOLGEVILLE CSD	10,877	11,027
130502	DOVER UFSD	11,595	11,745
120301	DOWNSVILLE CSD	17,493	17,643
610301	DRYDEN CSD	11,362	11,512
530101	DUANESBURG CSD	9,584	9,734
680801	DUNDEE CSD	10,348	10,498
60800	DUNKIRK CITY SD	13,335	13,485
140301	EAST AURORA UFSD	10,555	10,705
430501	EAST BLOOMFIELD CSD	11,467	11,617
490301	EAST GREENBUSH CSD	12,009	12,159
580301	EAST HAMPTON UFSD	24,079	24,229
260801	EAST IRONDEQUOIT CSD	11,907	12,057
580503	EAST ISLIP UFSD	15,009	15,159
280203	EAST MEADOW UFSD	16,072	16,222
580234	EAST MORICHES UFSD	17,372	17,872
580917	EAST QUOGUE UFSD	22,466	22,616
500402	EAST RAMAPO CSD (SPRING VALLEY)	16,555	16,555
261313	EAST ROCHESTER UFSD	12,935	13,085
280219	EAST ROCKAWAY UFSD	18,733	18,883
420401	EAST SYRACUSE-MINOA CSD	14,024	14,174
280402	EAST WILLISTON UFSD	21,134	21,284
660301	EASTCHESTER UFSD	18,182	18,332
580912	EASTPORT-SOUTH MANOR CSD	13,626	13,776
141201	EDEN CSD	10,024	10,174
660406	EDGEMONT UFSD	18,164	18,314
520601	EDINBURG COMMON SD	21,246	21,396
470501	EDMESTON CSD	11,593	11,743
513102	EDWARDS-KNOX CSD	10,886	11,036
180901	ELBA CSD	11,773	11,923
590801	ELDRED CSD	13,920	14,070
150301	ELIZABETHTOWN-LEWIS CSD	13,708	13,858
622002	ELLENVILLE CSD	15,500	15,650
40901	ELLCOTTVILLE CSD	11,841	11,991
70600	ELMIRA CITY SD	11,012	11,512
70902	ELMIRA HEIGHTS CSD	10,486	10,636
280216	ELMONT UFSD	14,747	14,897
660409	ELMSFORD UFSD	22,561	22,711
580401	ELWOOD UFSD	15,123	15,273
141401	EVANS-BRANT CSD (LAKE SHORE)	11,968	12,118
420601	FABIUS-POMPEY CSD	12,829	12,979
261301	FAIRPORT CSD	10,997	11,147
61101	FALCONER CSD	9,872	10,022
590501	FALLSBURG CSD	19,752	19,902
280522	FARMINGDALE UFSD	17,181	17,331
421001	FAYETTEVILLE-MANLIUS CSD	11,003	11,153
22001	FILLMORE CSD	9,506	9,656

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580514	FIRE ISLAND UFSD	108,153	107,803
581004	FISHERS ISLAND UFSD	42,821	42,971
280222	FLORAL PARK-BELLEROSE UFSD	15,287	15,437
442115	FLORIDA UFSD	14,357	14,507
270601	FONDA-FULTONVILLE CSD	11,458	11,608
61503	FORESTVILLE CSD	10,834	10,984
640502	FORT ANN CSD	14,197	14,347
640601	FORT EDWARD UFSD	11,843	11,993
270701	FORT PLAIN CSD	13,191	13,341
210402	FRANKFORT-SCHUYLER CSD	9,560	9,710
120701	FRANKLIN CSD	13,106	13,606
280217	FRANKLIN SQUARE UFSD	13,762	13,912
41101	FRANKLINVILLE CSD	11,701	11,851
62201	FREDONIA CSD	12,357	12,507
280209	FREEPORT UFSD	16,053	16,203
60301	FREWSBURG CSD	10,556	10,706
21601	FRIENDSHIP CSD	12,385	12,885
141604	FRONTIER CSD	9,109	9,259
460500	FULTON CITY SD	11,966	12,116
520701	GALWAY CSD	10,507	10,657
650902	GANANDA CSD	10,107	10,257
280218	GARDEN CITY UFSD	17,970	18,120
480404	GARRISON UFSD	22,063	22,213
260401	GATES-CHILI CSD	12,709	12,859
220401	GENERAL BROWN CSD	8,930	9,080
20702	GENESEE VALLEY CSD	11,363	11,513
240401	GENESEO CSD	12,607	12,757
430700	GENEVA CITY SD	13,038	13,188
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,221	13,371
100902	GERMANTOWN CSD	14,964	15,114
470202	GILBERTSVILLE-MOUNT UPTON CSD	11,669	11,819
540801	GILBOA-CONESVILLE CSD	16,057	16,207
280100	GLEN COVE CITY SD	18,535	18,685
630300	GLENS FALLS CITY SD	11,819	11,969
630918	GLENS FALLS COMN SD	12,350	12,500
170500	GLOVERSVILLE CITY SD	10,215	10,365
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,222	12,372
440601	GOSHEN CSD	13,123	13,273
511101	GOUVERNEUR CSD	10,605	10,755
42801	GOWANDA CSD	11,676	11,826
141501	GRAND ISLAND CSD	10,265	10,415
640701	GRANVILLE CSD	10,710	10,860
280407	GREAT NECK UFSD	22,818	22,968
260501	GREECE CSD	11,329	11,479
10701	GREEN ISLAND UFSD	13,012	13,162
660407	GREENBURGH CSD	22,693	22,843
80601	GREENE CSD	10,915	11,065
581010	GREENPORT UFSD	17,050	17,200
190701	GREENVILLE CSD	13,804	13,954
640801	GREENWICH CSD	12,481	12,631
442111	GREENWOOD LAKE UFSD	18,661	18,811
610501	GROTON CSD	10,756	10,906
10802	GUILDERLAND CSD	11,704	11,854
630801	HADLEY-LUZERNE CSD	14,095	14,245
480401	HALDANE CSD	16,837	16,987
580405	HALF HOLLOW HILLS CSD	15,246	15,396
141601	HAMBURG CSD	10,066	10,216
250701	HAMILTON CSD	13,247	13,397
511201	HAMMOND CSD	13,077	13,227
572901	HAMMONDSPORT CSD	15,116	15,266
580905	HAMPTON BAYS UFSD	16,443	16,593
120906	HANCOCK CSD	14,617	14,767
460701	HANNIBAL CSD	10,528	10,678
580406	HARBORFIELDS CSD	14,123	14,273

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30501	HARPURSVILLE CSD	10,237	10,387
660501	HARRISON CSD	23,807	23,957
230301	HARRISVILLE CSD	12,722	12,872
641001	HARTFORD CSD	12,555	12,705
660404	HASTINGS-ON-HUDSON UFSD	19,754	19,904
580506	HAUPPAUGE UFSD	16,785	16,935
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17,471	17,621
280201	HEMPSTEAD UFSD	18,202	18,202
660203	HENDRICK HUDSON CSD	18,524	18,674
210601	HERKIMER CSD	9,875	10,025
511301	HERMON-DEKALB CSD	12,996	13,146
280409	HERRICKS UFSD	17,379	17,529
512404	HEUVELTON CSD	11,054	11,204
280214	HEWLETT-WOODMERE UFSD	22,758	22,908
280517	HICKSVILLE UFSD	15,292	15,442
620803	HIGHLAND CSD	12,807	12,957
440901	HIGHLAND FALLS CSD	14,933	15,083
261101	HILTON CSD	10,550	10,700
41401	HINSDALE CSD	10,302	10,452
141701	HOLLAND CSD	11,382	11,532
412201	HOLLAND PATENT CSD	10,738	10,888
450704	HOLLEY CSD	10,625	10,775
110701	HOMER CSD	11,442	11,592
431401	HONEOYE CSD	12,491	12,641
260901	HONEOYE FALLS-LIMA CSD	10,785	10,935
491401	HOOSIC VALLEY CSD	10,688	10,838
490501	HOOSICK FALLS CSD	12,132	12,282
571800	HORNELL CITY SD	10,208	10,358
70901	HORSEHEADS CSD	10,538	10,688
101300	HUDSON CITY SD	13,572	13,722
641301	HUDSON FALLS CSD	10,371	10,521
190901	HUNTER-TANNERSVILLE CSD	16,832	16,982
580403	HUNTINGTON UFSD	17,862	18,012
130801	HYDE PARK CSD	12,405	12,555
200401	INDIAN LAKE CSD	24,404	24,554
220301	INDIAN RIVER CSD	6,996	7,496
200501	INLET COMN SD	26,397	26,547
141301	IROQUOIS CSD	10,101	10,251
660402	IRVINGTON UFSD	20,500	20,650
280231	ISLAND PARK UFSD	28,335	28,485
280226	ISLAND TREES UFSD	15,855	16,005
580502	ISLIP UFSD	14,638	14,788
610600	ITHACA CITY SD	13,020	13,170
61700	JAMESTOWN CITY SD	10,514	10,664
420411	JAMESVILLE-DEWITT CSD	11,294	11,444
572702	JASPER-TROUPSBURG CSD	10,940	11,090
540901	JEFFERSON CSD	12,795	12,945
280515	JERICHO UFSD	24,261	24,411
630601	JOHNSBURG CSD	18,715	18,865
31502	JOHNSON CITY CSD	12,416	12,566
170600	JOHNSTOWN CITY SD	10,758	10,908
420501	JORDAN-ELBRIDGE CSD	11,973	12,123
660101	KATONAH-LEWISBORO UFSD	20,857	21,007
150601	KEENE CSD	20,011	20,161
450607	KENDALL CSD	12,940	13,090
142601	KENMORE-TONAWANDA UFSD	9,827	9,977
101401	KINDERHOOK CSD	11,589	11,739
580805	KINGS PARK CSD	14,278	14,428
620600	KINGSTON CITY SD	14,811	14,961
441202	KIRYAS JOEL VILLAGE UFSD	36,930	36,930
221401	LA FARGEVILLE CSD	9,808	9,958
141800	LACKAWANNA CITY SD	12,319	12,469
420807	LAFAYETTE CSD	16,116	16,266
630701	LAKE GEORGE CSD	12,871	13,021

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151102	LAKE PLACID CSD	15,292	15,442
200601	LAKE PLEASANT CSD	25,681	25,831
662401	LAKELAND CSD	15,359	15,509
141901	LANCASTER CSD	8,792	8,942
610801	LANSING CSD	11,205	11,355
490601	LANSINGBURGH CSD	9,702	9,852
470801	LAURENS CSD	10,984	11,134
280215	LAWRENCE UFSD	23,002	23,002
181001	LE ROY CSD	11,140	11,290
670401	LETCHEWORTH CSD	11,687	11,837
280205	LEVITTOWN UFSD	17,630	17,780
400301	LEWISTON-PORTER CSD	12,229	12,229
590901	LIBERTY CSD	17,477	17,477
580104	LINDENHURST UFSD	14,603	14,753
511602	LISBON CSD	12,672	12,822
210800	LITTLE FALLS CITY SD	11,821	11,971
421501	LIVERPOOL CSD	12,879	13,029
591302	LIVINGSTON MANOR CSD	16,435	16,585
240801	LIVONIA CSD	11,706	11,856
400400	LOCKPORT CITY SD	10,265	10,415
280503	LOCUST VALLEY CSD	22,857	23,007
280300	LONG BEACH CITY SD	22,698	22,848
200701	LONG LAKE CSD	42,198	42,698
580212	LONGWOOD CSD	14,730	14,880
230901	LOWVILLE ACADEMY & CSD	9,953	10,103
221301	LYME CSD	13,371	13,521
280220	LYNBROOK UFSD	18,030	18,180
421504	LYNCOURT UFSD	15,849	15,999
451001	LYNDONVILLE CSD	10,869	11,019
650501	LYONS CSD	11,040	11,190
251101	MADISON CSD	11,088	11,238
511901	MADRID-WADDINGTON CSD	10,841	10,991
480101	MAHOPAC CSD	14,275	14,425
31101	MAINE-ENDWELL CSD	10,547	10,697
161501	MALONE CSD	10,870	11,020
280212	MALVERNE UFSD	20,055	20,205
660701	MAMARONECK UFSD	18,766	18,916
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10,770	10,920
280406	MANHASSET UFSD	21,235	21,235
110901	MARATHON CSD	11,911	12,411
421101	MARCELLUS CSD	10,125	10,275
121401	MARGARETVILLE CSD	13,726	13,876
650701	MARION CSD	11,768	11,918
621001	MARLBORO CSD	15,512	16,012
280523	MASSAPEQUA UFSD	16,402	16,552
512001	MASSENA CSD	10,547	10,697
581012	MATTITUCK-CUTCHOGUE UFSD	16,317	16,467
170801	MAYFIELD CSD	10,444	10,594
110304	MCGRAW CSD	11,598	11,748
521200	MECHANICVILLE CITY SD	10,630	10,280
450801	MEDINA CSD	11,177	11,327
10615	MENANDS UFSD	16,220	16,370
280225	MERRICK UFSD	18,286	18,436
460901	MEXICO CSD	12,052	12,202
580211	MIDDLE COUNTRY CSD	13,469	13,619
541001	MIDDLEBURGH CSD	12,803	12,953
441000	MIDDLETOWN CITY SD	13,109	13,259
471101	MILFORD CSD	12,567	12,717
132201	MILLBROOK CSD	13,252	13,402
580208	MILLER PLACE UFSD	13,272	13,422
280410	MINEROLA UFSD	24,059	24,209
150801	MINERVA CSD	25,987	26,137
441101	MINISINK VALLEY CSD	10,902	11,052
441201	MONROE-WOODBURY CSD	13,439	13,589

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580306	MONTAUK UFSD	31,609	31,759
591401	MONTICELLO CSD	14,456	14,606
51301	MORAVIA CSD	10,552	10,702
150901	MORIAH CSD	12,205	12,355
471201	MORRIS CSD	10,786	10,936
512101	MORRISTOWN CSD	14,030	14,180
250401	MORRISVILLE-EATON CSD	12,464	12,614
212001	MOUNT MARKHAM CSD	11,581	11,731
240901	MT MORRIS CSD	12,470	12,620
660801	MT PLEASANT CSD	18,940	19,090
580207	MT SINAI UFSD	15,191	15,341
660900	MT VERNON SCHOOL DISTRICT	17,144	17,294
500108	NANUET UFSD	18,881	19,031
431201	NAPLES CSD	13,485	13,635
411501	NEW HARTFORD CSD	11,781	11,931
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,121	15,271
101601	NEW LEBANON CSD	16,142	16,292
621101	NEW PALTZ CSD	13,634	13,784
661100	NEW ROCHELLE CITY SD	16,488	16,638
581015	NEW SUFFOLK COMN SD	15,631	15,781
650101	NEWARK CSD	11,450	11,600
600402	NEWARK VALLEY CSD	10,637	10,787
441600	NEWBURGH CITY SD	15,146	15,296
151001	NEWCOMB CSD	43,580	43,580
400601	NEWFANE CSD	10,436	10,586
610901	NEWFIELD CSD	10,182	10,332
400800	NIAGARA FALLS CITY SD	11,275	11,425
400701	NIAGARA-WHEATFIELD CSD	10,793	10,943
530301	NISKAYUNA CSD	12,140	12,290
580103	NORTH BABYLON UFSD	14,640	14,790
280204	NORTH BELLMORE UFSD	17,843	17,993
142201	NORTH COLLINS CSD	13,373	13,523
10623	NORTH COLONIE CSD	11,058	11,208
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12,091	12,241
280229	NORTH MERRICK UFSD	18,175	18,325
651501	NORTH ROSE-WOLCOTT CSD	12,380	12,530
661301	NORTH SALEM CSD	20,630	20,780
280501	NORTH SHORE CSD	23,673	23,823
420303	NORTH SYRACUSE CSD	11,059	11,209
400900	NORTH TONAWANDA CITY SD	10,943	11,093
630202	NORTH WARREN CSD	15,825	15,975
131101	NORTHEAST CSD	15,692	15,842
90501	NORTHEASTERN CLINTON CSD	11,893	12,043
90901	NORTHERN ADIRONDACK CSD	12,944	13,094
580404	NORTHPORT-EAST NORTHPORT UFSD	18,358	18,508
170901	NORTHVILLE CSD	13,790	13,940
81200	NORWICH CITY SD	10,306	10,456
512201	NORWOOD-NORFOLK CSD	11,002	11,152
411504	NY MILLS UFSD	12,184	12,334
500304	NYACK UFSD	18,590	18,740
300000	NYC CHANCELLOR'S OFFICE	13,877	14,027
181101	OAKFIELD-ALABAMA CSD	10,344	10,494
280211	OCEANSIDE UFSD	16,417	16,567
550101	ODESSA-MONTOUR CSD	11,363	11,363
512300	OGDENSBURG CITY SD	14,303	14,453
42400	OLEAN CITY SD	11,326	11,476
251400	ONEIDA CITY SD	11,429	11,579
471400	ONEONTA CITY SD	12,140	12,290
421201	ONONDAGA CSD	12,482	12,632
621201	ONTEORA CSD	18,921	19,071
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,847	12,997
142301	ORCHARD PARK CSD	10,873	11,023
412901	ORISKANY CSD	11,342	11,492
661401	OSSINING UFSD	18,296	18,296

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
461300	OSWEGO CITY SD	12,620	12,770
471601	OTEGO-UNADILLA CSD	11,831	11,981
600601	OWEGO-APALACHIN CSD	11,874	12,024
81501	OXFORD ACADEMY & CSD	12,208	12,358
280506	OYSTER BAY-EAST NORWICH CSD	22,883	23,033
581002	OYSTERPONDS UFSD	33,281	33,431
650901	PALMYRA-MACEDON CSD	11,005	11,155
61601	PANAMA CSD	12,176	12,326
512501	PARISHVILLE-HOPKINTON CSD	10,959	11,109
580224	PATCHOGUE-MEDFORD UFSD	13,164	13,314
181201	PAVILION CSD	11,032	11,182
131201	PAWLING CSD	15,921	16,071
500308	PEARL RIVER UFSD	15,208	15,358
661500	PEEKSKILL CITY SD	16,780	16,930
661601	PELHAM UFSD	16,537	16,687
181302	PEMBROKE CSD	12,178	12,328
261201	PENFIELD CSD	12,696	12,846
680601	PENN YAN CSD	11,904	12,054
671201	PERRY CSD	11,391	11,541
91101	PERU CSD	12,199	12,349
431301	PHELPS-CLIFTON SPRINGS CSD	11,726	11,876
462001	PHOENIX CSD	12,576	12,726
440401	PINE BUSH CSD	11,920	12,070
131301	PINE PLAINS CSD	14,915	15,065
60601	PINE VALLEY CSD (SOUTH DAYTON)	11,939	12,089
261401	PITTSFORD CSD	13,072	13,222
280518	PLAINEDGE UFSD	16,054	16,204
280504	PLAINVIEW-OLD BETHPAGE CSD	18,292	18,442
91200	PLATTSBURGH CITY SD	13,954	14,104
660809	PLEASANTVILLE UFSD	16,908	17,058
660802	POCANTICO HILLS CSD	46,683	46,833
211103	POLAND CSD	12,040	12,190
51101	PORT BYRON CSD	11,215	11,365
661904	PORT CHESTER-RYE UFSD	13,742	13,892
580206	PORT JEFFERSON UFSD	21,549	21,699
441800	PORT JERVIS CITY SD	12,254	12,404
280404	PORT WASHINGTON UFSD	20,378	20,528
42901	PORTVILLE CSD	10,408	10,558
512902	POTSDAM CSD	11,740	11,890
131500	POUGHKEEPSIE CITY SD	12,874	13,024
572301	PRATTSBURGH CSD	10,976	11,126
461801	PULASKI CSD	11,930	12,080
641401	PUTNAM CSD	24,316	24,466
480503	PUTNAM VALLEY CSD	17,238	17,388
630902	QUEENSBURY UFSD	9,888	10,038
580903	QUOGUE UFSD	47,273	47,423
500401	RAMAPO CSD (SUFFERN)	17,269	17,419
43001	RANDOLPH CSD	11,070	11,220
10402	RAVENA-COEYMANS-SELKIRK CSD	13,639	13,789
651503	RED CREEK CSD	11,266	11,416
131701	RED HOOK CSD	13,552	13,702
411701	REMSSEN CSD	15,148	15,298
580901	REMSENBURG-SPEONK UFSD	36,764	36,914
491200	RENSSELAER CITY SD	9,234	9,384
131801	RHINEBECK CSD	17,031	17,181
472001	RICHFIELD SPRINGS CSD	11,266	11,416
62401	RIPLEY CSD	16,291	16,441
580602	RIVERHEAD CSD	16,426	16,576
261600	ROCHESTER CITY SD	12,440	12,590
280221	ROCKVILLE CENTRE UFSD	19,117	19,267
580209	ROCKY POINT UFSD	13,164	13,314
411800	ROME CITY SD	11,763	11,913
560603	ROMULUS CSD	14,917	15,067
620901	RONDOUT VALLEY CSD	17,939	18,089

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
280208	ROOSEVELT UFSD	16,925	16,925
591301	ROSCOE CSD	18,176	18,326
280403	ROSLYN UFSD	21,248	21,398
530515	ROTTERDAM-MOHONASEN CSD	9,339	9,489
121502	ROXBURY CSD	17,313	17,463
401201	ROYALTON-HARTLAND CSD	10,557	10,707
261701	RUSH-HENRIETTA CSD	12,680	12,830
661800	RYE CITY SD	19,267	19,417
661901	RYE NECK UFSD	18,707	18,857
580205	SACHEM CSD	13,601	13,751
221001	SACKETS HARBOR CSD	10,454	10,604
580305	SAG HARBOR UFSD	25,075	25,225
580910	SAGAPONACK COMN SD	15,631	15,781
43200	SALAMANCA CITY SD	11,582	12,082
641501	SALEM CSD	13,432	13,582
161201	SALMON RIVER CSD	13,926	14,076
461901	SANDY CREEK CSD	13,261	13,411
91402	SARANAC CSD	11,683	11,833
161401	SARANAC LAKE CSD	14,349	14,499
521800	SARATOGA SPRINGS CITY SD	10,882	11,032
621601	SAUGERTIES CSD	12,172	12,322
411603	SAUQUOIT VALLEY CSD	11,306	11,456
580504	SAYVILLE UFSD	16,810	16,960
662001	SCARSDALE UFSD	22,498	22,648
530501	SCHALMONT CSD	14,212	14,362
530600	SCHENECTADY CITY SD	12,015	12,015
470901	SCHENEVUS CSD	12,916	13,066
491501	SCHODACK CSD	12,519	12,669
541201	SCHOHARIE CSD	12,497	12,647
151401	SCHROON LAKE CSD	15,718	15,868
521701	SCHUYLERVILLE CSD	11,822	11,972
22401	SCIO CSD	12,318	12,468
530202	SCOTIA-GLENVILLE CSD	11,363	11,513
280206	SEAFORD UFSD	16,010	16,160
560701	SENECA FALLS CSD	11,366	11,516
280252	SEWANHAKA CENTRAL HS DISTRICT	12,872	13,022
541401	SHARON SPRINGS CSD	14,504	14,654
580701	SHELTER ISLAND UFSD	28,363	28,513
520302	SHENENDEHOWA CSD	11,269	11,419
82001	SHERBURNE-EARLVILLE CSD	11,062	11,212
62601	SHERMAN CSD	10,546	10,696
412000	SHERRILL CITY SD	10,001	10,151
580601	SHOREHAM-WADING RIVER CSD	16,076	16,226
121601	SIDNEY CSD	11,987	12,137
61501	SILVER CREEK CSD	11,573	11,723
421601	SKANEATELES CSD	12,687	12,837
580801	SMITHTOWN CSD	14,319	14,469
651201	SODUS CSD	12,973	13,123
420702	SOLVAY UFSD	12,110	12,260
662101	SOMERS CSD	17,175	17,325
10601	SOUTH COLONIE CSD	12,487	12,637
580235	SOUTH COUNTRY CSD	16,301	16,451
521401	SOUTH GLENS FALLS CSD	11,017	11,167
580413	SOUTH HUNTINGTON UFSD	16,108	16,258
220101	SOUTH JEFFERSON CSD	9,533	9,683
121702	SOUTH KORTRIGHT CSD	13,731	13,881
231101	SOUTH LEWIS CSD	13,863	14,013
500301	SOUTH ORANGETOWN CSD	15,853	16,003
560501	SOUTH SENECA CSD	13,924	14,074
580906	SOUTHAMPTON UFSD	23,764	23,914
50701	SOUTHERN CAYUGA CSD	13,769	13,919
581005	SOUTHOLD UFSD	17,750	17,900
60201	SOUTHWESTERN CSD AT JAMESTOWN	10,552	10,702
131602	SPACKENKILL UFSD	16,368	16,518

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
261001	SPENCERPORT CSD	10,883	11,033
600801	SPENCER-VAN ETTEN CSD	11,158	11,308
580304	SPRINGS UFSD	21,775	21,775
141101	SPRINGVILLE-GRIFFITH INST CSD	11,697	11,847
161801	ST REGIS FALLS CSD	14,236	14,386
121701	STAMFORD CSD	14,265	14,415
401001	STARPOINT CSD	10,139	10,289
522001	STILLWATER CSD	9,619	9,769
251501	STOCKBRIDGE VALLEY CSD	10,988	11,138
591502	SULLIVAN WEST CSD	15,358	15,508
30601	SUSQUEHANNA VALLEY CSD	12,506	12,656
140207	SWEET HOME CSD	12,304	12,454
280502	SYOSSET CSD	20,613	20,763
421800	SYRACUSE CITY SD	12,280	12,430
100501	TACONIC HILLS CSD	13,972	14,122
220701	THOUSAND ISLANDS CSD	12,377	12,527
580201	THREE VILLAGE CSD	16,237	16,387
151501	TICONDEROGA CSD	13,805	13,955
600903	TIOGA CSD	9,801	9,951
142500	TONAWANDA CITY SD	10,401	10,551
211901	TOWN OF WEBB UFSD	20,493	20,643
591201	TRI-VALLEY CSD	18,674	18,824
491700	TROY CITY SD	15,986	15,986
611001	TRUMANSBURG CSD	10,577	10,727
580913	TUCKAHOE COMN SD	28,550	28,700
660302	TUCKAHOE UFSD	20,359	20,509
421902	TULLY CSD	10,386	10,536
160101	TUPPER LAKE CSD	11,811	11,961
441903	TUXEDO UFSD	17,820	17,970
660401	UFSD-TARRYTOWNS	16,799	16,949
81003	UNADILLA VALLEY CSD	11,743	11,893
51901	UNION SPRINGS CSD	12,409	12,559
280202	UNIONDALE UFSD	20,214	20,364
31501	UNION-ENDICOTT CSD	11,398	11,548
412300	UTICA CITY SD	9,280	9,280
660805	VALHALLA UFSD	21,333	21,483
441301	VALLEY CSD (MONTGOMERY)	11,572	11,722
280213	VALLEY STREAM 13 UFSD	15,837	15,987
280224	VALLEY STREAM 24 UFSD	20,394	20,544
280230	VALLEY STREAM 30 UFSD	19,277	19,277
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,208	15,358
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,341	12,491
31601	VESTAL CSD	12,516	12,666
431701	VICTOR CSD	9,868	10,018
11003	VOORHEESVILLE CSD	13,092	13,242
580302	WAINSCOTT COMN SD	15,631	15,781
621801	WALLKILL CSD	11,347	11,497
121901	WALTON CSD	11,068	11,218
280223	WANTAGH UFSD	13,943	14,093
132101	WAPPINGERS CSD	11,237	11,387
631201	WARRENSBURG CSD	15,186	15,336
671501	WARSAW CSD	11,993	12,143
442101	WARWICK VALLEY CSD	12,548	12,698
440102	WASHINGTONVILLE CSD	12,281	12,431
522101	WATERFORD-HALFMOON UFSD	13,194	13,344
561006	WATERLOO CSD	10,613	10,763
222000	WATERTOWN CITY SD	9,335	9,485
411902	WATERVILLE CSD	11,250	11,400
11200	WATERVLIET CITY SD	9,754	9,904
550301	WATKINS GLEN CSD	10,839	10,989
600101	WAVERLY CSD	9,413	9,563
573002	WAYLAND-COHOCTON CSD	11,119	11,269
650801	WAYNE CSD	11,384	11,534
261901	WEBSTER CSD	11,222	11,372

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
50301	WEEDSPORT CSD	12,170	12,320
200901	WELLS CSD	22,173	22,323
22601	WELLSVILLE CSD	12,021	12,171
580102	WEST BABYLON UFSD	15,199	15,349
210302	WEST CANADA VALLEY CSD	12,073	12,223
420101	WEST GENESEE CSD	10,549	10,699
280227	WEST HEMPSTEAD UFSD	17,109	17,259
260803	WEST IRONDEQUOIT CSD	10,763	10,913
580509	WEST ISLIP UFSD	14,149	14,299
142801	WEST SENECA CSD	10,529	10,679
40204	WEST VALLEY CSD	13,973	14,123
280401	WESTBURY UFSD	18,287	18,787
62901	WESTFIELD CSD	12,241	12,391
580902	WESTHAMPTON BEACH UFSD	18,704	18,854
420701	WESTHILL CSD	10,985	11,135
412801	WESTMORELAND CSD	12,288	12,438
151601	WESTPORT CSD	13,941	14,091
262001	WHEATLAND-CHILI CSD	15,609	15,759
170301	WHEELERVILLE UFSD	18,785	18,935
662200	WHITE PLAINS CITY SD	19,793	19,943
641701	WHITEHALL CSD	12,586	12,736
412902	WHITESBORO CSD	10,236	10,386
22101	WHITESVILLE CSD	11,254	11,404
31401	WHITNEY POINT CSD	11,674	11,824
580232	WILLIAM FLOYD UFSD	14,519	14,669
651402	WILLIAMSON CSD	12,463	12,613
140203	WILLIAMSVILLE CSD	11,254	11,404
151701	WILLSBORO CSD	15,705	15,855
401501	WILSON CSD	10,736	10,886
191401	WINDHAM-ASHLAND-JEWETT CSD	19,188	19,338
31701	WINDSOR CSD	10,465	10,615
472506	WORCESTER CSD	12,702	12,852
580109	WYANDANCH UFSD	17,016	17,166
490804	WYNANTSKILL UFSD	11,593	11,743
671002	WYOMING CSD	15,726	15,876
662300	YONKERS CITY SD	14,873	14,523
241701	YORK CSD	11,044	11,194
43501	YORKSHIRE-PIONEER CSD	11,756	11,906
662402	YORKTOWN CSD	17,093	17,243



Charter Schools Institute
The State University of New York

**New School Proposal
Budget(s) & Cash Flow(s) Template**

Central Brooklyn Ascend Charter School 2

Contact Name: Andrew Epstein
Contact Title: [REDACTED]
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2018-19

Pre-Opening Period: July 1, 2017 - June 30, 2018

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2
2018-19 through 2022-23

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	112	28	112	112	112	5-6
1st Grade	Elementary School	112	108	112	112	112	6-7
2nd Grade	Elementary School		108	112	112	112	7-8
3rd Grade	Elementary School			112	112	112	8-9
4th Grade	Elementary School				112	112	9-10
5th Grade	Middle School					112	10-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		224	244	448	560	672	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	4	1	4	4	4
1st Grade	Elementary School	4	4	4	4	4
2nd Grade	Elementary School		4	4	4	4
3rd Grade	Elementary School			4	4	4
4th Grade	Elementary School				4	4
5th Grade	Middle School					4
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		8	9	16	20	24

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	28	28	28	28	28
1st Grade	Elementary School	28	27	28	28	28
2nd Grade	Elementary School	0	27	28	28	28
3rd Grade	Elementary School	0	0	28	28	28
4th Grade	Elementary School	0	0	0	28	28
5th Grade	Middle School	0	0	0	0	28
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		224	244	448	560	560
Total Middle School Enrollment		-	-	-	-	112
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		224	244	448	560	672
Change in Net Enrollment from Prior Year (Count)		224	20	204	112	112
Change in Net Enrollment from Prior Year (Percent)		100.0%	8.9%	83.6%	25.0%	20.0%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS						

ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	224	244	448	560	672
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
---	----------

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000
ENROLLMENT (Charter School)		224	244	448	560	672
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	schools.nyc.gov/aboutus/funding/overview/default.htm					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

*** N O T E**

*Please copy the
ENROLLMENT CHART
(cells B5:H21)
and paste into the
Enrollment Section
of the New School
Proposal.*

*** N O T E**

Enrollment by Grade
should equal



Enrollment by District

RED Numbers
indicate that corrections
are necessary.

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	224	244	448	560	672

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	1.0	1.0	1.0	1.0	2.0
Deans, Directors & Coordinators	3.0	3.0	5.0	6.0	8.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	2.0
Administrative Staff	1.0	1.0	2.0	4.0	6.0
TOTAL ADMINISTRATIVE STAFF	6.0	6.0	9.0	12.0	18.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	14.0	17.0	28.0	34.0	38.0
Teachers - SPED	3.0	4.0	6.0	6.0	8.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	1.0
Specialty Teachers	2.0	3.0	4.0	5.0	6.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	2.0	3.0	3.0	5.0	7.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	21.0	27.0	41.0	50.0	60.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	1.0	1.0	1.0	1.0	2.0
Other	1.0	1.0	3.0	3.0	4.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	4.0	4.0	6.0

TOTAL PERSONNEL SERVICE FTE	29.0	35.0	54.0	66.0	84.0
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CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2

STAFFING PLAN WAGES	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
		2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	224.00	244.00	448.00	560.00	672.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

WAGES						
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	0.00%	2.00%	2.00%	2.00%	2.00%
Executive Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Management	\$ 144,840	\$ 144,840	\$ 147,737	\$ 150,692	\$ 153,705	\$ 301,619
Deans, Directors & Coordinators	\$ 94,520	\$ 283,560	\$ 289,231	\$ 484,056	\$ 588,257	\$ 789,062
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 104,040	\$ 104,040	\$ 106,121	\$ 108,243	\$ 110,408	\$ 216,656
Administrative Staff	\$ 68,340	\$ 68,340	\$ 69,707	\$ 139,441	\$ 278,910	\$ 421,168
TOTAL ADMINISTRATIVE STAFF	6	\$ 600,780	\$ 612,796	\$ 882,432	\$ 1,131,280	\$ 1,728,506

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 65,455	\$ 916,368	\$ 1,131,060	\$ 1,873,687	\$ 2,303,890	\$ 2,611,788
Teachers - SPED	\$ 70,448	\$ 211,344	\$ 286,019	\$ 432,635	\$ 441,288	\$ 591,010
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 68,136	\$ 136,272	\$ 207,133	\$ 279,412	\$ 353,136	\$ 428,335
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 63,240	\$ 126,480	\$ 192,250	\$ 196,095	\$ 326,496	\$ 459,506
Other	\$ -	\$ 16,288	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL	21	\$ 1,406,752	\$ 1,816,462	\$ 2,781,829	\$ 3,424,811	\$ 4,090,639

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ 35,700	\$ 35,700	\$ 36,414	\$ 37,142	\$ 37,885	\$ 74,343
Other	\$ 32,640	\$ 32,640	\$ 33,293	\$ 99,239	\$ 101,223	\$ 135,888
TOTAL NON-INSTRUCTIONAL	2	\$ 68,340	\$ 69,707	\$ 136,381	\$ 139,109	\$ 210,231

TOTAL PERSONNEL SERVICE WAGES	29	\$ 2,075,872	\$ 2,498,965	\$ 3,800,641	\$ 4,695,200	\$ 6,029,376
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***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

Description of Assumptions

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*** N O T E**
Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.

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***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

Description of Assumptions

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**CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**

July 1, 2017 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected*

Total Revenue	100,000
Total Expenses	97,730
Net Income	2,270
	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	100,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	100,000
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-
TOTAL REVENUE	100,000

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2017 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected*

Total Revenue	100,000
Total Expenses	97,730
Net Income	2,270

**START-UP
PERIOD**

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	-
Instructional Management	1.00	84,000
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	1.00	84,000
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.00	84,000
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		6,550
Fringe / Employee Benefits		7,080
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		13,630
TOTAL PERSONNEL SERVICE COSTS	1.00	97,630
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		100
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		100

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2017 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected*

Total Revenue	100,000
Total Expenses	97,730
Net Income	2,270

**START-UP
PERIOD**

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	-

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-

DEPRECIATION & AMORTIZATION

	-
--	---

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

	-
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TOTAL EXPENSES	97,730
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NET INCOME	2,270
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**CENTRAL BROOKLYN ASCEND CH/
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2017 - June 30,

**NOTE Please enter financial data on either tab "5.) Pre-OP Cash ("6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	
DYCD (Department of Youth and Community Developmt.)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

**CENTRAL BROOKLYN ASCEND CH/
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2017 - June 30,**

**NOTE Please enter financial data on either tab "5.) Pre-OP Cash #6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	FTE No. of Positions	
Executive Management	-	
Instructional Management	1.00	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	1.00	

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

	1.00	
--	-------------	--

PAYROLL TAXES AND BENEFITS

Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS

	1.00	
--	-------------	--

CONTRACTED SERVICES

Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

**CENTRAL BROOKLYN ASCEND CH/
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2017 - June 30,

**NOTE Please enter financial data on either tab "5.) Pre-OP Cash #6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	

SCHOOL OPERATIONS

Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	

FACILITY OPERATION & MAINTENANCE

Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 6-MONTH		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2						
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.		Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS		FTE No. of Positions						
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue

Total Expenses

Net Income

Cash Flow Adjustments

Beginning Cash Balance

Net Income

REVENUE

REVENUES FROM STATE SOURCES

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue

Total Expenses

Net Income

Cash Flow Adjustments

Beginning Cash Balance

Net Income

EXPENSES

ADMINISTRATIVE PERSONNEL COSTS

FTE No. of
Positions

Executive Management	-
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
TOTAL ADMINISTRATIVE STAFF	-

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

-

PAYROLL TAXES AND BENEFITS

- Payroll Taxes
- Fringe / Employee Benefits
- Retirement / Pension

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL SERVICE COSTS

-

CONTRACTED SERVICES

- Accounting / Audit
- Legal
- Management Company Fee
- Nurse Services
- Food Service / School Lunch
- Payroll Services
- Special Ed Services
- Titlement Services (i.e. Title I)
- Other Purchased / Professional / Consulting

TOTAL CONTRACTED SERVICES

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue

Total Expenses

Net Income

Cash Flow Adjustments

Beginning Cash Balance

Net Income

SCHOOL OPERATIONS

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology
- Student Testing & Assessment
- Field Trips
- Transportation (student)
- Student Services - other
- Office Expense
- Staff Development
- Staff Recruitment
- Student Recruitment / Marketing
- School Meals / Lunch
- Travel (Staff)
- Fundraising
- Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

- Insurance
- Janitorial
- Building and Land Rent / Lease / Facility Finance Interest
- Repairs & Maintenance
- Equipment / Furniture
- Security
- Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue

Total Expenses

Net Income

Cash Flow Adjustments

Beginning Cash Balance

Net Income

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Description (e.g. Add Back Depreciation)

Other

Total Operating Activities

INVESTMENT ACTIVITIES

Description (e.g. Subtract Property and Equipment Expenditures)

Other

Total Investment Activities

FINANCING ACTIVITIES

Description (e.g. Add Expected Proceeds from a Loan)

Other

Total Financing Activities

Total Cash Flow Adjustments

NET INCOME

Beginning Cash Balance

ENDING CASH BALANCE

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2												
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	July 1, 2017 - June 30, 2018												
Total Revenue	-	-	-	-	-	-	-	-	50,000	-	-	50,000	100,000
Total Expenses	-	-	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	97,730
Net Income	-	-	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	40,227	2,270
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(68,411)	(78,184)	(87,957)	-
Net Income	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(68,411)	(78,184)	(87,957)	2,270	2,270
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	50,000	-	-	50,000	100,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	50,000	-	-	50,000	100,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	50,000	-	-	50,000	100,000

PRE-OPENING CASH FLOW 1-YEAR		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2												
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>		July 1, 2017 - June 30, 2018												
Total Revenue	-	-	-	-	-	-	-	-	50,000	-	-	50,000	100,000	
Total Expenses	-	-	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	97,730	
Net Income	-	-	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	40,227	(9,773)	(9,773)	40,227	2,270	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(18,411)	(28,184)	(37,957)	-	
Net Income	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(18,411)	(28,184)	(37,957)	2,270	2,270	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	
FACILITY OPERATION & MAINTENANCE														
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	-	-	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	97,730	
NET INCOME	-	-	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	40,227	(9,773)	(9,773)	40,227	2,270	

PRE-OPENING CASH FLOW 1-YEAR		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2												
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>		July 1, 2017 - June 30, 2018												
Total Revenue	-	-	-	-	-	-	-	-	50,000	-	-	50,000	100,000	
Total Expenses	-	-	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	97,730	
Net Income	-	-	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	40,227	(9,773)	(9,773)	40,227	2,270	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(18,411)	(28,184)	(37,957)	-	
Net Income	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(18,411)	(28,184)	(37,957)	2,270	2,270	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	(9,773)	40,227	(9,773)	(9,773)	40,227	2,270	
Beginning Cash Balance	-	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(18,411)	(28,184)	(37,957)	-	
ENDING CASH BALANCE	-	-	(9,773)	(19,546)	(29,319)	(39,092)	(48,865)	(58,638)	(18,411)	(28,184)	(37,957)	2,270	2,270	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2018 - JUNE 30, 2019						
Total Revenue	4,272,714	299,587	-	-	-	4,572,301	
Total Expenses	4,060,791	213,624	-	-	-	4,274,415	
Net Income	211,923	85,963	-	-	-	297,886	
Budgeted Student Enrollment	224	-				224	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	28,503	-	-	-	-	28,503	
Special Ed Supplies & Materials	-	2,280	-	-	-	2,280	
Textbooks / Workbooks	54,609	-	-	-	-	54,609	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Telephone	-	-	-	-	-	-	
Technology	52,936	-	-	-	-	52,936	
Student Testing & Assessment	3,420	-	-	-	-	3,420	
Field Trips	2,736	-	-	-	-	2,736	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	10,261	-	-	-	-	10,261	
Office Expense	32,707	-	-	-	-	32,707	
Staff Development	30,324	-	-	-	-	30,324	
Staff Recruitment	2,036	-	-	-	-	2,036	
Student Recruitment / Marketing	18,243	-	-	-	-	18,243	
School Meals / Lunch	132,259	-	-	-	-	132,259	
Travel (Staff)	1,033	-	-	-	-	1,033	
Fundraising	-	-	-	-	-	-	
Other	5,904	-	-	-	-	5,904	
TOTAL SCHOOL OPERATIONS	374,971	2,280	-	-	-	377,251	
FACILITY OPERATION & MAINTENANCE							
Insurance	18,471	-	-	-	-	18,471	
Janitorial	5,701	-	-	-	-	5,701	
Building and Land Rent / Lease / Facility Finance Interest	526,792	-	-	-	-	526,792	
Repairs & Maintenance	22,803	-	-	-	-	22,803	
Equipment / Furniture	22,396	-	-	-	-	22,396	
Security	-	-	-	-	-	-	
Utilities	45,606	-	-	-	-	45,606	
TOTAL FACILITY OPERATION & MAINTENANCE	641,769	-	-	-	-	641,769	
DEPRECIATION & AMORTIZATION	58,526	-	-	-	-	58,526	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	94,820	-	-	-	-	94,820	Dissolution escrow set aside (25k) and contingency funds
TOTAL EXPENSES	4,060,791	213,624	-	-	-	4,274,415	
NET INCOME	211,923	85,963	-	-	-	297,886	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2018 - JUNE 30, 2019						
Total Revenue	4,272,714	299,587	-	-	-	4,572,301	
Total Expenses	4,060,791	213,624	-	-	-	4,274,415	
Net Income	211,923	85,963	-	-	-	297,886	
Budgeted Student Enrollment	224	-				224	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	224					224	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	224					224	
REVENUE PER PUPIL	19,075					20,412	
EXPENSES PER PUPIL	18,129					19,082	

YEAR 1 BUDGET AND ASSUMPTION

Error Checking (Comparison to Tabs 8 & 9)
Totals Unequal - (See Below)

Total Revenue	OK
Total Expenses	Tab 8 is Different by 5.00
Net Income	Tab 9 is Different by 5.00
Budgeted Student Enrollment	OK

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	Basic Tuition (2016-17)	
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	OK
Other District 1:	-	OK
Other District 2:	-	OK
Other District 3:	-	OK
Other District 4:	-	OK
Other District 5:	-	OK
Other District 6:	-	OK
Other District 7:	-	OK
Other District 8:	-	OK
Other District 9:	-	OK
Other District 10:	-	OK
Other District 11:	-	OK
Other District 12:	-	OK
Other District 13:	-	OK
Other District 14:	-	OK
Other School Districts' Revenue: (Weighted Avg.)	-	OK
TOTAL Per Pupil Revenue (Weighted Avg.)	14,027	OK
Special Education Revenue		OK
Grants		
Stimulus		OK
DYCD (Department of Youth and Community Development)		OK
Other		OK
Other		OK
TOTAL REVENUE FROM STATE SOURCES		OK

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	OK
Title I	OK
Title Funding - Other	OK
School Food Service (Free Lunch)	OK
Grants	
Charter School Program (CSP) Planning & Implementation	OK
Other	OK
Other	OK
TOTAL REVENUE FROM FEDERAL SOURCES	OK

LOCAL and OTHER REVENUE

Contributions and Donations	OK
Fundraising	OK
Erate Reimbursement	OK
Earnings on Investments	OK
Interest Income	OK
Food Service (Income from meals)	OK
Text Book	OK
OTHER	OK
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	OK

TOTAL REVENUE	OK
----------------------	----

YEAR 1 BUDGET AND ASSUMPTION

Error Checking (Comparison to Tabs 8 & 9)

Totals Unequal - (See Below)

Total Revenue	OK
Total Expenses	Tab 8 is Different by 5.00
Net Income	Tab 9 is Different by 5.00
Budgeted Student Enrollment	OK

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	OK
Instructional Management	1.00	OK
Deans, Directors & Coordinators	3.00	OK
CFO / Director of Finance	-	OK
Operation / Business Manager	1.00	OK
Administrative Staff	1.00	OK
TOTAL ADMINISTRATIVE STAFF	6.00	OK
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	14.00	OK
Teachers - SPED	3.00	OK
Substitute Teachers	-	OK
Teaching Assistants	-	OK
Specialty Teachers	2.00	OK
Aides	-	OK
Therapists & Counselors	2.00	OK
Other	-	OK
TOTAL INSTRUCTIONAL	21.00	OK
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	OK
Librarian	-	OK
Custodian	-	OK
Security	1.00	OK
Other	1.00	OK
TOTAL NON-INSTRUCTIONAL	2.00	OK
SUBTOTAL PERSONNEL SERVICE COSTS	29.00	OK
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		OK
Fringe / Employee Benefits		OK
Retirement / Pension		OK
TOTAL PAYROLL TAXES AND BENEFITS		OK
TOTAL PERSONNEL SERVICE COSTS	29.00	OK
CONTRACTED SERVICES		
Accounting / Audit		OK
Legal		OK
Management Company Fee		OK
Nurse Services		OK
Food Service / School Lunch		OK
Payroll Services		OK
Special Ed Services		OK
Titlement Services (i.e. Title I)		OK
Other Purchased / Professional / Consulting		OK
TOTAL CONTRACTED SERVICES		OK

YEAR 1 BUDGET AND ASSUMPTION		Error Checking (Comparison to Tabs 8 & 9)
		Totals Unequal - (See Below)
Total Revenue		OK
Total Expenses		Tab 8 is Different by 5.00
Net Income		Tab 9 is Different by 5.00
Budgeted Student Enrollment		OK
SCHOOL OPERATIONS		
Board Expenses		OK
Classroom / Teaching Supplies & Materials		OK
Special Ed Supplies & Materials		OK
Textbooks / Workbooks		OK
Supplies & Materials other		OK
Equipment / Furniture		OK
Telephone		OK
Technology		OK
Student Testing & Assessment		OK
Field Trips		OK
Transportation (student)		OK
Student Services - other		OK
Office Expense		OK
Staff Development		OK
Staff Recruitment		OK
Student Recruitment / Marketing		OK
School Meals / Lunch		OK
Travel (Staff)		OK
Fundraising		OK
Other		OK
TOTAL SCHOOL OPERATIONS		OK
FACILITY OPERATION & MAINTENANCE		
Insurance		OK
Janitorial		OK
Building and Land Rent / Lease / Facility Finance Interest		OK
Repairs & Maintenance		OK
Equipment / Furniture		OK
Security		OK
Utilities		OK
TOTAL FACILITY OPERATION & MAINTENANCE		OK
DEPRECIATION & AMORTIZATION		
		OK
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		
		OK
TOTAL EXPENSES		Tab 8 is Different by 5.00
NET INCOME		Tab 9 is Different by 5.00

YEAR 1 BUDGET AND ASSUMPTION		Error Checking (Comparison to Tabs 8 & 9)
		Totals Unequal - (See Below)
Total Revenue		OK
Total Expenses		Tab 8 is Different by 5.00
Net Income		Tab 9 is Different by 5.00
Budgeted Student Enrollment		OK
ENROLLMENT - *School Districts Are Linked To Above Entries*		
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	OK
Other District 1:		OK
Other District 2:		OK
Other District 3:		OK
Other District 4:		OK
Other District 5:		OK
Other District 6:		OK
Other District 7:		OK
Other District 8:		OK
Other District 9:		OK
Other District 10:		OK
Other District 11:		OK
Other District 12:		OK
Other District 13:		OK
Other District 14:		OK
All Other School Districts		OK
TOTAL ENROLLMENT		OK
REVENUE PER PUPIL		OK
EXPENSES PER PUPIL		OK

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Ending Cash Balance

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue		Basic Tuition (2016-17)
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	14,027
Other District 1:		-
Other District 2:		-
Other District 3:		-
Other District 4:		-
Other District 5:		-
Other District 6:		-
Other District 7:		-
Other District 8:		-
Other District 9:		-
Other District 10:		-
Other District 11:		-
Other District 12:		-
Other District 13:		-
Other District 14:		-
Other School Districts' Revenue:	(Weighted Avg.)	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	14 027
Special Education Revenue		

Grants

- Stimulus
- DYCD (Department of Youth and Community Developmt.)
- 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
- Other
- Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

- Contributions and Donations
- Fundraising
- Erate Reimbursement
- Earnings on Investments
- Interest Income
- Food Service (Income from meals)
- Text Book
- OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Ending Cash Balance

EXPENSES	No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	-
Instructional Management	1.00
Deans, Directors & Coordinators	3.00
CFO / Director of Finance	-
Operation / Business Manager	1.00
Administrative Staff	1.00
TOTAL ADMINISTRATIVE STAFF	6.00
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	14.00
Teachers - SPED	3.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	2.00
Aides	-
Therapists & Counselors	2.00
Other	-
TOTAL INSTRUCTIONAL	21.00
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	1.00
Other	1.00
TOTAL NON-INSTRUCTIONAL	2.00
SUBTOTAL PERSONNEL SERVICE COSTS	29.00
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	29.00
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Ending Cash Balance

SCHOOL OPERATIONS

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology
- Student Testing & Assessment
- Field Trips
- Transportation (student)
- Student Services - other
- Office Expense
- Staff Development
- Staff Recruitment
- Student Recruitment / Marketing
- School Meals / Lunch
- Travel (Staff)
- Fundraising
- Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

- Insurance
- Janitorial
- Building and Land Rent / Lease / Facility Finance Interest
- Repairs & Maintenance
- Equipment / Furniture
- Security
- Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

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

Beginning Cash Balance

ENDING CASH BALANCE

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses		4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)		297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment		224	244	448	560	672	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		3.0%	1.0%	1.0%	0.0%	0.0%	
Per Pupil Revenue	Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	3 236 938	3 560 518	6 602 719	8 253 398	9 904 078	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,027	3,236,938	3,560,518	6,602,719	8,253,398	9,904,078	
Special Education Revenue		299,587	337,685	618,223	772,346	926,469	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,536,525	3,898,203	7,220,942	9,025,744	10,830,547	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		27,500	29,700	55,000	69,300	82,500	
Title I		104,945	115,211	213,527	269,725	327,025	
Title Funding - Other		-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		200 000	200 000	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		332,445	344,911	268,527	339,025	409,525	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		39,702	40,417	41,144	41,885	85,278	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		119,033	131,995	246,713	313,942	379,103	
Text Book		17,804	19,393	35,607	44,509	53,411	
OTHER		526,792	586,738	1,101,529	1,407,891	1,727,483	Rent assistance funds
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		703,331	778,543	1,424,993	1,808,227	2,245,275	
TOTAL REVENUE		4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses		4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)		297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment		224	244	343	448	672	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					<i>*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management		-	-	-	-	-	
Instructional Management	1.00	144,840	147,737	150,692	153,705	313,558	School director (2 in year 5 when Middle School opens)
Deans, Directors & Coordinators	3.00	283,560	386,509	493,462	604,538	820,232	Deans of Instruction, Deans of Students, Deans of Student Services
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	104,040	106,121	108,243	110,408	225,232	Director of Operations (2 in year 5 when Middle School opens)
Administrative Staff	1.00	68,340	69,707	183,589	270,608	417,804	
TOTAL ADMINISTRATIVE STAFF	6.00	600,780	710,073	935,986	1,139,259	1,776,826	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	916,368	1,101,471	1,906,778	2,361,865	2,712,063	
Teachers - SPED	3.00	211,344	289,023	369,725	453,539	613,428	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	32,018	
Specialty Teachers	2.00	136,272	208,496	283,555	361,532	442,515	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	126,480	153,459	181,467	293,881	410,717	Includes Culture Associates
Other	-	16,288	19,690	23,210	26,849	41,545	Academic stipends (e.g. Grade Team Leader)
TOTAL INSTRUCTIONAL	21.00	1,406,752	1,772,139	2,764,735	3,497,666	4,252,286	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	1.00	35,700	36,414	37,142	37,885	77,286	
Other	1.00	32,640	33,293	101,876	103,913	141,323	Food servers
TOTAL NON-INSTRUCTIONAL	2.00	68,340	69,707	139,018	141,798	218,609	
SUBTOTAL PERSONNEL SERVICE COSTS		29.00	2,075,872	2,551,919	3,839,739	4,778,724	6,247,721
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		160,545	197,387	297,498	370,409	483,830	
Fringe / Employee Benefits		257,166	325,707	523,671	667,910	890,724	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		417,711	523,094	821,169	1,038,319	1,374,554	
TOTAL PERSONNEL SERVICE COSTS		29.00	2,493,583	3,075,013	4,660,908	5,817,043	7,622,275
CONTRACTED SERVICES							
Accounting / Audit		10,180	10,363	10,550	10,740	21,866	
Legal		5,090	5,182	5,275	5,370	10,932	
Management Company Fee		490,898	541,840	1,005,450	1,260,545	1,517,094	12% fee to Ascend Learning
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		4,074	5,005	7,862	9,708	12,522	
Special Ed Services		5,090	5,182	5,275	5,370	10,932	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		93,134	92,440	158,088	191,192	252,183	Includes custodial services
TOTAL CONTRACTED SERVICES		608,466	660,012	1,192,500	1,482,925	1,825,529	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses	4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)	297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment	224	244	448	560	672	
	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	28,503	24,540	52,643	63,149	79,010	
Special Ed Supplies & Materials	2,280	2,529	4,726	6,014	7,346	
Textbooks / Workbooks	54,609	37,342	87,444	95,915	115,944	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Telephone	-	-	-	-	-	
Technology	52,936	53,889	54,859	55,846	113,704	
Student Testing & Assessment	3,420	3,793	7,089	9,021	11,021	
Field Trips	2,736	3,034	5,672	7,217	10,286	
Transportation (student)	-	-	-	-	-	
Student Services - other	10,261	11,379	21,268	27,064	31,837	
Office Expense	32,707	36,083	65,680	83,040	104,414	
Staff Development	30,324	36,077	53,514	64,821	88,024	
Staff Recruitment	2,036	2,073	2,110	2,148	4,374	
Student Recruitment / Marketing	18,243	1,658	17,217	9,623	3,673	
School Meals / Lunch	132,259	146,661	274,125	348,825	421,226	
Travel (Staff)	1,033	1,269	1,994	2,462	3,176	
Fundraising	-	-	-	-	-	
Other	5,904	7,254	11,393	14,069	18,150	
TOTAL SCHOOL OPERATIONS	377,251	367,581	659,734	789,214	1,012,185	
FACILITY OPERATION & MAINTENANCE						
Insurance	18,471	20,482	38,283	48,715	59,510	
Janitorial	5,701	6,322	11,816	15,036	18,367	Custodial supplies
Building and Land Rent / Lease / Facility Finance Interest	526,792	586,738	1,101,529	1,407,891	1,727,483	
Repairs & Maintenance	22,803	25,286	47,263	60,142	73,470	
Equipment / Furniture	22,396	12,436	12,660	12,888	26,240	
Security	-	-	-	-	-	
Utilities	45,606	50,573	94,526	120,284	146,939	
TOTAL FACILITY OPERATION & MAINTENANCE	641,769	701,837	1,306,077	1,664,956	2,052,009	
DEPRECIATION & AMORTIZATION	58,526	64,366	97,790	70,833	114,878	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	94,820	78,072	141,089	180,017	221,184	Escrow set aside (year 1 only), contingency funds
TOTAL EXPENSES	4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
NET INCOME	297,886	74,776	856,363	1,168,009	637,286	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 2					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses	4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)	297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment	224	244	448	560	672	
	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	224	244	448	560	672	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	224	244	448	560	672	
REVENUE PER PUPIL	20,412	20,581	19,898	19,952	20,067	
EXPENSES PER PUPIL	19,082	20,274	17,987	17,866	19,119	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	58,526	64,366	97,790	70,833	114,878	
Other	-	-	-	-	-	
Total Operating Activities	58,526	64,366	97,790	70,833	114,878	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(220,066)	(27,981)	(143,193)	(94,133)	(179,875)	
Other	-	-	-	-	-	
Total Investment Activities	(220,066)	(27,981)	(143,193)	(94,133)	(179,875)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
Total Cash Flow Adjustments	(161,540)	36,385	(45,403)	(23,300)	(64,997)	
NET INCOME	136,346	111,161	810,960	1,144,709	572,290	This is net change in cash
Beginning Cash Balance	0	136,346	247,507	1,058,468	2,203,176	
ENDING CASH BALANCE	136,346	247,507	1,058,468	2,203,176	2,775,466	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	224	14,448	3,236,309	844,183	4,080,492	23,100,000,000	0.018%
Year 2 (2019-20)	244	14,592	3,560,518	943,816	4,504,334	23,100,000,000	0.019%
Year 3 (2020-21)	448	14,738	6,602,719	1,755,359	8,358,078	23,100,000,000	0.036%
Year 4 (2021-22)	560	14,738	8,253,398	2,224,746	10,478,144	23,100,000,000	0.045%
Year 5 (2022-23)	672	14,738	9,904,078	2,707,363	12,611,441	23,100,000,000	0.055%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			schools.nyc.gov/aboutus/funding/overview/default.htm				
OTHER NOTES:							

*** N O T E**

Please copy FISCAL IMPACT CHART (cell range B4:114 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 2 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 3 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 4 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 5 (2022-23)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

*** N O T E**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:126 and paste into the FISCAL IMPACT Section of the New School Proposal.



**GENERAL INSTRUCTIONS FOR NEW SCHOOL PROPOSAL
BUDGETS AND CASH FLOWS**

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 6-Month	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
570101	ADDISON CSD	11.613	11.763
410401	ADIRONDACK CSD	12.021	12.171
80101	AFTON CSD	14.150	14.300
142101	AKRON CSD	10.484	10.634
10100	ALBANY CITY SD	14.422	14.572
450101	ALBION CSD	10.930	11.080
140101	ALDEN CSD	10.212	10.362
180202	ALEXANDER CSD	11.685	11.835
220202	ALEXANDRIA CSD	12.450	12.600
20101	ALFRED-ALMOND CSD	10.978	11.128
40302	ALLEGANY-L MESTONE CSD	10.712	10.862
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11.813	11.963
580303	AMAGANSETT UFSD	57.998	58.148
140201	AMHERST CSD	11.071	11.221
580106	AMITYVILLE UFSD	17.777	18.277
270100	AMSTERDAM CITY SD	9.793	9.943
120102	ANDES CSD	21.457	21.607
20601	ANDOVER CSD	12.703	12.853
660405	ARDSLEY UFSD	20.821	20.971
640101	ARGYLE CSD	11.752	11.902
571901	ARKPORT CSD	10.030	10.180
131601	ARLINGTON CSD	11.819	11.969
670201	ATTICA CSD	9.902	10.052
50100	AUBURN CITY SD	10.845	10.995
90201	AUSABLE VALLEY CSD	13.535	13.685
491302	AVERILL PARK CSD	10.386	10.536
570201	AVOCA CSD	13.553	13.703
240101	AVON CSD	10.815	10.965
580101	BABYLON UFSD	17.278	17.428
80201	BAINBRIDGE-GUILFORD CSD	11.784	11.934
280210	BALDWIN UFSD	16.008	16.158
420901	BALDWINSVILLE CSD	11.072	11.222
521301	BALLSTON SPA CSD	12.147	12.297
401301	BARKER CSD	13.245	13.395
180300	BATAVIA CITY SD	12.643	12.793
570302	BATH CSD	10.130	10.280
580501	BAY SHORE UFSD	15.707	15.857
580505	BAYPORT-BLUE POINT UFSD	17.916	18.066
130200	BEACON CITY SD	11.443	11.593
231301	BEAVER RIVER CSD	10.223	10.373
660102	BEDFORD CSD	20.906	21.056
90301	BEEKMANTOWN CSD	12.058	12.208
20801	BELFAST CSD	11.969	12.119
220909	BELLEVILLE HENDERSON CSD	10.380	10.530
280207	BELLMORE UFSD	19.988	20.138
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14.114	14.264
61001	BEMUS POINT CSD	12.160	12.310
490101	BERLIN CSD	13.240	13.390
10201	BERNE-KNOX-WESTERLO CSD	13.721	13.871
10306	BETHLEHEM CSD	12.863	13.013
280521	BETHPAGE UFSD	17.700	17.850
30200	BINGHAMTON CITY SD	10.570	10.720
661905	BLIND BROOK-RYE UFSD	20.668	20.818
22902	BOLIVAR-RICHBURG CSD	11.235	11.385
630101	BOLTON CSD	20.885	21.035
570401	BRADFORD CSD	13.616	13.766
510101	BRASHER FALLS CSD	10.522	10.672
580512	BRENTWOOD UFSD	13.833	13.983
480601	BREWSTER CSD	17.158	17.308
661402	BRIARCLIFF MANOR UFSD	23.211	23.361
580909	BRIDGEHAMPTON UFSD	53.545	53.545
260101	BRIGHTON CSD	12.798	12.948
171102	BROADALBIN-PERTH CSD	8.986	9.136
261801	BROCKPORT CSD	11.095	11.245

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
62301	BROCTON CSD	12.787	12 937
660303	BRONXVILLE UFSD	22.106	22.106
250109	BROOKFIELD CSD	11.521	11.671
580203	BROOKHAVEN-COMSEWOGUE UFSD	13.848	13 998
490202	BRUNSWICK CSD (BRITTONKILL)	10.851	11 001
161601	BRUSHTON-MOIRA CSD	11.409	11 909
140600	BUFFALO CITY SD	12.355	12 505
520101	BURNT HILLS-BALLSTON LAKE CSD	10.518	10.668
661201	BYRAM HILLS CSD	20.404	20 554
180701	BYRON-BERGEN CSD	11.697	11 847
190301	CAIRO-DURHAM CSD	10.695	10 845
240201	CALEDONIA-MUMFORD CSD	10.568	10.718
641610	CAMBRIDGE CSD	12.700	12 850
410601	CAMDEN CSD	11.005	11.155
570603	CAMPBELL-SAVONA CSD	10.881	11 031
270301	CANAJOHARIE CSD	11.195	11 345
430300	CANANDAIGUA CITY SD	11.178	11 328
21102	CANASERAGA CSD	12.679	12 829
250901	CANASTOTA CSD	10.187	10 337
600301	CANDOR CSD	11.637	11.787
571502	CANISTEO-GREENWOOD CSD	14.147	14 297
510201	CANTON CSD	11.602	11.752
280411	CARLE PLACE UFSD	20.537	20.687
480102	CARMEL CSD	15.759	15 909
222201	CARTHAGE CSD	8.822	8.472
60401	CASSADAGA VALLEY CSD	11.709	11 859
50401	CATO-MERIDIAN CSD	11.003	11.153
190401	CATSKILL CSD	14.480	14.630
42302	CATTARAUGUS-LITTLE VALLEY CSD	11.718	11 868
250201	CAZENOVIA CSD	10.963	11.113
580233	CENTER MORICHES UFSD	15.197	15 347
580513	CENTRAL ISLIP UFSD	19.964	20.114
460801	CENTRAL SQUARE CSD	9.921	10 071
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9.603	9.753
661004	CHAPPAQUA CSD	19.391	19 541
120401	CHARLOTTE VALLEY CSD	11.257	11.407
160801	CHATEAUGAY CSD	11.229	11 379
101001	CHATHAM CSD	13.327	13.477
60503	CHAUTAUQUA LAKE CSD	14.807	14 957
90601	CHAZY UFSD	12.066	12 216
140701	CHEEKTOWAGA CSD	10.585	10.735
140702	CHEEKTOWAGA-MARYVALE UFSD	10.783	10 933
140709	CHEEKTOWAGA-SLOAN UFSD	12.296	12.446
30101	CHENANGO FORKS CSD	10.853	11 003
30701	CHENANGO VALLEY CSD	11.020	11.170
472202	CHERRY VALLEY-SPRINGFIELD CSD	13.024	13.174
440201	CHESTER UFSD	13.520	13.670
251601	CHITTENANGO CSD	11.333	11.483
261501	CHURCHVILLE-CHILI CSD	10.472	10.622
110101	CINCINNATUS CSD	13.041	13.191
140801	CLARENCE CSD	9.351	9.501
500101	CLARKSTOWN CSD	13.660	13 810
140703	CLEVELAND HILL UFSD	10.778	10 928
510401	CLIFTON-FINE CSD	17.457	17.607
411101	CLINTON CSD	11.879	12 029
650301	CLYDE-SAVANNAH CSD	13.326	13 826
60701	CLYMER CSD	14.775	14 925
541102	COBLESKILL-RICHMONDVILLE CSD	11.152	11 302
10500	COHOES CITY SD	12.141	12 291
580402	COLD SPRING HARBOR CSD	20.936	21 086
510501	COLTON-PIERREPONT CSD	18.731	18 881
580410	COMMACK UFSD	15.856	16 006
580507	CONNETQUOT CSD	16.297	16.447
471701	COOPERSTOWN CSD	12.267	12.417

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District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
230201	COPENHAGEN CSD	10.285	10.435
580105	COPIAGUE UFSD	15.711	15.361
520401	CORINTH CSD	11.269	11.419
571000	CORNING CITY SD	10.987	11.137
440301	CORNWALL CSD	11.612	11.762
110200	CORTLAND CITY SD	10.492	10.642
190501	COXSACKIE-ATHENS CSD	12.238	12.388
660202	CROTON-HARMON UFSD	16.083	16.233
150203	CROWN POINT CSD	16.025	15.675
22302	CUBA-RUSHFORD CSD	12.838	12.988
241101	DALTON-NUNDA CSD (KESHEQUA)	13.457	13.607
241001	DANVILLE CSD	10.663	10.813
580107	DEER PARK UFSD	16.035	16.185
120501	DELAWARE ACADEMY CSD AT DELHI	14.280	14.430
140707	DEPEW UFSD	10.759	10.909
31301	DEPOSIT CSD	14.654	14.804
250301	DERUYTER CSD	13.419	13.569
660403	DOBBS FERRY UFSD	19.277	19.427
211003	DOLGEVILLE CSD	10.877	11.027
130502	DOVER UFSD	11.595	11.745
120301	DOWNSVILLE CSD	17.493	17.643
610301	DRYDEN CSD	11.362	11.512
530101	DUANESBURG CSD	9.584	9.734
680801	DUNDEE CSD	10.348	10.498
60800	DUNKIRK CITY SD	13.335	13.485
140301	EAST AURORA UFSD	10.555	10.705
430501	EAST BLOOMFIELD CSD	11.467	11.617
490301	EAST GREENBUSH CSD	12.009	12.159
580301	EAST HAMPTON UFSD	24.079	24.229
260801	EAST IRONDEQUOIT CSD	11.907	12.057
580503	EAST ISLIP UFSD	15.009	15.159
280203	EAST MEADOW UFSD	16.072	16.222
580234	EAST MORICHES UFSD	17.372	17.872
580917	EAST QUOGUE UFSD	22.466	22.616
500402	EAST RAMAPO CSD (SPRING VALLEY)	16.555	16.555
261313	EAST ROCHESTER UFSD	12.935	13.085
280219	EAST ROCKAWAY UFSD	18.733	18.883
420401	EAST SYRACUSE-MINOA CSD	14.024	14.174
280402	EAST WILLISTON UFSD	21.134	21.284
660301	EASTCHESTER UFSD	18.182	18.332
580912	EASTPORT-SOUTH MANOR CSD	13.626	13.776
141201	EDEN CSD	10.024	10.174
660406	EDGEMONT UFSD	18.164	18.314
520601	EDINBURG COMMON SD	21.246	21.396
470501	EDMESTON CSD	11.593	11.743
513102	EDWARDS-KNOX CSD	10.886	11.036
180901	ELBA CSD	11.773	11.923
590801	ELDRED CSD	13.920	14.070
150301	ELIZABETHTOWN-LEWIS CSD	13.708	13.858
622002	ELLENVILLE CSD	15.500	15.650
40901	ELLCOTTVILLE CSD	11.841	11.991
70600	ELMIRA CITY SD	11.012	11.162
70902	ELMIRA HEIGHTS CSD	10.486	10.636
280216	ELMONT UFSD	14.747	14.897
660409	ELMSFORD UFSD	22.561	22.711
580401	ELWOOD UFSD	15.123	15.273
141401	EVANS-BRANT CSD (LAKE SHORE)	11.968	12.118
420601	FABIUS-POMPEY CSD	12.829	12.979
261301	FAIRPORT CSD	10.997	11.147
61101	FALCONER CSD	9.872	10.022
590501	FALLSBURG CSD	19.752	19.902
280522	FARMINGDALE UFSD	17.181	17.331
421001	FAYETTEVILLE-MANLIUS CSD	11.003	11.153
22001	FILLMORE CSD	9.506	9.656

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580514	FIRE ISLAND UFSD	108.153	107.803
581004	FISHERS ISLAND UFSD	42.821	42.971
280222	FLORAL PARK-BELLEROSE UFSD	15.287	15.437
442115	FLORIDA UFSD	14.357	14.507
270601	FONDA-FULTONVILLE CSD	11.458	11.608
61503	FORESTVILLE CSD	10.834	10.984
640502	FORT ANN CSD	14.197	14.347
640601	FORT EDWARD UFSD	11.843	11.993
270701	FORT PLAIN CSD	13.191	13.341
210402	FRANKFORT-SCHUYLER CSD	9.560	9.710
120701	FRANKLIN CSD	13.106	13.606
280217	FRANKLIN SQUARE UFSD	13.762	13.912
41101	FRANKLINVILLE CSD	11.701	11.851
62201	FREDONIA CSD	12.357	12.507
280209	FREEPORT UFSD	16.053	16.203
60301	FREWSBURG CSD	10.556	10.706
21601	FRIENDSHIP CSD	12.385	12.885
141604	FRONTIER CSD	9.109	9.259
460500	FULTON CITY SD	11.966	12.116
520701	GALWAY CSD	10.507	10.657
650902	GANANDA CSD	10.107	10.257
280218	GARDEN CITY UFSD	17.970	18.120
480404	GARRISON UFSD	22.063	22.213
260401	GATES-CHILI CSD	12.709	12.859
220401	GENERAL BROWN CSD	8.930	9.080
20702	GENESEE VALLEY CSD	11.363	11.513
240401	GENESE0 CSD	12.607	12.757
430700	GENEVA CITY SD	13.038	13.188
81401	GEORGETOWN-SOUTH OTSELIC CSD	13.221	13.371
100902	GERMANTOWN CSD	14.964	15.114
470202	GILBERTSVILLE-MOUNT UPTON CSD	11.669	11.819
540801	GILBOA-CONESVILLE CSD	16.057	16.207
280100	GLEN COVE CITY SD	18.535	18.685
630300	GLENS FALLS CITY SD	11.819	11.969
630918	GLENS FALLS COMN SD	12.350	12.500
170500	GLOVERSVILLE CITY SD	10.215	10.365
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12.222	12.372
440601	GOSHEN CSD	13.123	13.273
511101	GOUVERNEUR CSD	10.605	10.755
42801	GOWANDA CSD	11.676	11.826
141501	GRAND ISLAND CSD	10.265	10.415
640701	GRANVILLE CSD	10.710	10.860
280407	GREAT NECK UFSD	22.818	22.968
260501	GREECE CSD	11.329	11.479
10701	GREEN ISLAND UFSD	13.012	13.162
660407	GREENBURGH CSD	22.693	22.843
80601	GREENE CSD	10.915	11.065
581010	GREENPORT UFSD	17.050	17.200
190701	GREENVILLE CSD	13.804	13.954
640801	GREENWICH CSD	12.481	12.631
442111	GREENWOOD LAKE UFSD	18.661	18.811
610501	GROTON CSD	10.756	10.906
10802	GUILDERLAND CSD	11.704	11.854
630801	HADLEY-LUZERNE CSD	14.095	14.245
480401	HALDANE CSD	16.837	16.987
580405	HALF HOLLOW HILLS CSD	15.246	15.396
141601	HAMBURG CSD	10.066	10.216
250701	HAMILTON CSD	13.247	13.397
511201	HAMMOND CSD	13.077	13.227
572901	HAMMONDSPORT CSD	15.116	15.266
580905	HAMPTON BAYS UFSD	16.443	16.593
120906	HANCOCK CSD	14.617	14.767
460701	HANNIBAL CSD	10.528	10.678
580406	HARBORFIELDS CSD	14.123	14.273

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30501	HARPURSVILLE CSD	10.237	10 387
660501	HARRISON CSD	23.807	23 957
230301	HARRISVILLE CSD	12.722	12 872
641001	HARTFORD CSD	12.555	12.705
660404	HASTINGS-ON-HUDSON UFSD	19.754	19 904
580506	HAUPPAUGE UFSD	16.785	16 935
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17.471	17.621
280201	HEMPSTEAD UFSD	18.202	18 202
660203	HENDRICK HUDSON CSD	18.524	18.674
210601	HERKIMER CSD	9.875	10 025
511301	HERMON-DEKALB CSD	12.996	13.146
280409	HERRICKS UFSD	17.379	17 529
512404	HEUVELTON CSD	11.054	11 204
280214	HEWLETT-WOODMERE UFSD	22.758	22 908
280517	HICKSVILLE UFSD	15.292	15.442
620803	HIGHLAND CSD	12.807	12 957
440901	HIGHLAND FALLS CSD	14.933	15 083
261101	HILTON CSD	10.550	10.700
41401	HINSDALE CSD	10.302	10.452
141701	HOLLAND CSD	11.382	11 532
412201	HOLLAND PATENT CSD	10.738	10 888
450704	HOLLEY CSD	10.625	10.775
110701	HOMER CSD	11.442	11 592
431401	HONEOYE CSD	12.491	12.641
260901	HONEOYE FALLS-LIMA CSD	10.785	10 935
491401	HOOSIC VALLEY CSD	10.688	10 838
490501	HOOSICK FALLS CSD	12.132	12 282
571800	HORNELL CITY SD	10.208	10 358
70901	HORSEHEADS CSD	10.538	10.688
101300	HUDSON CITY SD	13.572	13.722
641301	HUDSON FALLS CSD	10.371	10 521
190901	HUNTER-TANNERSVILLE CSD	16.832	16 982
580403	HUNTINGTON UFSD	17.862	18 012
130801	HYDE PARK CSD	12.405	12 555
200401	INDIAN LAKE CSD	24.404	24 554
220301	INDIAN RIVER CSD	6.996	7.496
200501	INLET COMN SD	26.397	26 547
141301	IROQUOIS CSD	10.101	10 251
660402	IRVINGTON UFSD	20.500	20.650
280231	ISLAND PARK UFSD	28.335	28.485
280226	ISLAND TREES UFSD	15.855	16 005
580502	ISLIP UFSD	14.638	14.788
610600	ITHACA CITY SD	13.020	13.170
61700	JAMESTOWN CITY SD	10.514	10.664
420411	JAMESVILLE-DEWITT CSD	11.294	11.444
572702	JASPER-TROUPSBURG CSD	10.940	11 090
540901	JEFFERSON CSD	12.795	12 945
280515	JERICHO UFSD	24.261	24.411
630601	JOHNSBURG CSD	18.715	18 865
31502	JOHNSON CITY CSD	12.416	12 566
170600	JOHNSTOWN CITY SD	10.758	10 908
420501	JORDAN-ELBRIDGE CSD	11.973	12.123
660101	KATONAH-LEWISBORO UFSD	20.857	21 007
150601	KEENE CSD	20.011	20.161
450607	KENDALL CSD	12.940	13 090
142601	KENMORE-TONAWANDA UFSD	9.827	9.977
101401	KINDERHOOK CSD	11.589	11.739
580805	KINGS PARK CSD	14.278	14.428
620600	KINGSTON CITY SD	14.811	14 961
441202	KIRYAS JOEL VILLAGE UFSD	36.930	36 930
221401	LA FARGEVILLE CSD	9.808	9.958
141800	LACKAWANNA CITY SD	12.319	12.469
420807	LAFAYETTE CSD	16.116	16 266
630701	LAKE GEORGE CSD	12.871	13 021

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District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
151102	LAKE PLACID CSD	15.292	15.442
200601	LAKE PLEASANT CSD	25.681	25.831
662401	LAKELAND CSD	15.359	15.509
141901	LANCASTER CSD	8.792	8.942
610801	LANSING CSD	11.205	11.355
490601	LANSINGBURGH CSD	9.702	9.852
470801	LAURENS CSD	10.984	11.134
280215	LAWRENCE UFSD	23.002	23.002
181001	LE ROY CSD	11.140	11.290
670401	LETCHEWORTH CSD	11.687	11.837
280205	LEVITTOWN UFSD	17.630	17.780
400301	LEWISTON-PORTER CSD	12.229	12.229
590901	LIBERTY CSD	17.477	17.477
580104	LINDENHURST UFSD	14.603	14.753
511602	LISBON CSD	12.672	12.822
210800	LITTLE FALLS CITY SD	11.821	11.971
421501	LIVERPOOL CSD	12.879	13.029
591302	LIVINGSTON MANOR CSD	16.435	16.585
240801	LIVONIA CSD	11.706	11.856
400400	LOCKPORT CITY SD	10.265	10.415
280503	LOCUST VALLEY CSD	22.857	23.007
280300	LONG BEACH CITY SD	22.698	22.848
200701	LONG LAKE CSD	42.198	42.698
580212	LONGWOOD CSD	14.730	14.880
230901	LOWVILLE ACADEMY & CSD	9.953	10.103
221301	LYME CSD	13.371	13.521
280220	LYNBROOK UFSD	18.030	18.180
421504	LYNCOURT UFSD	15.849	15.999
451001	LYNDONVILLE CSD	10.869	11.019
650501	LYONS CSD	11.040	11.190
251101	MADISON CSD	11.088	11.238
511901	MADRID-WADDINGTON CSD	10.841	10.991
480101	MAHOPAC CSD	14.275	14.425
31101	MAINE-ENDWELL CSD	10.547	10.697
161501	MALONE CSD	10.870	11.020
280212	MALVERNE UFSD	20.055	20.205
660701	MAMARONECK UFSD	18.766	18.916
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10.770	10.920
280406	MANHASSET UFSD	21.235	21.235
110901	MARATHON CSD	11.911	12.411
421101	MARCELLUS CSD	10.125	10.275
121401	MARGARETVILLE CSD	13.726	13.876
650701	MARION CSD	11.768	11.918
621001	MARLBORO CSD	15.512	16.012
280523	MASSAPEQUA UFSD	16.402	16.552
512001	MASSENA CSD	10.547	10.697
581012	MATTITUCK-CUTCHOGUE UFSD	16.317	16.467
170801	MAYFIELD CSD	10.444	10.594
110304	MCGRAW CSD	11.598	11.748
521200	MECHANICVILLE CITY SD	10.630	10.280
450801	MEDINA CSD	11.177	11.327
10615	MENANDS UFSD	16.220	16.370
280225	MERRICK UFSD	18.286	18.436
460901	MEXICO CSD	12.052	12.202
580211	MIDDLE COUNTRY CSD	13.469	13.619
541001	MIDDLEBURGH CSD	12.803	12.953
441000	MIDDLETOWN CITY SD	13.109	13.259
471101	MILFORD CSD	12.567	12.717
132201	MILLBROOK CSD	13.252	13.402
580208	MILLER PLACE UFSD	13.272	13.422
280410	MINEROLA UFSD	24.059	24.209
150801	MINERVA CSD	25.987	26.137
441101	MINISINK VALLEY CSD	10.902	11.052
441201	MONROE-WOODBURY CSD	13.439	13.589

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580306	MONTAUK UFSD	31.609	31.759
591401	MONTICELLO CSD	14.456	14.606
51301	MORAVIA CSD	10.552	10.702
150901	MORIAH CSD	12.205	12.355
471201	MORRIS CSD	10.786	10.936
512101	MORRISTOWN CSD	14.030	14.180
250401	MORRISVILLE-EATON CSD	12.464	12.614
212001	MOUNT MARKHAM CSD	11.581	11.731
240901	MT MORRIS CSD	12.470	12.620
660801	MT PLEASANT CSD	18.940	19.090
580207	MT SINAI UFSD	15.191	15.341
660900	MT VERNON SCHOOL DISTRICT	17.144	17.294
500108	NANUET UFSD	18.881	19.031
431201	NAPLES CSD	13.485	13.635
411501	NEW HARTFORD CSD	11.781	11.931
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15.121	15.271
101601	NEW LEBANON CSD	16.142	16.292
621101	NEW PALTZ CSD	13.634	13.784
661100	NEW ROCHELLE CITY SD	16.488	16.638
581015	NEW SUFFOLK COMN SD	15.631	15.781
650101	NEWARK CSD	11.450	11.600
600402	NEWARK VALLEY CSD	10.637	10.787
441600	NEWBURGH CITY SD	15.146	15.296
151001	NEWCOMB CSD	43.580	43.580
400601	NEWFANE CSD	10.436	10.586
610901	NEWFIELD CSD	10.182	10.332
400800	NIAGARA FALLS CITY SD	11.275	11.425
400701	NIAGARA-WHEATFIELD CSD	10.793	10.943
530301	NISKAYUNA CSD	12.140	12.290
580103	NORTH BABYLON UFSD	14.640	14.790
280204	NORTH BELLMORE UFSD	17.843	17.993
142201	NORTH COLLINS CSD	13.373	13.523
10623	NORTH COLONIE CSD	11.058	11.208
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12.091	12.241
280229	NORTH MERRICK UFSD	18.175	18.325
651501	NORTH ROSE-WOLCOTT CSD	12.380	12.530
661301	NORTH SALEM CSD	20.630	20.780
280501	NORTH SHORE CSD	23.673	23.823
420303	NORTH SYRACUSE CSD	11.059	11.209
400900	NORTH TONAWANDA CITY SD	10.943	11.093
630202	NORTH WARREN CSD	15.825	15.975
131101	NORTHEAST CSD	15.692	15.842
90501	NORTHEASTERN CLINTON CSD	11.893	12.043
90901	NORTHERN ADIRONDACK CSD	12.944	13.094
580404	NORTHPORT-EAST NORTHPORT UFSD	18.358	18.508
170901	NORTHVILLE CSD	13.790	13.940
81200	NORWICH CITY SD	10.306	10.456
512201	NORWOOD-NORFOLK CSD	11.002	11.152
411504	NY MILLS UFSD	12.184	12.334
500304	NYACK UFSD	18.590	18.740
300000	NYC CHANCELLOR'S OFFICE	13.877	14.027
181101	OAKFIELD-ALABAMA CSD	10.344	10.494
280211	OCEANSIDE UFSD	16.417	16.567
550101	ODESSA-MONTOUR CSD	11.363	11.363
512300	OGDENSBURG CITY SD	14.303	14.453
42400	OLEAN CITY SD	11.326	11.476
251400	ONEIDA CITY SD	11.429	11.579
471400	ONEONTA CITY SD	12.140	12.290
421201	ONONDAGA CSD	12.482	12.632
621201	ONTEORA CSD	18.921	19.071
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12.847	12.997
142301	ORCHARD PARK CSD	10.873	11.023
412901	ORISKANY CSD	11.342	11.492
661401	OSSINING UFSD	18.296	18.296

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461300	OSWEGO CITY SD	12.620	12.770
471601	OTEGO-UNADILLA CSD	11.831	11.981
600601	OWEGO-APALACHIN CSD	11.874	12.024
81501	OXFORD ACADEMY & CSD	12.208	12.358
280506	OYSTER BAY-EAST NORWICH CSD	22.883	23.033
581002	OYSTERPONDS UFSD	33.281	33.431
650901	PALMYRA-MACEDON CSD	11.005	11.155
61601	PANAMA CSD	12.176	12.326
512501	PARISHVILLE-HOPKINTON CSD	10.959	11.109
580224	PATCHOGUE-MEDFORD UFSD	13.164	13.314
181201	PAVILION CSD	11.032	11.182
131201	PAWLING CSD	15.921	16.071
500308	PEARL RIVER UFSD	15.208	15.358
661500	PEEKSKILL CITY SD	16.780	16.930
661601	PELHAM UFSD	16.537	16.687
181302	PEMBROKE CSD	12.178	12.328
261201	PENFIELD CSD	12.696	12.846
680601	PENN YAN CSD	11.904	12.054
671201	PERRY CSD	11.391	11.541
91101	PERU CSD	12.199	12.349
431301	PHELPS-CLIFTON SPRINGS CSD	11.726	11.876
462001	PHOENIX CSD	12.576	12.726
440401	PINE BUSH CSD	11.920	12.070
131301	PINE PLAINS CSD	14.915	15.065
60601	PINE VALLEY CSD (SOUTH DAYTON)	11.939	12.089
261401	PITTSFORD CSD	13.072	13.222
280518	PLAINEDGE UFSD	16.054	16.204
280504	PLAINVIEW-OLD BETHPAGE CSD	18.292	18.442
91200	PLATTSBURGH CITY SD	13.954	14.104
660809	PLEASANTVILLE UFSD	16.908	17.058
660802	POCANTICO HILLS CSD	46.683	46.833
211103	POLAND CSD	12.040	12.190
51101	PORT BYRON CSD	11.215	11.365
661904	PORT CHESTER-RYE UFSD	13.742	13.892
580206	PORT JEFFERSON UFSD	21.549	21.699
441800	PORT JERVIS CITY SD	12.254	12.404
280404	PORT WASHINGTON UFSD	20.378	20.528
42901	PORTVILLE CSD	10.408	10.558
512902	POTSDAM CSD	11.740	11.890
131500	POUGHKEEPSIE CITY SD	12.874	13.024
572301	PRATTSBURGH CSD	10.976	11.126
461801	PULASKI CSD	11.930	12.080
641401	PUTNAM CSD	24.316	24.466
480503	PUTNAM VALLEY CSD	17.238	17.388
630902	QUEENSBURY UFSD	9.888	10.038
580903	QUOGUE UFSD	47.273	47.423
500401	RAMAPO CSD (SUFFERN)	17.269	17.419
43001	RANDOLPH CSD	11.070	11.220
10402	RAVENA-COEYMANS-SELKIRK CSD	13.639	13.789
651503	RED CREEK CSD	11.266	11.416
131701	RED HOOK CSD	13.552	13.702
411701	REMSSEN CSD	15.148	15.298
580901	REMSENBURG-SPEONK UFSD	36.764	36.914
491200	RENSSELAER CITY SD	9.234	9.384
131801	RHINEBECK CSD	17.031	17.181
472001	RICHFIELD SPRINGS CSD	11.266	11.416
62401	RIPLEY CSD	16.291	16.441
580602	RIVERHEAD CSD	16.426	16.576
261600	ROCHESTER CITY SD	12.440	12.590
280221	ROCKVILLE CENTRE UFSD	19.117	19.267
580209	ROCKY POINT UFSD	13.164	13.314
411800	ROME CITY SD	11.763	11.913
560603	ROMULUS CSD	14.917	15.067
620901	RONDOUT VALLEY CSD	17.939	18.089

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
280208	ROOSEVELT UFSD	16.925	16 925
591301	ROSCOE CSD	18.176	18 326
280403	ROSLYN UFSD	21.248	21 398
530515	ROTTERDAM-MOHONASEN CSD	9.339	9.489
121502	ROXBURY CSD	17.313	17.463
401201	ROYALTON-HARTLAND CSD	10.557	10.707
261701	RUSH-HENRIETTA CSD	12.680	12 830
661800	RYE CITY SD	19.267	19.417
661901	RYE NECK UFSD	18.707	18 857
580205	SACHEM CSD	13.601	13.751
221001	SACKETS HARBOR CSD	10.454	10.604
580305	SAG HARBOR UFSD	25.075	25 225
580910	SAGAPONACK COMN SD	15.631	15.781
43200	SALAMANCA CITY SD	11.582	12 082
641501	SALEM CSD	13.432	13 582
161201	SALMON RIVER CSD	13.926	14 076
461901	SANDY CREEK CSD	13.261	13.411
91402	SARANAC CSD	11.683	11 833
161401	SARANAC LAKE CSD	14.349	14.499
521800	SARATOGA SPRINGS CITY SD	10.882	11 032
621601	SAUGERTIES CSD	12.172	12 322
411603	SAUQUOIT VALLEY CSD	11.306	11.456
580504	SAYVILLE UFSD	16.810	16 960
662001	SCARSDALE UFSD	22.498	22.648
530501	SCHALMONT CSD	14.212	14 362
530600	SCHENECTADY CITY SD	12.015	12 015
470901	SCHENEVUS CSD	12.916	13 066
491501	SCHODACK CSD	12.519	12.669
541201	SCHOHARIE CSD	12.497	12.647
151401	SCHROON LAKE CSD	15.718	15 868
521701	SCHUYLERVILLE CSD	11.822	11 972
22401	SCIO CSD	12.318	12.468
530202	SCOTIA-GLENVILLE CSD	11.363	11 513
280206	SEAFORD UFSD	16.010	16.160
560701	SENECA FALLS CSD	11.366	11 516
280252	SEWANHAKA CENTRAL HS DISTRICT	12.872	13 022
541401	SHARON SPRINGS CSD	14.504	14.654
580701	SHELTER ISLAND UFSD	28.363	28 513
520302	SHENENDEHOWA CSD	11.269	11.419
82001	SHERBURNE-EARLVILLE CSD	11.062	11 212
62601	SHERMAN CSD	10.546	10.696
412000	SHERRILL CITY SD	10.001	10.151
580601	SHOREHAM-WADING RIVER CSD	16.076	16 226
121601	SIDNEY CSD	11.987	12.137
61501	SILVER CREEK CSD	11.573	11.723
421601	SKANEATELES CSD	12.687	12 837
580801	SMITHTOWN CSD	14.319	14.469
651201	SODUS CSD	12.973	13.123
420702	SOLVAY UFSD	12.110	12 260
662101	SOMERS CSD	17.175	17 325
10601	SOUTH COLONIE CSD	12.487	12.637
580235	SOUTH COUNTRY CSD	16.301	16.451
521401	SOUTH GLENS FALLS CSD	11.017	11.167
580413	SOUTH HUNTINGTON UFSD	16.108	16 258
220101	SOUTH JEFFERSON CSD	9.533	9.683
121702	SOUTH KORTRIGHT CSD	13.731	13 881
231101	SOUTH LEWIS CSD	13.863	14 013
500301	SOUTH ORANGETOWN CSD	15.853	16 003
560501	SOUTH SENECA CSD	13.924	14 074
580906	SOUTHAMPTON UFSD	23.764	23 914
50701	SOUTHERN CAYUGA CSD	13.769	13 919
581005	SOUTHOLD UFSD	17.750	17 900
60201	SOUTHWESTERN CSD AT JAMESTOWN	10.552	10.702
131602	SPACKENKILL UFSD	16.368	16 518

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
261001	SPENCERPORT CSD	10.883	11 033
600801	SPENCER-VAN ETTEN CSD	11.158	11 308
580304	SPRINGS UFSD	21.775	21.775
141101	SPRINGVILLE-GRIFFITH INST CSD	11.697	11 847
161801	ST REGIS FALLS CSD	14.236	14 386
121701	STAMFORD CSD	14.265	14.415
401001	STARPOINT CSD	10.139	10 289
522001	STILLWATER CSD	9.619	9.769
251501	STOCKBRIDGE VALLEY CSD	10.988	11.138
591502	SULLIVAN WEST CSD	15.358	15 508
30601	SUSQUEHANNA VALLEY CSD	12.506	12.656
140207	SWEET HOME CSD	12.304	12.454
280502	SYOSSET CSD	20.613	20.763
421800	SYRACUSE CITY SD	12.280	12.430
100501	TACONIC HILLS CSD	13.972	14.122
220701	THOUSAND ISLANDS CSD	12.377	12 527
580201	THREE VILLAGE CSD	16.237	16 387
151501	TICONDEROGA CSD	13.805	13 955
600903	TIOGA CSD	9.801	9.951
142500	TONAWANDA CITY SD	10.401	10 551
211901	TOWN OF WEBB UFSD	20.493	20.643
591201	TRI-VALLEY CSD	18.674	18 824
491700	TROY CITY SD	15.986	15 986
611001	TRUMANSBURG CSD	10.577	10.727
580913	TUCKAHOE COMN SD	28.550	28.700
660302	TUCKAHOE UFSD	20.359	20 509
421902	TULLY CSD	10.386	10 536
160101	TUPPER LAKE CSD	11.811	11 961
441903	TUXEDO UFSD	17.820	17 970
660401	UFSD-TARRYTOWNS	16.799	16 949
81003	UNADILLA VALLEY CSD	11.743	11 893
51901	UNION SPRINGS CSD	12.409	12 559
280202	UNIONDALE UFSD	20.214	20 364
31501	UNION-ENDICOTT CSD	11.398	11 548
412300	UTICA CITY SD	9.280	9.280
660805	VALHALLA UFSD	21.333	21.483
441301	VALLEY CSD (MONTGOMERY)	11.572	11.722
280213	VALLEY STREAM 13 UFSD	15.837	15 987
280224	VALLEY STREAM 24 UFSD	20.394	20 544
280230	VALLEY STREAM 30 UFSD	19.277	19 277
280251	VALLEY STREAM CENTRAL HS DISTRICT	15.208	15 358
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12.341	12.491
31601	VESTAL CSD	12.516	12.666
431701	VICTOR CSD	9.868	10 018
11003	VOORHEESVILLE CSD	13.092	13 242
580302	WAINSCOTT COMN SD	15.631	15.781
621801	WALLKILL CSD	11.347	11.497
121901	WALTON CSD	11.068	11 218
280223	WANTAGH UFSD	13.943	14 093
132101	WAPPINGERS CSD	11.237	11 387
631201	WARRENSBURG CSD	15.186	15 336
671501	WARSAW CSD	11.993	12.143
442101	WARWICK VALLEY CSD	12.548	12.698
440102	WASHINGTONVILLE CSD	12.281	12.431
522101	WATERFORD-HALFMOON UFSD	13.194	13 344
561006	WATERLOO CSD	10.613	10.763
222000	WATERTOWN CITY SD	9.335	9.485
411902	WATERVILLE CSD	11.250	11.400
11200	WATERVLIET CITY SD	9.754	9.904
550301	WATKINS GLEN CSD	10.839	10 989
600101	WAVERLY CSD	9.413	9.563
573002	WAYLAND-COHOCTON CSD	11.119	11 269
650801	WAYNE CSD	11.384	11 534
261901	WEBSTER CSD	11.222	11 372

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
50301	WEEDSPORT CSD	12.170	12 320
200901	WELLS CSD	22.173	22 323
22601	WELLSVILLE CSD	12.021	12.171
580102	WEST BABYLON UFSD	15.199	15 349
210302	WEST CANADA VALLEY CSD	12.073	12 223
420101	WEST GENESEE CSD	10.549	10.699
280227	WEST HEMPSTEAD UFSD	17.109	17 259
260803	WEST IRONDEQUOIT CSD	10.763	10 913
580509	WEST ISLIP UFSD	14.149	14 299
142801	WEST SENECA CSD	10.529	10.679
40204	WEST VALLEY CSD	13.973	14.123
280401	WESTBURY UFSD	18.287	18.787
62901	WESTFIELD CSD	12.241	12 391
580902	WESTHAMPTON BEACH UFSD	18.704	18 854
420701	WESTHILL CSD	10.985	11.135
412801	WESTMORELAND CSD	12.288	12.438
151601	WESTPORT CSD	13.941	14 091
262001	WHEATLAND-CHILI CSD	15.609	15.759
170301	WHEELERVILLE UFSD	18.785	18 935
662200	WHITE PLAINS CITY SD	19.793	19 943
641701	WHITEHALL CSD	12.586	12.736
412902	WHITESBORO CSD	10.236	10 386
22101	WHITESVILLE CSD	11.254	11.404
31401	WHITNEY POINT CSD	11.674	11 824
580232	WILLIAM FLOYD UFSD	14.519	14.669
651402	WILLIAMSON CSD	12.463	12.613
140203	WILLIAMSVILLE CSD	11.254	11.404
151701	WILLSBORO CSD	15.705	15 855
401501	WILSON CSD	10.736	10 886
191401	WINDHAM-ASHLAND-JEWETT CSD	19.188	19 338
31701	WINDSOR CSD	10.465	10.615
472506	WORCESTER CSD	12.702	12 852
580109	WYANDANCH UFSD	17.016	17.166
490804	WYNANTSKILL UFSD	11.593	11.743
671002	WYOMING CSD	15.726	15 876
662300	YONKERS CITY SD	14.873	14 523
241701	YORK CSD	11.044	11.194
43501	YORKSHIRE-PIONEER CSD	11.756	11 906
662402	YORKTOWN CSD	17.093	17 243



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Central Brooklyn Ascend Charter School 3

Contact Name: Andrew Epstein
Contact Title: [REDACTED]
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2018-19

Pre-Opening Period: July 1, 2017 - June 30, 2018

Note: For pre-opening period if the RFP submission date is:
a) less than 1 year from the "First Academic Year," select the January through June date range.
b) 1 year or more before the "First Academic Year," select the July through June date range.

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3
2018-19 through 2022-23

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	112	28	112	112	112	5-6
1st Grade	Elementary School	112	108	112	112	112	6-7
2nd Grade	Elementary School		108	112	112	112	7-8
3rd Grade	Elementary School			112	112	112	8-9
4th Grade	Elementary School				112	112	9-10
5th Grade	Middle School					112	10-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		224	244	448	560	672	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	4	1	4	4	4
1st Grade	Elementary School	4	4	4	4	4
2nd Grade	Elementary School		4	4	4	4
3rd Grade	Elementary School			4	4	4
4th Grade	Elementary School				4	4
5th Grade	Middle School					4
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		8	9	16	20	24

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	28	28	28	28	28
1st Grade	Elementary School	28	27	28	28	28
2nd Grade	Elementary School	0	27	28	28	28
3rd Grade	Elementary School	0	0	28	28	28
4th Grade	Elementary School	0	0	0	28	28
5th Grade	Middle School	0	0	0	0	28
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		224	244	448	560	560
Total Middle School Enrollment		-	-	-	-	112
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		224	244	448	560	672
Change in Net Enrollment from Prior Year (Count)		224	20	204	112	112
Change in Net Enrollment from Prior Year (Percent)		100,0%	8,9%	83,6%	25,0%	20,0%
Anticipated rate of attrition (Percent)		0,0%	0,0%	0,0%	0,0%	0,0%

ADDITIONAL NOTES/COMMENTS						

ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	224	244	448	560	672
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000
ENROLLMENT (Charter School)		224	244	448	560	672
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	schools.nyc.gov/aboutus/funding/overview/default.htm					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

*** N O T E**

*Please copy the
ENROLLMENT CHART
(cells B5:H21)
and paste into the
Enrollment Section
of the New School
Proposal.*

*** N O T E**

Enrollment by Grade
should equal



Enrollment by District

RED Numbers
indicate that corrections
are necessary.

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	224	244	448	560	672

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0,0	0,0	0,0	0,0	0,0
Instructional Management	1,0	1,0	1,0	1,0	2,0
Deans, Directors & Coordinators	3,0	3,0	5,0	6,0	8,0
CFO / Director of Finance	0,0	0,0	0,0	0,0	0,0
Operation / Business Manager	1,0	1,0	1,0	1,0	2,0
Administrative Staff	1,0	1,0	2,0	4,0	6,0
TOTAL ADMINISTRATIVE STAFF	6,0	6,0	9,0	12,0	18,0

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	14,0	17,0	28,0	34,0	38,0
Teachers - SPED	3,0	4,0	6,0	6,0	8,0
Substitute Teachers	0,0	0,0	0,0	0,0	0,0
Teaching Assistants	0,0	0,0	0,0	0,0	1,0
Specialty Teachers	2,0	3,0	4,0	5,0	6,0
Aides	0,0	0,0	0,0	0,0	0,0
Therapists & Counselors	2,0	3,0	3,0	5,0	7,0
Other	0,0	0,0	0,0	0,0	0,0
TOTAL INSTRUCTIONAL	21,0	27,0	41,0	50,0	60,0

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0,0	0,0	0,0	0,0	0,0
Librarian	0,0	0,0	0,0	0,0	0,0
Custodian	0,0	0,0	0,0	0,0	0,0
Security	1,0	1,0	1,0	1,0	2,0
Other	1,0	1,0	3,0	3,0	4,0
TOTAL NON-INSTRUCTIONAL	2,0	2,0	4,0	4,0	6,0

TOTAL PERSONNEL SERVICE FTE	29,0	35,0	54,0	66,0	84,0
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CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3

STAFFING PLAN WAGES	Acad Years	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	224,00	244,00	448,00	560,00	672,00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

WAGES						
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	0,00%	2,00%	2,00%	2,00%	2,00%
Executive Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Management	\$ 144.840	\$ 144.840	\$ 147.737	\$ 150.692	\$ 153.705	\$ 301.619
Deans, Directors & Coordinators	\$ 94.520	\$ 283.560	\$ 289.231	\$ 484.056	\$ 588.257	\$ 789.062
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 104.040	\$ 104.040	\$ 106.121	\$ 108.243	\$ 110.408	\$ 216.656
Administrative Staff	\$ 68.340	\$ 68.340	\$ 69.707	\$ 139.441	\$ 278.910	\$ 421.168
TOTAL ADMINISTRATIVE STAFF	6	\$ 600.780	\$ 612.796	\$ 882.432	\$ 1.131.280	\$ 1.728.506

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	\$ 65.455	\$ 916.368	\$ 1.131.060	\$ 1.873.687	\$ 2.303.890	\$ 2.611.788
Teachers - SPED	\$ 70.448	\$ 211.344	\$ 286.019	\$ 432.635	\$ 441.288	\$ 591.010
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 68.136	\$ 136.272	\$ 207.133	\$ 279.412	\$ 353.136	\$ 428.335
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 63.240	\$ 126.480	\$ 192.250	\$ 196.095	\$ 326.496	\$ 459.506
Other	\$ -	\$ 16.288	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL	21	\$ 1.406.752	\$ 1.816.462	\$ 2.781.829	\$ 3.424.811	\$ 4.090.639

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ 35.700	\$ 35.700	\$ 36.414	\$ 37.142	\$ 37.885	\$ 74.343
Other	\$ 32.640	\$ 32.640	\$ 33.293	\$ 99.239	\$ 101.223	\$ 135.888
TOTAL NON-INSTRUCTIONAL	2	\$ 68.340	\$ 69.707	\$ 136.381	\$ 139.109	\$ 210.231

TOTAL PERSONNEL SERVICE WAGES	29	\$ 2.075.872	\$ 2.498.965	\$ 3.800.641	\$ 4.695.200	\$ 6.029.376
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***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

Description of Assumptions

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*** N O T E**

Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.

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***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

Description of Assumptions

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**CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**

July 1, 2017 - June 30, 2018

****NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected*

Total Revenue	100.000
Total Expenses	97.730
Net Income	2.270
	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	100.000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	100.000
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-
TOTAL REVENUE	100.000

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2017 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected*

Total Revenue	100.000
Total Expenses	97.730
Net Income	2.270

**START-UP
PERIOD**

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-		-
Instructional Management	1,00		84.000
Deans, Directors & Coordinators	-		-
CFO / Director of Finance	-		-
Operation / Business Manager	-		-
Administrative Staff	-		-
TOTAL ADMINISTRATIVE STAFF	1,00		84.000
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-		-
Teachers - SPED	-		-
Substitute Teachers	-		-
Teaching Assistants	-		-
Specialty Teachers	-		-
Aides	-		-
Therapists & Counselors	-		-
Other	-		-
TOTAL INSTRUCTIONAL	-		-
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-		-
Librarian	-		-
Custodian	-		-
Security	-		-
Other	-		-
TOTAL NON-INSTRUCTIONAL	-		-
SUBTOTAL PERSONNEL SERVICE COSTS	1,00		84.000
PAYROLL TAXES AND BENEFITS			
Payroll Taxes			6.550
Fringe / Employee Benefits			7.080
Retirement / Pension			-
TOTAL PAYROLL TAXES AND BENEFITS			13.630
TOTAL PERSONNEL SERVICE COSTS	1,00		97.630
CONTRACTED SERVICES			
Accounting / Audit			-
Legal			-
Management Company Fee			-
Nurse Services			-
Food Service / School Lunch			-
Payroll Services			100
Special Ed Services			-
Titlement Services (i.e. Title I)			-
Other Purchased / Professional / Consulting			-
TOTAL CONTRACTED SERVICES			100

CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2017 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected*

Total Revenue	100.000
Total Expenses	97.730
Net Income	2.270

**START-UP
PERIOD**

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	-

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-

DEPRECIATION & AMORTIZATION

	-
--	---

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

	-
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TOTAL EXPENSES	97.730
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NET INCOME	2.270
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**CENTRAL BROOKLYN ASCEND CH/
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2017 - June 30,

**NOTE Please enter financial data on either tab "5.) Pre-OP Cash ("6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	
DYCD (Department of Youth and Community Developmt.)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

**CENTRAL BROOKLYN ASCEND CH/
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2017 - June 30,**

**NOTE Please enter financial data on either tab "5.) Pre-OP Cash #6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	FTE No. of Positions	
Executive Management	-	
Instructional Management	1,00	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	1,00	

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

	1,00	
--	-------------	--

PAYROLL TAXES AND BENEFITS

Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS

	1,00	
--	-------------	--

CONTRACTED SERVICES

Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

**CENTRAL BROOKLYN ASCEND CH/
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2017 - June 30,

**NOTE Please enter financial data on either tab "5.) Pre-OP Cash #6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	

SCHOOL OPERATIONS

Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	

FACILITY OPERATION & MAINTENANCE

Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
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TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 6-MONTH	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3							
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."							
Total Revenue	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Grants								
Stimulus	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	
REVENUE FROM FEDERAL FUNDING								
Grants								
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	
TOTAL REVENUE	-	-	-	-	-	-	-	

PRE-OPENING CASH FLOW 6-MONTH		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3						
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.		Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS		FTE No. of Positions						
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue

Total Expenses

Net Income

Cash Flow Adjustments

Beginning Cash Balance

Net Income

REVENUE

REVENUES FROM STATE SOURCES

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income

EXPENSES

	FTE No. of Positions
ADMINISTRATIVE PERSONNEL COSTS	
Executive Management	-
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
TOTAL ADMINISTRATIVE STAFF	-
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	-
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	-
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue

Total Expenses

Net Income

Cash Flow Adjustments

Beginning Cash Balance

Net Income

SCHOOL OPERATIONS

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology
- Student Testing & Assessment
- Field Trips
- Transportation (student)
- Student Services - other
- Office Expense
- Staff Development
- Staff Recruitment
- Student Recruitment / Marketing
- School Meals / Lunch
- Travel (Staff)
- Fundraising
- Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

- Insurance
- Janitorial
- Building and Land Rent / Lease / Facility Finance Interest
- Repairs & Maintenance
- Equipment / Furniture
- Security
- Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

PRE-OPENING CASH FLOW 6-MONTH

***NOTE:**

Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

Total Revenue

Total Expenses

Net Income

Cash Flow Adjustments

Beginning Cash Balance

Net Income

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Description (e.g. Add Back Depreciation)

Other

Total Operating Activities

INVESTMENT ACTIVITIES

Description (e.g. Subtract Property and Equipment Expenditures)

Other

Total Investment Activities

FINANCING ACTIVITIES

Description (e.g. Add Expected Proceeds from a Loan)

Other

Total Financing Activities

Total Cash Flow Adjustments

NET INCOME

Beginning Cash Balance

ENDING CASH BALANCE

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2017 - June 30, 2018												
Total Revenue	-	-	-	-	-	-	-	-	50.000	-	-	50.000	100.000
Total Expenses	-	-	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	97.730
Net Income	-	-	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	40.227	(9.773)	(9.773)	40.227	2.270
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	-
Net Income	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	2.270	2.270
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	50.000	-	-	50.000	100.000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	50.000	-	-	50.000	100.000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	50.000	-	-	50.000	100.000

PRE-OPENING CASH FLOW 1-YEAR		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3												
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>		July 1, 2017 - June 30, 2018												
Total Revenue	-	-	-	-	-	-	-	-	50.000	-	-	50.000	100.000	
Total Expenses	-	-	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	97.730	
Net Income	-	-	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	40.227	(9.773)	(9.773)	40.227	2.270	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	-	
Net Income	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	2.270	2.270	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	
FACILITY OPERATION & MAINTENANCE														
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	-	-	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	97.730	
NET INCOME	-	-	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	40.227	(9.773)	(9.773)	40.227	2.270	

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3												
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2017 - June 30, 2018												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	50.000	-	-	50.000	100.000
Total Expenses	-	-	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	9.773	97.730
Net Income	-	-	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	40.227	(9.773)	(9.773)	40.227	2.270
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	-
Net Income	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	2.270	2.270
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	(9.773)	40.227	(9.773)	(9.773)	40.227	2.270
Beginning Cash Balance	-	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	-
ENDING CASH BALANCE	-	-	(9.773)	(19.546)	(29.319)	(39.092)	(48.865)	(58.638)	(18.411)	(28.184)	(37.957)	2.270	2.270

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2018 - JUNE 30, 2019						
Total Revenue	4,272,714	299,587	-	-	-	4,572,301	
Total Expenses	4,060,791	213,624	-	-	-	4,274,415	
Net Income	211,923	85,963	-	-	-	297,886	
Budgeted Student Enrollment	224	-				224	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	28,503	-	-	-	-	28,503	
Special Ed Supplies & Materials	-	2,280	-	-	-	2,280	
Textbooks / Workbooks	54,609	-	-	-	-	54,609	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Telephone	-	-	-	-	-	-	
Technology	52,936	-	-	-	-	52,936	
Student Testing & Assessment	3,420	-	-	-	-	3,420	
Field Trips	2,736	-	-	-	-	2,736	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	10,261	-	-	-	-	10,261	
Office Expense	32,707	-	-	-	-	32,707	
Staff Development	30,324	-	-	-	-	30,324	
Staff Recruitment	2,036	-	-	-	-	2,036	
Student Recruitment / Marketing	18,243	-	-	-	-	18,243	
School Meals / Lunch	132,259	-	-	-	-	132,259	
Travel (Staff)	1,033	-	-	-	-	1,033	
Fundraising	-	-	-	-	-	-	
Other	5,904	-	-	-	-	5,904	
TOTAL SCHOOL OPERATIONS	374,971	2,280	-	-	-	377,251	
FACILITY OPERATION & MAINTENANCE							
Insurance	18,471	-	-	-	-	18,471	
Janitorial	5,701	-	-	-	-	5,701	
Building and Land Rent / Lease / Facility Finance Interest	526,792	-	-	-	-	526,792	
Repairs & Maintenance	22,803	-	-	-	-	22,803	
Equipment / Furniture	22,396	-	-	-	-	22,396	
Security	-	-	-	-	-	-	
Utilities	45,606	-	-	-	-	45,606	
TOTAL FACILITY OPERATION & MAINTENANCE	641,769	-	-	-	-	641,769	
DEPRECIATION & AMORTIZATION	58,526	-	-	-	-	58,526	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	94,820	-	-	-	-	94,820	Dissolution escrow set aside (25k) and contingency funds
TOTAL EXPENSES	4,060,791	213,624	-	-	-	4,274,415	
NET INCOME	211,923	85,963	-	-	-	297,886	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2018 - JUNE 30, 2019						
Total Revenue	4,272,714	299,587	-	-	-	4,572,301	
Total Expenses	4,060,791	213,624	-	-	-	4,274,415	
Net Income	211,923	85,963	-	-	-	297,886	
Budgeted Student Enrollment	224	-				224	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	224					224	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	224					224	
REVENUE PER PUPIL	19,075					20,412	
EXPENSES PER PUPIL	18,129					19,082	

YEAR 1 BUDGET AND ASSUMPTION

Error Checking (Comparison to Tabs 8 & 9)
Totals Unequal - (See Below)

Total Revenue	OK
Total Expenses	Tab 8 is Different by 5.00
Net Income	Tab 9 is Different by 5.00
Budgeted Student Enrollment	OK

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	Basic Tuition (2016-17)	
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14.027	OK
Other District 1:	-	OK
Other District 2:	-	OK
Other District 3:	-	OK
Other District 4:	-	OK
Other District 5:	-	OK
Other District 6:	-	OK
Other District 7:	-	OK
Other District 8:	-	OK
Other District 9:	-	OK
Other District 10:	-	OK
Other District 11:	-	OK
Other District 12:	-	OK
Other District 13:	-	OK
Other District 14:	-	OK
Other School Districts' Revenue: (Weighted Avg.)	-	OK
TOTAL Per Pupil Revenue (Weighted Avg.)	14.027	OK
Special Education Revenue		OK
Grants		
Stimulus		OK
DYCD (Department of Youth and Community Development)		OK
Other		OK
Other		OK
TOTAL REVENUE FROM STATE SOURCES		OK

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	OK
Title I	OK
Title Funding - Other	OK
School Food Service (Free Lunch)	OK
Grants	
Charter School Program (CSP) Planning & Implementation	OK
Other	OK
Other	OK
TOTAL REVENUE FROM FEDERAL SOURCES	OK

LOCAL and OTHER REVENUE

Contributions and Donations	OK
Fundraising	OK
Erate Reimbursement	OK
Earnings on Investments	OK
Interest Income	OK
Food Service (Income from meals)	OK
Text Book	OK
OTHER	OK
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	OK

TOTAL REVENUE	OK
----------------------	----

YEAR 1 BUDGET AND ASSUMPTION

Error Checking (Comparison to Tabs 8 & 9)

Totals Unequal - (See Below)

Total Revenue	OK
Total Expenses	Tab 8 is Different by 5.00
Net Income	Tab 9 is Different by 5.00
Budgeted Student Enrollment	OK

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	OK
Instructional Management	1,00	OK
Deans, Directors & Coordinators	3,00	OK
CFO / Director of Finance	-	OK
Operation / Business Manager	1,00	OK
Administrative Staff	1,00	OK
TOTAL ADMINISTRATIVE STAFF	6,00	OK
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	14,00	OK
Teachers - SPED	3,00	OK
Substitute Teachers	-	OK
Teaching Assistants	-	OK
Specialty Teachers	2,00	OK
Aides	-	OK
Therapists & Counselors	2,00	OK
Other	-	OK
TOTAL INSTRUCTIONAL	21,00	OK
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	OK
Librarian	-	OK
Custodian	-	OK
Security	1,00	OK
Other	1,00	OK
TOTAL NON-INSTRUCTIONAL	2,00	OK
SUBTOTAL PERSONNEL SERVICE COSTS	29,00	OK
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		OK
Fringe / Employee Benefits		OK
Retirement / Pension		OK
TOTAL PAYROLL TAXES AND BENEFITS		OK
TOTAL PERSONNEL SERVICE COSTS	29,00	OK
CONTRACTED SERVICES		
Accounting / Audit		OK
Legal		OK
Management Company Fee		OK
Nurse Services		OK
Food Service / School Lunch		OK
Payroll Services		OK
Special Ed Services		OK
Titlement Services (i.e. Title I)		OK
Other Purchased / Professional / Consulting		OK
TOTAL CONTRACTED SERVICES		OK

YEAR 1 BUDGET AND ASSUMPTION		Error Checking (Comparison to Tabs 8 & 9)
		Totals Unequal - (See Below)
Total Revenue		OK
Total Expenses		Tab 8 is Different by 5.00
Net Income		Tab 9 is Different by 5.00
Budgeted Student Enrollment		OK
SCHOOL OPERATIONS		
Board Expenses		OK
Classroom / Teaching Supplies & Materials		OK
Special Ed Supplies & Materials		OK
Textbooks / Workbooks		OK
Supplies & Materials other		OK
Equipment / Furniture		OK
Telephone		OK
Technology		OK
Student Testing & Assessment		OK
Field Trips		OK
Transportation (student)		OK
Student Services - other		OK
Office Expense		OK
Staff Development		OK
Staff Recruitment		OK
Student Recruitment / Marketing		OK
School Meals / Lunch		OK
Travel (Staff)		OK
Fundraising		OK
Other		OK
TOTAL SCHOOL OPERATIONS		OK
FACILITY OPERATION & MAINTENANCE		
Insurance		OK
Janitorial		OK
Building and Land Rent / Lease / Facility Finance Interest		OK
Repairs & Maintenance		OK
Equipment / Furniture		OK
Security		OK
Utilities		OK
TOTAL FACILITY OPERATION & MAINTENANCE		OK
DEPRECIATION & AMORTIZATION		
		OK
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		
		OK
TOTAL EXPENSES		Tab 8 is Different by 5.00
NET INCOME		Tab 9 is Different by 5.00

YEAR 1 BUDGET AND ASSUMPTION		Error Checking (Comparison to Tabs 8 & 9)
		Totals Unequal - (See Below)
Total Revenue		OK
Total Expenses		Tab 8 is Different by 5.00
Net Income		Tab 9 is Different by 5.00
Budgeted Student Enrollment		OK
<hr/>		
ENROLLMENT - *School Districts Are Linked To Above Entries*		
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	OK
Other District 1:		OK
Other District 2:		OK
Other District 3:		OK
Other District 4:		OK
Other District 5:		OK
Other District 6:		OK
Other District 7:		OK
Other District 8:		OK
Other District 9:		OK
Other District 10:		OK
Other District 11:		OK
Other District 12:		OK
Other District 13:		OK
Other District 14:		OK
All Other School Districts		OK
TOTAL ENROLLMENT		OK
<hr/>		
REVENUE PER PUPIL		OK
<hr/>		
EXPENSES PER PUPIL		OK
<hr/>		

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

ps 7 & 9)

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Ending Cash Balance

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue		Basic Tuition (2016-17)
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	14.027
Other District 1:		-
Other District 2:		-
Other District 3:		-
Other District 4:		-
Other District 5:		-
Other District 6:		-
Other District 7:		-
Other District 8:		-
Other District 9:		-
Other District 10:		-
Other District 11:		-
Other District 12:		-
Other District 13:		-
Other District 14:		-
Other School Districts' Revenue:	(Weighted Avg.)	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	14.027
Special Education Revenue		

Grants

- Stimulus
- DYCD (Department of Youth and Community Developmt.)
- 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
- Other
- Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

- Contributions and Donations
- Fundraising
- Erate Reimbursement
- Earnings on Investments
- Interest Income
- Food Service (Income from meals)
- Text Book
- OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

ps 7 & 9)

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Ending Cash Balance

EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
	No. of Positions
Executive Management	-
Instructional Management	1,00
Deans, Directors & Coordinators	3,00
CFO / Director of Finance	-
Operation / Business Manager	1,00
Administrative Staff	1,00
TOTAL ADMINISTRATIVE STAFF	6,00
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	14,00
Teachers - SPED	3,00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	2,00
Aides	-
Therapists & Counselors	2,00
Other	-
TOTAL INSTRUCTIONAL	21,00
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	1,00
Other	1,00
TOTAL NON-INSTRUCTIONAL	2,00
SUBTOTAL PERSONNEL SERVICE COSTS	29 00
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	29 00
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

bs 7 & 9)

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Ending Cash Balance

SCHOOL OPERATIONS

Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

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

Beginning Cash Balance

ENDING CASH BALANCE

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses		4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)		297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment		224	244	448	560	672	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		3,0%	1,0%	1,0%	0,0%	0,0%	
Per Pupil Revenue	Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	3,236,938	3,560,518	6,602,719	8,253,398	9,904,078	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,027	3,236,938	3,560,518	6,602,719	8,253,398	9,904,078	
Special Education Revenue		299,587	337,685	618,223	772,346	926,469	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,536,525	3,898,203	7,220,942	9,025,744	10,830,547	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		27,500	29,700	55,000	69,300	82,500	
Title I		104,945	115,211	213,527	269,725	327,025	
Title Funding - Other		-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		200,000	200,000	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		332,445	344,911	268,527	339,025	409,525	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		39,702	40,417	41,144	41,885	85,278	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		119,033	131,995	246,713	313,942	379,103	
Text Book		17,804	19,393	35,607	44,509	53,411	
OTHER		526,792	586,738	1,101,529	1,407,891	1,727,483	rent assistance funds
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		703,331	778,543	1,424,993	1,808,227	2,245,275	
TOTAL REVENUE		4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses		4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)		297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment		224	244	448	560	672	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					<i>*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management		-	-	-	-	-	
Instructional Management	1,00	144,840	147,737	150,692	153,705	313,558	School director (2 in year 5 when Middle School opens)
Deans, Directors & Coordinators	3,00	283,560	386,509	493,462	604,538	820,232	Deans of Instruction, Deans of Students, Deans of Student Services
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1,00	104,040	106,121	108,243	110,408	225,232	Director of Operations (2 in year 5 when Middle School opens)
Administrative Staff	1,00	68,340	69,707	183,589	270,608	417,804	
TOTAL ADMINISTRATIVE STAFF	6,00	600,780	710,073	935,986	1,139,259	1,776,826	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14,00	916,368	1,101,471	1,906,778	2,361,865	2,712,063	
Teachers - SPED	3,00	211,344	289,023	369,725	453,539	613,428	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	32,018	
Specialty Teachers	2,00	136,272	208,496	283,555	361,532	442,515	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2,00	126,480	153,459	181,467	293,881	410,717	Includes Culture Associates
Other	-	16,288	19,690	23,210	26,849	41,545	Academic stipends (e.g. Grade Team Leader)
TOTAL INSTRUCTIONAL	21,00	1,406,752	1,772,139	2,764,735	3,497,666	4,252,286	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	1,00	35,700	36,414	37,142	37,885	77,286	
Other	1,00	32,640	33,293	101,876	103,913	141,323	Food servers
TOTAL NON-INSTRUCTIONAL	2,00	68,340	69,707	139,018	141,798	218,609	
SUBTOTAL PERSONNEL SERVICE COSTS		29,00	2,075,872	2,551,919	3,839,739	4,778,724	6,247,721
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		160,545	197,387	297,498	370,409	483,830	
Fringe / Employee Benefits		257,166	325,707	523,671	667,910	890,724	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		417,711	523,094	821,169	1,038,319	1,374,554	
TOTAL PERSONNEL SERVICE COSTS		29,00	2,493,583	3,075,013	4,660,908	5,817,043	7,622,275
CONTRACTED SERVICES							
Accounting / Audit		10,180	10,363	10,550	10,740	21,866	
Legal		5,090	5,182	5,275	5,370	10,932	
Management Company Fee		490,898	541,840	1,005,450	1,260,545	1,517,094	12% fee to Ascend Learning
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		4,074	5,005	7,862	9,708	12,522	
Special Ed Services		5,090	5,182	5,275	5,370	10,932	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		93,134	92,440	158,088	191,192	252,183	Includes custodial services
TOTAL CONTRACTED SERVICES		608,466	660,012	1,192,500	1,482,925	1,825,529	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses	4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)	297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment	224	244	448	560	672	
	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	28,503	24,540	52,643	63,149	79,010	
Special Ed Supplies & Materials	2,280	2,529	4,726	6,014	7,346	
Textbooks / Workbooks	54,609	37,342	87,444	95,915	115,944	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Telephone	-	-	-	-	-	
Technology	52,936	53,889	54,859	55,846	113,704	
Student Testing & Assessment	3,420	3,793	7,089	9,021	11,021	
Field Trips	2,736	3,034	5,672	7,217	10,286	
Transportation (student)	-	-	-	-	-	
Student Services - other	10,261	11,379	21,268	27,064	31,837	
Office Expense	32,707	36,083	65,680	83,040	104,414	
Staff Development	30,324	36,077	53,514	64,821	88,024	
Staff Recruitment	2,036	2,073	2,110	2,148	4,374	
Student Recruitment / Marketing	18,243	1,658	17,217	9,623	3,673	
School Meals / Lunch	132,259	146,661	274,125	348,825	421,226	
Travel (Staff)	1,033	1,269	1,994	2,462	3,176	
Fundraising	-	-	-	-	-	
Other	5,904	7,254	11,393	14,069	18,150	
TOTAL SCHOOL OPERATIONS	377,251	367,581	659,734	789,214	1,012,185	
FACILITY OPERATION & MAINTENANCE						
Insurance	18,471	20,482	38,283	48,715	59,510	
Janitorial	5,701	6,322	11,816	15,036	18,367	Custodial supplies
Building and Land Rent / Lease / Facility Finance Interest	526,792	586,738	1,101,529	1,407,891	1,727,483	
Repairs & Maintenance	22,803	25,286	47,263	60,142	73,470	
Equipment / Furniture	22,396	12,436	12,660	12,888	26,240	
Security	-	-	-	-	-	
Utilities	45,606	50,573	94,526	120,284	146,939	
TOTAL FACILITY OPERATION & MAINTENANCE	641,769	701,837	1,306,077	1,664,956	2,052,009	
DEPRECIATION & AMORTIZATION	58,526	64,366	97,790	70,833	114,878	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	94,820	78,072	141,089	180,017	221,184	Escrow set aside (year 1 only), contingency funds
TOTAL EXPENSES	4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
NET INCOME	297,886	74,776	856,363	1,168,009	637,286	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	CENTRAL BROOKLYN ASCEND CHARTER SCHOOL 3					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	4,572,301	5,021,657	8,914,462	11,172,996	13,485,347	
Total Expenses	4,274,415	4,946,881	8,058,098	10,004,987	12,848,060	
Net Income (Before Cash Flow Adjustments)	297,886	74,776	856,363	1,168,009	637,286	
Budgeted Student Enrollment	224	244	448	560	672	
	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	224	244	448	560	672	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	224	244	448	560	672	
REVENUE PER PUPIL	20.412	20.581	19.898	19.952	20.067	
EXPENSES PER PUPIL	19.082	20.274	17.987	17.866	19.119	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	58,526	64,366	97,790	70,833	114,878	
Other	-	-	-	-	-	
Total Operating Activities	58,526	64,366	97,790	70,833	114,878	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(220,066)	(27,981)	(143,193)	(94,133)	(179,875)	
Other	-	-	-	-	-	
Total Investment Activities	(220,066)	(27,981)	(143,193)	(94,133)	(179,875)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
Total Cash Flow Adjustments	(161,540)	36,385	(45,403)	(23,300)	(64,997)	
NET INCOME	136,346	111,161	810,960	1,144,709	572,290	This is net change in cash
Beginning Cash Balance	0	136,346	247,507	1,058,468	2,203,176	
ENDING CASH BALANCE	136,346	247,507	1,058,468	2,203,176	2,775,466	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	224	14.448	3.236.309	844.183	4.080.492	23.100.000.000	0,018%
Year 2 (2019-20)	244	14.592	3.560.518	943.816	4.504.334	23.100.000.000	0,019%
Year 3 (2020-21)	448	14.738	6.602.719	1.755.359	8.358.078	23.100.000.000	0,036%
Year 4 (2021-22)	560	14.738	8.253.398	2.224.746	10.478.144	23.100.000.000	0,045%
Year 5 (2022-23)	672	14.738	9.904.078	2.707.363	12.611.441	23.100.000.000	0,055%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			schools.nyc.gov/aboutus/funding/overview/default.htm				
OTHER NOTES:							

*** N O T E**

Please copy FISCAL IMPACT CHART (cell range B4:114 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 2 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 3 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 4 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 5 (2022-23)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

*** N O T E**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:126 and paste into the FISCAL IMPACT Section of the New School Proposal.

(f) Letters of Commitment

Provide letters of commitment for any funding sources from private contributions, grant funds or other philanthropic sources included in the school budget.

This response is not applicable.

(g) Non-SUNY Financials

This response is not applicable.