

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information

Charter School Name:	Urban Assembly Charter School for Computer Science		
Education Corp. Name:	Urban Assembly Charter School for Computer Science		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 7		
Opening Date:	8/21/2017		

Proposed Grades and Enrollment

Charter Year	Grades	Enrollment
Year 1	9	105
Year 2	9-10	210
Year 3	9-11	315
Year 4	9-12	420
Year 5	9-12	420

Proposed Affiliations (if any)

Charter Management Company ("CMO"):	N/A
CMO Public Contact Info (Name, Phone):	N/A
Partner Organization:	The Urban Assembly
Partner Public Contact Info (Name, Phone):	Perrin Wicks, (212) 867-3060

Lead Applicant Contact Information

First Lead Applicant Name: Shannon Curran

Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School

Applicant Mailing Address: The Urban Assembly, 90 Broad Street, Suite 2101, New York, NY 10004

Primary Phone #: 212-867-3060 Secondary Phone #: [REDACTED] Email: [REDACTED]

Second Lead Applicant Name: Perrin Wicks

Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School

Applicant Mailing Address: The Urban Assembly, 90 Broad Street, Suite 2101, New York, NY 10004

Primary Phone #: 212-867-3060 Secondary Phone #: [REDACTED] Email: [REDACTED]

List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/Public Contact Information (required)

Name: Perrin Wicks Phone #: 212-867-3060 Email: pwicks@urbanassembly.org

Lead Applicant Signature

Signature:  Date: 1/21/2016

Authenticated 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.

Submit Completed Proposal to:
Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

OFFICIAL USE ONLY: Received By: _____ Date: _____

MISSION STATEMENT

The Urban Assembly Charter School for Computer Science (UACS) equips students to be upwardly mobile in technology careers regardless of industry, providing the cognitive skills, direct training, and life preparation they need to succeed in any chosen computer science profession and in the pursuit of higher education. Our goal is to provide a dynamic and connected four-year experience in computer science training, academic education, and social-emotional development, culminating in a high school diploma, an industry credential, and a concrete post-secondary plan for education or work. Our students' success and our enduring involvement with their communities will reverberate as a middle class opportunity for families and neighbors. Our graduates will be highly tech-literate, emotionally intelligent, and broadly skilled lovers of challenge and adapters to diverse contexts of learning, living, and working.

KEY DESIGN ELEMENTS

- Standards-aligned and mastery-driven instruction that focuses on what we teach (cognitively challenging, coherent curricula that are mapped to the Common Core), how we teach it (lesson planning and delivery that reflect essential elements of good practice and differentiation for heterogeneous learners), and authentic literacy (literacy-building strategies that are integrated through all instructional settings). Our curriculum is built around clear and measurable learning targets that focus instruction and assessment.
- A holistic and supportive school culture that revolves around an advisory system, culturally responsive practices, and embedded rites and rituals of community, and that rests on a values-driven accountability plan for staff and student decision-making, behavior, and discipline.
- A CTE framework for computer science education that pushes beyond the best of current career and technical education (CTE) practice, engaging industry partners at all levels to provide relevant training and workplace experiences befitting a competitive candidate for a career in computer science.
- Post-secondary awareness, advisement and planning structures that introduce students to multiple pathways after graduation, encourage aspiration, begin with goals and interests mapping, support career exposure and ideation, and scaffold a student-driven experience of post-secondary preparation and pursuit.
- Robust and flexible scheduling that includes extended learning time in the school day and school year and that engages an adaptive, rotating schedule to allow teachers to prioritize co-planning and enable the quality and frequency of student interventions to respond to real-time data.
- Embedded weekly, monthly, and yearly professional development that unifies staff in common values and methodology, promotes distributed leadership, provides opportunities for cross-curricular planning, develops strong shared practice for social-emotional learning, and provides a platform for reflection, reorientation, and continuous improvement.
- Cycles of continuous improvement scheduled into the school year that engage the staff in collective examination and analysis of data and give structure to a process of planning and implementing around change when and where the need for it is identified.

SCHEDULE

Proposed Number of School Days per Year:	202	Proposed Daily Beginning and Ending of School Day:	9 am to 4:40 pm (3:05 pm for students on Wednesdays)
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Additional Schedule Information (optional):

The school will feature a professional day with students in session from 9 am to 4:40 pm, with an early release on Wednesdays to accommodate work-based learning experiences for students and professional development and planning for staff. The school will also use a unique block schedule whereby five core courses are each scheduled during the last period of the day once per week to be followed by a related GOLD intervention and enrichment period.

ACADEMIC PROGRAM

UACS will offer a robust CTE program featuring a four year computer science sequence that culminates in an industry credential. A number of required foundation courses will be followed by computer science electives and work-based learning. The latter will be supported by a Work-based Learning Seminar that scaffolds internships and promotes reflection on experiential learning. The school will also offer four year sequences in English, Math, Science and Social Studies. All 9th grade students will take a supplemental English Foundations class that supports literacy across disciplines. The school will use deliberate protocols to integrate CTE concepts across the curriculum. A four year Advisory program will use the Resilient Scholars program and each grade will have a dedicated counselor to foster social emotional development. The school will use DRP and NWEA MAP assessments to measure baseline performance and growth over time. Administrators will create quarterly interim assessments in core subjects and all teachers will administer formative bi-weekly learning target or key cognitive strategies assessment. As part of the CTE program students will also maintain cumulative portfolios featuring academic and work-based learning. The professional staff will be organized into grade teams led by Grade Team Leaders and departments that meet regularly to analyze data, target interventions, and horizontally and vertically align curriculum. Professional development will occur through formal training during the summer and school year as well during team meetings and a weekly early release period. Active coaching, regular cycles of observation and feedback, and professional learning communities support continuous improvement.

School Management

MANAGEMENT STRUCTURE

The school leader will be the Principal, an instructional leader with oversight responsibilities for the entire organization. Reporting to the Principal will be a Director of Instruction who oversees development and implementation of the academic program, a Director of Operations who oversees operations and finance, a Student Support Coordinator who oversees special education and ESL programs as well as counseling, and a Partnership Coordinator who oversees the CTE program, particularly the work-based learning component. In Year 3 a Business Manager will be hired to enhance financial management.

ROLE OF CMO OR PARTNER(S)

The Urban Assembly (The UA), a non-profit education and youth development organization, will partner with the school based on its experience starting and operating CTE high schools in New York City. The UA will assist with start-up activities, provide access to the staff and resources of its network of 21 schools, and provide direct operational support through its School Support Team, including leadership and staff professional development and coaching. CSNYC is offering guidance around computer science education based on its work with the Academy for Software Engineering (AFSE), but will not have an operational role in the school.

Facility

SCHOOL FACILITY PLANS

UACS would like to co-locate in a NYCDOE public school building, but cannot confirm such an arrangement at the time of the proposal submission. Therefore, the founders have initiated a contingency plan and worked with brokers to locate potential private space in CSD 7. Thus far they have identified seven possible spaces. In addition, the founders were approached by Expanded Success Initiative School Design Fellows who seek to open the South Bronx Community Charter High School to explore possibilities for co-locating our schools in private space, and we have joined them in assessing the viability of potential sites in CSD 7.

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Name: Perrin Wicks Phone #: [REDACTED] Email: pwicks@urbanassembly.org

Lead Applicant Signature

Signature:  Date: 1/21/2016

Authenticated 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.

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Other

Response 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 applicant's rationale for selecting the community;

Performance of local schools in meeting the need; and,

How the proposed school provides a needed alternative for the proposed community.

Community Description: The Urban Assembly Charter School for Computer Science (UACS) intends to open in New York City Community School District (CSD) 7, which is located in the South Bronx. CSD 7 is bordered to the west and south by the Bronx River, to the north by East 161st Street, and to the east by Prospect Avenue and East 149th Street. This district includes the neighborhoods of Mott Haven, Melrose, Highbridge, Morrisania, Port Morris and Hunts Point.

The South Bronx has played an important role in the history of the United States. It was originally home to many Irish and German, then Jewish immigrants, peaking at 49% Jewish in 1930. The next decades saw dramatic demographic shifts, characterized by “white flight” and ethnic and minority migration. According to *The New Bronx; A Quick History of the Iconic Borough* by Denton Tarver (2007) the South Bronx went from being two-thirds non-Hispanic white in 1950 to being two-thirds black or Puerto Rican in 1960. In the 1970s the South Bronx defined urban decay. Between 1970 and 1980 over 40% of the South Bronx was burned or abandoned; 44 census tracts lost more than 50% and seven tracts lost more than 97% of their buildings to arson, abandonment, or both. It was often compared to war-ravaged Europe after World War II and was the subject of the famous comment “There it is, ladies and gentlemen, the Bronx is burning” by announcer Howard Cosell during the 1977 Worlds Series. The South Bronx has also been negatively depicted in popular culture; it is the setting for the 1981 film *Fort Apache, The Bronx* and was eventually characterized by Tom Wolfe in his 1987 novel *The Bonfire of the Vanities* as a terrifying urban nightmare.

The South Bronx has begun to experience some resurgence. Given its proximity to Manhattan the housing market has begun to improve through renovation and new development. The city has invested in more parks and open space, and new stadiums have rejuvenated commercial zones. The population has continued to grow, with dominant ethnicities now Puerto Rican, Dominican and African American. Recent immigrants to the district include people from Mexico, the Caribbean, West Africa, and Central America.

Nevertheless, the South Bronx remains a neighborhood hit hard by factors that adversely affect education and well-being, including poverty, crime, and unemployment.

Congressional District 16, which encompasses the South Bronx, is the poorest district in the country.

According to data from the Census Bureau's American Community Survey, the most impoverished area in the city is a tract in the Melrose-Morrisania section of the South Bronx, where the median annual income was \$8,694.

In Bronx Community District 1, which encompasses most of CSD 7, 29% of households were single women with children.

The South Bronx has a high concentration of large public housing facilities. New York City health officials recently announced a cluster of Legionnaires' disease infections at a public housing complex in the South Bronx, and NYCHA is under judicial monitoring to remedy chronic mold conditions, which aggravate asthma.

The New York City Police Department (NYPD) has targeted the South Bronx through Operation Impact, which divided the city into about 20 high-crime hot spots, including several "impact zones" in the South Bronx. Community Board 1 noted in its 2013 needs assessment that "there are still segments of the district that have sporadic violence attributable to street level narcotic trafficking and the availability of illegal guns" and "random felony criminal activity erupts frequently" at some public housing locations.

The Citizens Committee for Children ranked 59 communities in New York City based on a number of risk factors related to a child's well-being. In 2015 the highest risk communities overall included Hunts Point, Mott Haven, Morrisania and Highbridge, all in the South Bronx. Moreover, Hunts Point and Mott Haven were ranked last for economic security; Hunts Point, Mott Haven and Highbridge were ranked in the lowest four communities for education. Finally, Hunts Point and Mott Haven were ranked last for family and community based on percentages in single-family households, adult education attainment, and violent felony rates.

According to a report from the Social Science Research Council, the South Bronx has the highest rate of disconnected youth (35%) in the New York City Metro Area.

Community Demographics: The demographic data shown below describe a low-income, minority community with low educational attainment. The vast majority of residents are African-American and Hispanic. The median income for the South Bronx was \$26,560 and nearly half of all residents are deemed below the poverty level. In addition, about half have less than a high school education. The South Bronx also has large percentages of residents who are foreign born and/or face language barriers.

Community Characteristics

	Mott Haven	Melrose	Highbridge	Port Morris	Morrisania	Hunts Point
Black/African-American	25%	33%	39%	27%	49%	24%
Hispanic	72%	60%	58%	61%	44%	72%
Median Income	\$23,763	\$21,828	\$25,860	\$35,192	\$21,545	\$23,679
Percentage of population below poverty level	45%	44%	41%	48%	40%	46%
Child poverty	55%	-	48%	-	52%	55%
Percentage of foreign born residents	28%	35%	38%	16%	31%	29%
Percentage of people that speak English not well or not at all	24%	26%	22%	14%	18%	25%
Less than high school education	50%	49%	42%	48%	43%	48%
Unemployment	11%	-	11%	-	-	11%

Sources: City-Data.Com, Wikipedia, Citizens Committee for Children

Target Population: The Urban Assembly is dedicated to empowering underserved youth, which is why we have chosen to propose locating UACS in the South Bronx, specifically CSD 7. The data below indicate a district with high levels of poverty, students with disabilities and English language learners.

CSD 7 Demographics 2014-15

Male	54%
Female	46%
Black or African American	27%
Hispanic or Latino	70%
Asian	1%
White	1%
Limited English Proficient	18%
Students with Disabilities	24%
Economically Disadvantaged	92%

In Section (b) below we provide the demographic characteristics of individual schools within CSD 7. The schools are predominantly African-American and Hispanic. The Economic Need Index is high and at least 80% in all district schools. Performance is low in most schools with few 8th grade students demonstrating college and career readiness and few high schools graduating more than half of their students. Based on our understanding of CSD 7 and experience with New York City high schools in general, we anticipate enrolling in UACS a largely low-income, minority population with many students entering well below grade level and many English language learners. Moreover, last year just 81 selective high schools (in a system of almost 500 schools) enrolled nearly two-thirds of the 9th grade students who read on grade level, increasing the likelihood that an open enrollment school such as UACS will attract students with substantial academic needs. These are the students we specifically want to serve, and we believe our school model will engage them, accelerate their learning and provide them with a strong foundation for successful entry into higher education and the world of work.

District Performance: Student performance in this district is a major cause for concern. In 2015 no more than 1 in 10 elementary/middle school students was assessed as proficient on the state ELA or Math tests. Moreover, fewer than 3% of students with disabilities and English language learners were proficient. Performance on the Regents exams is also a cause for alarm, especially among students with disabilities or English language learners. Finally, the district did not make Adequate Yearly Progress (AYP) in either ELA or Math at both the elementary/middle school level and the high school level.

8th Grade State Test Performance in CSD 7 in 2015

	Percent at Level 3 or 4		
	ELA	Math	Science
All Students	10	9	30
Students with Disabilities	1	2	12
Limited English Proficient	0	3	12

Regents Test Performance in CSD 7 in 2015

	Percent Scoring 65 or Above					
	English	Integrated Algebra	Living Environment	Earth Science	U.S. History	Global History
All Students	67	58	62	45	69	47
Students with Disabilities	37	36	37	21	46	20
Limited English Proficient	41	44	30	20	50	22

CSD 7 Adequate Yearly Progress In 2015

Accountability Level/Subject	Met AYP
Elementary/Middle-Level English Language Arts	No

Elementary/Middle-Level Mathematics	No
Secondary-Level English Language Arts	No
Secondary-Level Mathematics	No

School Performance: As the tables below indicate, very few district schools in CSD 7 achieve high levels of performance. And in some of those schools, no ELL and/or SWD students are proficient at all. Governor Cuomo's 2015 Report "The State of New York's Failing Schools" identified nine chronically failing schools in CSD 7, four of which had been failing for ten years or more. Notably among them, the Samuel Gompers CTE High School has been closed and its campus is now being used for other smaller schools.

Based on the performance of CSD 7 schools, we expect many students to enter in 9th grade who are below grade level in English and Math.

2015 English Language Arts Performance for CSD 7 Elementary/Middle Schools

DBN	School Name	Percent Level 3/4		
		All Students	ELL	SWD
07X001	P.S. 001 COURTLANDT SCHOOL	12.4	0.0	1.7
07X005	PS 5 PORT MORRIS	8.6	0.9	2.0
07X018	P.S. 018 JOHN PETER ZENGER	11.7	5.2	3.3
07X025	P.S. 025 BILINGUAL SCHOOL	22.5	8.1	6.1
07X029	P.S./M.S. 029 MELROSE SCHOOL	8.7	1.4	0.0
07X030	P.S. 030 WILTON	8.1	0.0	1.6
07X031	P.S./M.S. 031 THE WILLIAM LLOYD GARRISON	5.8	0.0	0.0
07X043	P.S. 043 JONAS BRONCK	14.3	6.3	4.6
07X049	P.S. 049 WILLIS AVENUE	11.4	3.8	0.0
07X065	P.S. 065 MOTHER HALE ACADEMY	8.7	3.8	2.3
07X151	J.H.S. 151 LOU GEHRIG	7.8	0.0	3.0
07X154	P.S. 154 JONATHAN D. HYATT	17.6	5.3	0.0
07X157	P.S. 157 GROVE HILL	14.3	5.9	3.8
07X161	P.S. 161 PONCE DE LEON	21.3	4.9	5.2
07X162	J.H.S. 162 LOLA RODRIGUEZ DE TIO	4.4	0.0	1.1
07X179	P.S. 179	18.2	8.9	4.3
07X203	M.S. 203	5.6	5.3	0.0
07X221	SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL	11.1	2.9	3.0
07X223	M.S. 223 THE LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY	31.0	0.0	3.4
07X224	P.S. / I.S. 224	7.4	0.0	2.7
07X277	P.S. 277	14.1	14.3	2.3
07X296	SOUTH BRONX ACADEMY FOR APPLIED MEDIA	5.1	0.0	0.0
07X298	ACADEMY OF PUBLIC RELATIONS	9.3	1.4	1.3
07X343	ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY	19.0	0.0	4.3

Urban Assembly Charter School for Computer Science: Community Need

07X359	CONCOURSE VILLAGE ELEMENTARY SCHOOL	59.2	45.5	64.3
07X369	YOUNG LEADERS ELEMENTARY SCHOOL	2.9	1.9	0.0
07X385	PERFORMANCE SCHOOL	6.3	0.0	1.9
07X500	HOSTOS-LINCOLN ACADEMY OF SCIENCE	12.4	0.0	0.0
07X551	THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS	5.0	0.0	0.0

2015 Mathematics Performance for CSD 7 Elementary/Middle Schools

DBN	School Name	Percent Level 3/4		
		All Students	ELL	SWD
07X001	P.S. 001 COURTLANDT SCHOOL	13.3	1.6	1.7
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07X025	P.S. 025 BILINGUAL SCHOOL	20.4	8.3	3.0
07X029	P.S./M.S. 029 MELROSE SCHOOL	9.5	3.4	0.0
07X030	P.S. 030 WILTON	13.5	8.3	6.6
07X031	P.S./M.S. 031 THE WILLIAM LLOYD GARRISON	8.0	2.4	2.2
07X043	P.S. 043 JONAS BRONCK	23.0	0.0	9.2
07X049	P.S. 049 WILLIS AVENUE	25.2	16.9	7.4
07X065	P.S. 065 MOTHER HALE ACADEMY	5.3	0.0	4.7
07X151	J.H.S. 151 LOU GEHRIG	4.3	3.3	1.5
07X154	P.S. 154 JONATHAN D. HYATT	20.8	10.5	3.0
07X157	P.S. 157 GROVE HILL	22.4	4.5	7.5
07X161	P.S. 161 PONCE DE LEON	27.1	16.7	22.4
07X162	J.H.S. 162 LOLA RODRIGUEZ DE TIO	2.9	1.1	0.0
07X179	P.S. 179	17.5	4.3	6.4
07X203	M.S. 203	4.2	0.0	0.0
07X221	SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL	18.7	23.5	12.1
07X223	M.S. 223 THE LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY	39.1	3.7	5.1
07X224	P.S. / I.S. 224	8.1	12.4	0.0
07X277	P.S. 277	33.5	28.6	23.3
07X296	SOUTH BRONX ACADEMY FOR APPLIED MEDIA	3.5	3.2	1.4
07X298	ACADEMY OF PUBLIC RELATIONS	3.4	1.3	0.0
07X343	ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY	31.1	6.7	7.1
07X359	CONCOURSE VILLAGE ELEMENTARY SCHOOL	83.7	81.8	85.7
07X369	YOUNG LEADERS ELEMENTARY SCHOOL	6.5	3.6	0.0
07X385	PERFORMANCE SCHOOL	4.6	0.0	0.0
07X500	HOSTOS-LINCOLN ACADEMY OF SCIENCE	4.8	0.0	0.0
07X551	THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS	7.5	3.1	3.6

2015 Charter School K-8 Performance in CSD 7

Urban Assembly Charter School for Computer Science: Community Need

Charter School	ELA Proficient (L3+L4)	Math Proficient (L3+L4)
ACADEMIC LEADERSHIP CHARTER SCHOOL	39.6%	55.9%
AMERICAN DREAM CHARTER SCHOOL	17.3%	12.8%
BRONX CHARTER SCHOOL FOR CHILDREN	11.1%	14.5%
BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS	34.1%	38.5%
FAMILY LIFE ACADEMY CHARTER SCHOOL II	73.1%	80.8%
HEKETI COMMUNITY CHARTER SCHOOL	16.3%	47.9%
KIPP ACADEMY CHARTER SCHOOL	19.8%	46.7%
MOTT HAVEN ACADEMY CHARTER SCHOOL	31.3%	55.2%
NEW YORK CITY MONTESSORI CHARTER SCHOOL	5.0%	18.0%
SOUTH BRONX CHARTER SCHOOL INTER-CULTURES AND ARTS	25.0%	20.8%
SUCCESS ACADEMY CHARTER SCHOOL-BRONX 1	70.4%	96.1%

High school performance is likewise lackluster in CSD 7. Only 54% of the 2010 cohort graduated in four years. The graduation rate drops to 27% for English language learners and 33% for students with a disability in this cohort. Moreover, 13% of the cohort dropped out. For individual schools, the graduation rates are alarming, with four high schools in which less than one-quarter graduated. In only two district high schools did more than 20% of graduates achieve the aspirational performance measure (APM), which is an indicator of college and career readiness. Notably, the three charter high schools in CSD 7 with graduating classes posted significantly higher graduation rates than most district high schools.

2010 Cohort Four Year Graduation Rates, Dropout Rates and Percent Achieving Aspirational Performance Measures (APM) in CSD 7

DBM	School Name	Graduation Rate	Dropout Rate	APM Rate
07X221	SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL	88%	4%	16.2%
07X321	CROTONA ACADEMY HIGH SCHOOL	22%	9%	s
07X334	INTERNATIONAL COMMUNITY HIGH SCHOOL	39%	21%	8.1%
07X379	JILL CHAIFETZ TRANSFER HIGH SCHOOL	24%	14%	8.0%
07X381	BRONX HAVEN HIGH SCHOOL	20%	8%	s
07X473	MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL	56%	11%	7.7%
07X500	HOSTOS-LINCOLN ACADEMY OF SCIENCE	88%	4%	45.9%
07X520	FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES	45%	18%	0.0%
07X522	BRONX DESIGN AND CONSTRUCTION ACADEMY	-	-	s
07X527	BRONX LEADERSHIP ACADEMY II HIGH SCHOOL	65%	16%	24.0%
07X547	NEW EXPLORERS HIGH SCHOOL	56%	8%	7.3%
07X548	SCHOOL FOR CAREERS IN SPORTS	76%	9%	9.7%

Urban Assembly Charter School for Computer Science: Community Need

07X551	THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS	66%	10%	18.9%
07X557	MOTT HAVEN COMMUNITY HIGH SCHOOL	11%	12%	s
07X600	ALFRED E. SMITH CAREER AND TECHNICAL EDUCATION HIGH SC	64%	20%	4.8%
07X655	SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCH	37%	18%	6.3%
07X670	HEALTH OPPORTUNITIES HIGH SCHOOL	57%	16%	15.3%
84X704	KIPP ACADEMY CHARTER SCHOOL	96%	0%	
84X395	NYC CHARTER SCHOOL FOR ARCHITECTURE, ENGINEERING, CONSTRUCTION INDUSTRIES	77%	0%	
84X393	UNIVERSITY PREP CHARTER HIGH SCHOOL	99%	0%	

Rationale for Community Selection: Our partner, The Urban Assembly, has had a presence in the South Bronx for nearly 20 years. It was UA CEO and Founder Richard Kahan’s experience leading the Bronx Center Plan, a strategic planning effort to revitalize a 300 square block area of the South Bronx in the mid-90’s, that gave rise to The Urban Assembly’s first school, The Urban Assembly Bronx School for Law, Government & Justice, which opened in 1997. The Urban Assembly now has three additional schools in the Bronx: The UA Bronx Academy of Letters (CSD 7), The UA School for Applied Math and Science (CSD 9), and The UA School for Wildlife Conservation (CSD 12). Through its support for these schools as well as the schools’ relationships with the DOE and community partners, The Urban Assembly brings valuable history and experience in the South Bronx that will provide critical grounding and support to UACS as we establish ourselves during the founding years of the school.

Because UACS is a proposed Career and Technical Education (CTE) school, our selection of CSD 7 within the South Bronx was based on the degree of need combined with the strategic industry and community relationships we believe we can activate in and around the borough. Our selection criteria included:

A large concentration of historically underserved and high-need students and families. The data above demonstrates clearly that needs persist in the South Bronx.

An insufficient supply of high-quality, local, small high school options where students are known well. For the 2015-16 school year there were 20,681 applications for 6,606 charter school seats in the Bronx and 12,354 applications for 4621 seats in the South Bronx specifically, indicating clear demand for charter school seats. See **R-15 – Student Demand** for our detailed analysis of student demand.

An insufficient supply of high-quality computer science high school academic programming, including a 9-12 college preparation sequence and culminating industry credentials. There are limited CTE opportunities in New York City overall and the South Bronx specifically.

Existing and potential relationships to support community engagement in the proposal and a community role in school design and implementation. The South Bronx is home to many well-established community-based organizations (CBOs), institutions of higher education, and religious institutions that play an active role in community development.

For instance, the Urban Assembly has relationships with and plans to collaborate with East Side House Settlement, Phipps CDC, Hostos Community College, Bronx Community College, South Bronx Rising Together, Immaculate Conception Church, and the Institute for Puerto Rican and Hispanic Elderly, among many others. (See **R-15e – Evidence of Support**)

Reasonable access by public transportation for industry professionals who would serve as visiting partners, mentors, board members, and adjuncts. In the South Bronx there is ease of connectivity via subway, bus service and commuter rail to Manhattan and Westchester County. (See **R-19 – Transportation**)

By meeting all of these criteria, CSD 7 was identified as the most strategic location for the proposed school.

Providing a Needed Alternative: The proposed Urban Assembly Charter School for Computer Science will offer a unique combination of program elements and opportunities to the South Bronx community.

CTE Model: UACS will provide a unique pathway to higher education and careers in computer science-related fields. There are currently only three high schools—Alfred E. Smith Career and Technical Education High School, Bronx Design and Construction Academy, and Health Education and Research Occupation—in CSD 7 that offer CTE programs, only one of which offers a single pathway (graphic design) in a computer science-related field. Furthermore, none of these are high performing schools. In addition, none of the charter high schools in CSD 7 offer a CTE model.

Extended Year/Day: A consistent element of high performing charter schools is the opportunity to provide additional and innovative time for teaching and learning. As a charter school UACS can design its own calendar and schedule to meet the academic and work-based learning needs of its students and will enroll students for significantly more time than district schools. We plan for 202 days of instruction, significantly more than the 180 days in traditional district schools.

Small School: Serving approximately 420 students, UACS will be significantly smaller than many of the district high schools. Research shows that small schools provide greater opportunities for establishing meaningful relationships with students and their families that translate into meeting needs and raising achievement.

Urban Assembly: UACS will benefit from its partnership with an organization that has a storied history with innovative schools and CTE programs. Rather than start the school in isolation, it will be connected to a network of schools with which to share and learn. In addition, Urban Assembly will leverage its relationships with higher education and industry partners to expand opportunities for UACS's students and faculty.

(b) Programmatic Impact

Urban Assembly Charter School for Computer Science: Community Need

Describe the programmatic impact of the establishment of the proposed charter school 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;

Information demonstrating a thorough analysis of existing educational options for the existing community and target population;

Analysis of how the proposed school’s enrollment plan will impact the enrollment and programmatic viability of the public and non-public schools; and,

Analysis of the provision of novel or different programs or instructional approaches to those currently in place in the targeted community or population.

Educational Options: The tables below describe the district, charter and private schools in CSD 7. Most public schools are about one-third African-American and two-thirds Hispanic, with very few other race/ethnicities. These schools can clearly be characterized by high levels of poverty and relatively high rates of English language learners, which are risk factors for dropping out and not completing high school.

CSD 7 High School Enrollment, Poverty, ELL and SWD Rates

School Name	Enrollment	Economic Need Index	Percent ELL	Percent SWD
South Bronx Preparatory: A College Board School	654	87.2%	2.8%	21.2%
M.S. 223 The Laboratory School of Finance and Tech	502	86.6%	6.1%	20.1%
H.E.R.O. High (Health, Education, and Research Occ	231	81.7%	11.3%	17.7%
International Community High School	463	79.0%	86.0%	3.2%
Community School for Social Justice	324	84.1%	9.9%	25.0%
Mott Haven Village Preparatory High School	364	82.4%	9.6%	21.7%
University Heights Secondary School	486	80.5%	2.1%	8.2%
Hostos-Lincoln Academy of Science	544	79.9%	2.9%	16.7%
Foreign Language Academy of Global Studies	145	86.0%	21.4%	31.7%
Bronx Design and Construction Academy	563	82.4%	14.2%	25.2%
Bronx Leadership Academy II High School	495	83.1%	13.9%	26.7%
New Explorers High School	475	85.5%	10.3%	26.1%
School for Careers in Sports	587	82.0%	7.2%	23.3%
The Urban Assembly Bronx Academy of Letters	591	88.2%	13.6%	25.0%
Alfred E. Smith Career and Technical Education High	375	79.8%	19.2%	28.3%
Samuel Gompers Career and Technical Education High	78	83.3%	10.3%	32.1%
Health Opportunities High School	554	83.4%	7.8%	19.3%

CSD 7 High Schools by Race/Ethnicity

School Name	Percent Asian	Percent Black	Percent Hispanic	Percent White
South Bronx Preparatory: A College Board School	1.7%	25.2%	70.3%	1.4%
M.S. 223 The Laboratory School of Finance and Tech	0.0%	20.6%	78.5%	0.9%
H.E.R.O. High (Health, Education, and Research Occ	2.2%	35.5%	58.9%	1.7%
International Community High School	6.5%	14.0%	76.7%	1.3%
Community School for Social Justice	1.5%	29.6%	67.3%	1.2%
Mott Haven Village Preparatory High School	0.3%	25.3%	73.6%	0.5%
University Heights Secondary School	3.1%	30.0%	64.6%	1.6%
Hostos-Lincoln Academy of Science	3.8%	22.5%	69.9%	1.5%
Foreign Language Academy of Global Studies	2.8%	26.9%	67.6%	1.4%
Bronx Design and Construction Academy	1.4%	24.0%	70.5%	3.4%
Bronx Leadership Academy II High School	2.2%	32.3%	63.4%	0.8%
New Explorers High School	0.4%	31.4%	67.6%	0.4%
School for Careers in Sports	0.2%	28.6%	69.5%	1.4%
The Urban Assembly Bronx Academy of Letters	0.9%	30.4%	66.9%	1.5%
Alfred E. Smith Career and Technical Education High	1.1%	29.1%	68.3%	0.8%
Samuel Gompers Career and Technical Education High	0.0%	32.1%	64.1%	2.6%
Health Opportunities High School	3.1%	36.1%	57.9%	1.8%

CSD 7 Elementary School Enrollment, Poverty, ELL and SWD Rates

School Name	Enrollment	Economic Need Index	Percent ELL	Percent SWD
P.S. 001 Courtlandt School	707	91.5%	25.1%	16.5%
P.S. 018 John Peter Zenger	576	91.4%	28.3%	28.5%
P.S. 025 Bilingual School	490	86.3%	22.9%	26.7%
P.S. 030 Wilton	624	92.3%	15.6%	23.5%
P.S. 043 Jonas Bronck	525	91.0%	9.8%	26.9%
P.S. 049 Willis Avenue	713	92.4%	18.0%	24.2%
P.S. 065 Mother Hale Academy	423	95.7%	13.7%	25.5%
P.S. 154 Jonathan D. Hyatt	405	91.2%	13.2%	21.3%
P.S. 157 Grove Hill	655	87.9%	9.5%	18.0%
P.S. 161 Ponce De Leon	529	90.6%	25.6%	26.7%
P.S. 179	397	89.9%	33.2%	25.8%
P.S. 277	468	92.8%	17.8%	20.5%
Young Leaders Elementary School	270	92.3%	50.0%	34.6%
Performance School	143	88.7%	15.4%	43.4%

CSD 7 Elementary Schools by Race/Ethnicity

School Name	Percent Asian	Percent Black	Percent Hispanic	Percent White
P.S. 001 Courtlandt School	0.6%	21.7%	74.6%	2.7%
P.S. 018 John Peter Zenger	2.0%	28.5%	66.7%	1.1%
P.S. 025 Bilingual School	0.2%	8.6%	90.3%	0.2%
P.S. 030 Wilton	1.8%	22.3%	73.5%	1.9%
P.S. 043 Jonas Bronck	0.4%	26.0%	72.0%	1.3%
P.S. 049 Willis Avenue	0.2%	28.0%	70.0%	0.5%
P.S. 065 Mother Hale Academy	2.3%	32.0%	64.7%	0.3%
P.S. 154 Jonathan D. Hyatt	0.0%	36.1%	60.1%	2.4%
P.S. 157 Grove Hill	0.3%	30.8%	68.7%	0.0%
P.S. 161 Ponce De Leon	0.7%	21.6%	75.7%	1.5%
P.S. 179	0.3%	16.9%	80.3%	0.3%
P.S. 277	1.2%	22.4%	74.5%	0.7%
Young Leaders Elementary School	0.0%	13.4%	85.4%	1.2%
Performance School	0.0%	35.0%	63.6%	0.7%

CSD 7 Middle School Enrollment, Poverty, ELL and SWD Rates

School Name	Enrollment	Economic Need Index	Percent ELL	Percent SWD
J.H.S. 151 Lou Gehrig	253	89.0%	34.8%	27.7%
J.H.S. 162 Lola Rodriguez De Tio	375	90.6%	25.1%	31.2%
M.S. 203	73	94.6%	21.9%	32.9%
South Bronx Preparatory: A College Board School	654	87.2%	12.6%	27.6%
M.S. 223 The Laboratory School of Finance and Tech	502	86.6%	10.4%	22.9%
P.S. / I.S. 224	362	90.3%	30.4%	26.0%
South Bronx Academy for Applied Media	349	90.8%	12.3%	29.2%
Academy of Public Relations	352	88.2%	23.6%	26.4%
Academy of Applied Mathematics and Technology	306	88.5%	10.8%	26.8%
Hostos-Lincoln Academy of Science	544	79.9%	7.4%	21.3%
The Urban Assembly Bronx Academy of Letters	591	88.2%	13.5%	25.5%

CSD 7 Middle Schools by Race/Ethnicity

School Name	Percent Asian	Percent Black	Percent Hispanic	Percent White
J.H.S. 151 Lou Gehrig	1.2%	28.1%	70.0%	0.4%
J.H.S. 162 Lola Rodriguez De Tio	0.8%	29.9%	68.3%	0.8%
M.S. 203	0.0%	24.7%	75.3%	0.0%

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South Bronx Preparatory: A College Board School	0.0%	25.9%	72.4%	1.0%
M.S. 223 The Laboratory School of Finance and Tech	0.7%	21.2%	77.1%	0.7%
P.S. / I.S. 224	0.0%	23.2%	74.0%	1.7%
South Bronx Academy for Applied Media	0.6%	36.4%	61.3%	0.6%
Academy of Public Relations	0.6%	28.1%	70.2%	0.9%
Academy of Applied Mathematics and Technology	1.0%	25.2%	72.5%	0.7%
Hostos-Lincoln Academy of Science	1.0%	17.3%	79.2%	2.0%
The Urban Assembly Bronx Academy of Letters	0.8%	32.0%	64.1%	3.1%

CSD 7 K-8 School Enrollment, Poverty, ELL and SWD Rates

School Name	Enrollment	Economic Need Index	Percent ELL	Percent SWD
PS 5 Port Morris	799	90.5%	23.1%	22.5%
P.S./M.S. 029 Melrose School	750	89.1%	16.8%	22.8%
P.S./M.S. 031 The William Lloyd Garrison	729	87.8%	18.3%	22.9%

CSD 7 K-8 Schools by Race/Ethnicity

School Name	Percent Asian	Percent Black	Percent Hispanic	Percent White
PS 5 Port Morris	0.1%	23.1%	74.2%	1.4%
P.S./M.S. 029 Melrose School	2.2%	29.4%	66.3%	1.3%
P.S./M.S. 031 The William Lloyd Garrison	1.6%	25.1%	70.9%	1.9%

CSD 7 Charter Schools Enrollment and Race/Ethnicity

School	Grades	Enrollment	Percent Black	Percent Hispanic	Percent White
Academic Leadership Charter School	K-6	376	50	48	1
American Dream Charter School	6	81	10	88	1
Brilla College Preparatory Charter School	K-2	247	30	68	1
Bronx Charter School for Children, The	K-5	424	22	75	1
Bronx Global Learning Institute for Girls Charter School	K-7	375	27	68	1
Family Life Academy Charter School II	K-3	205	32	68	0
Family Life Academy Charter School III	K-1	82	30	68	0
Heketi Community Charter School	K-3	192	34	64	1
KIPP Academy Charter School	K-12	985	44	54	0
Mott Haven Academy Charter School	K-5	292	30	67	0
New Visions Charter High School for the Humanities II	9-11	356	37	60	1
New York City Charter High School for Architecture, Engineering and Construction	9-12	425	36	63	0

Urban Assembly Charter School for Computer Science: Community Need

School	Grades	Enrollment	Percent Black	Percent Hispanic	Percent White
Industries					
New York City Montessori Charter School	K-4	250	32	61	1
South Bronx Charter School for International Cultures and the Arts	K-5	434	15	83	0
South Bronx Classical Charter School II	K-2	162	44	54	1
Success Academy Charter School - Bronx 1	K-5	535	54	45	1
University Prep Charter High School	9-12	376	29	69	0

CSD 7 Charter Schools by LEP, SWD and Poverty Rates

School	Percent LEP	Percent SWD	Percent Economically Disadvantaged
Academic Leadership Charter School	13	13	93
American Dream Charter School	27	23	93
Brilla College Preparatory Charter School	19	19	85
Bronx Charter School for Children, The	15	15	93
Bronx Global Learning Institute for Girls Charter School	11	12	68
Family Life Academy Charter School II	13	13	
Family Life Academy Charter School III	29	20	89
Heketi Community Charter School	16	20	84
KIPP Academy Charter School	9	19	87
Mott Haven Academy Charter School	15	25	86
New Visions Charter High School for the Humanities II	11	23	85
New York City Charter High School for Architecture, Engineering and Construction Industries	16	21	91
New York City Montessori Charter School	18	23	93
South Bronx Charter School for International Cultures and the Arts	29	8	74
South Bronx Classical Charter School II		15	83
Success Academy Charter School - Bronx 1	7	12	84
University Prep Charter High School	12	19	90

CSD 7 Private Schools

School Name	Enrollment	Grades Served
St. Luke School	295	PK-8
Sts. Peter and Paul	222	PK-8
Immaculate Conception School	530	PK-8
Cardinal Hayes High School	926	9-12

St. Anselm	326	PK-8
St. Ignatius	87	6-8

Impact Analysis: For a number of reasons we believe UACS will have a net positive effect on the education community in CSD 7. High school enrollment in New York City is based on a city-wide matching system, so UACS will not be competing directly with the high schools in CSD 7. Though admissions to UACS will give preference to CSD 7 residents, with our unique program we expect to attract students from across the city. In addition, our CTE program competes directly with only one pathway at only one of the three CTE schools in the district.

The population is growing in the South Bronx. Census data indicated that in Bronx Community District 1 the total population grew over 11% between 2000 and 2010. Moreover, the population of 15-19 year olds grew by 19% during that same period. Conversations with the NYCDOE suggest that space is tight in CSD 7 and the “blue book” shows that utilization rates are high or above threshold in many CSD 7 school buildings. Thus, we believe the addition of new high school seats in the community will help with overcrowding in existing schools as the local student population grows.

UACS is a secular public school while most private schools in the area are parochial, suggesting the interest in private education is often based on religious instruction. Thus, we believe most private school parents would not choose UACS, limiting its impact on private school enrollment.

Finally, there are four charter high schools in CSD 7. The KIPP high school is part of a K-12 feeder system, so UACS is unlikely to draw many of its students. New Visions Charter High School for the Humanities II and University Prep Charter High School are both traditional college prep schools, though some families seeking simply quality may apply to UACS as well. We are most likely to compete for students with New York City Charter High School for Architecture, Engineering and Construction Industries. That said, the demand for charter school seats in the South Bronx has been extremely high, with 12,354 applications for 4,621 seats in the South Bronx for the 2015-16 school year.

Thus we believe there is ample demand and the introduction of another charter high school in CSD 7 will not have a deleterious impact on district, charter or private schools. We have letters of support from the New York City Department of Education and Bronx Community Board One indicating an expectation of positive impact by our proposed school on the CSD 7 and larger education community. In addition, we anticipate a letter from the New York City Mayor’s Office indicating the same.

(c) Fiscal Impact

Complete the fiscal impact table 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;

Urban Assembly Charter School for Computer Science: Community Need

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,

Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year.

We anticipate a negligible financial impact on the NYCDOE. As a percentage of its budget, UACS at full capacity in Year 4 will account for only 0.04% of the district's budget.

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 (2017-18)	105	14,016	1,471,656	555,636.27	2,027,292	20,478,421,000	0.010%
Year 2 (2018-19)	210	14,016	2,943,312	1,118,425.74	4,061,737	20,478,421,000	0.020%
Year 3 (2019-20)	315	14,016	4,414,968	1,657,768.61	6,072,736	20,478,421,000	0.030%
Year 4 (2020-21)	420	14,016	5,886,623	2,220,955.48	8,107,579	20,478,421,000	0.040%
Year 5 (2021-22)	420	14,016	5,886,623	2,220,955.48	8,107,579	20,478,421,000	0.040%

We also do not expect have a significant financial impact on private schools. Private schools in the vicinity of the proposed charter school are predominantly religious schools, and as a secular public school we not expect to draw many students away from them.

Response 2 – Addressing the Need

(a) Mission

Provide the mission statement for the proposed charter school.

Mission Statement: The Urban Assembly Charter School for Computer Science (UACS) equips students to be upwardly mobile in technology careers regardless of industry, providing the cognitive skills, direct training, and life preparation they need to succeed in any chosen computer science profession and in the pursuit of higher education. Our goal is to provide a dynamic and connected four-year experience in computer science training, academic education, and social-emotional development, culminating in a high school diploma, an industry credential, and a concrete post-secondary plan for education or work. Our students' success and our enduring involvement with their communities will reverberate as a middle class opportunity for families and neighbors. Our graduates will be highly tech-literate, emotionally intelligent, and broadly skilled lovers of challenge and adapters to diverse contexts of learning, living, and working.

Goals: Every graduate of UACS will:

- Earn a high school diploma and meet college readiness standards.
- Earn an industry certification that makes him or her competitive for entry-level employment in a computer science profession, and upon which additional training and certifications may be stacked.
- Complete a portfolio featuring a range of quality work that demonstrates his or her interests and capabilities in the computer sciences.
- Complete a computer sciences internship that delivers skills critical to his or her career interest and fulfills work-based learning hours required for a certification.
- Participate in four-years of Advisory, out-of-class enrichment and non-cognitive skills-building activities to develop social awareness and adaptability, self-confidence and resiliency in diverse contexts, and the ability to advocate for his or her needs.

Background and Rationale: For nearly two decades the Urban Assembly (UA) has started and supported small public middle and high schools of choice in New York City. Their network graduation, college matriculation, and college persistence rates far surpass the city averages for their population because the core tenets of The UA model, including data-driven instruction, strong teacher-student relationships, strategic external partnerships, and richly supported post-secondary access and readiness, provide a backbone of success around which their autonomous principals, with UA coaching and services, create strong school cultures and deliver rigorous academics.

UACS is proposed as a Career & Technical Education (CTE) high school, a concept uniquely rich in both precedent and innovation, which represents a confluence of educational imperatives in the region and the country.

Urban Assembly Charter School for Computer Science: Addressing Need

- **Computer Science:** As The UA’s previous two technology-based CTE schools—The Urban Assembly Gateway School for Technology and The Urban Assembly Maker Academy—amply demonstrate, we believe strongly that technology is no longer an industry unto itself but a foundation of systems and tools now undergirding every industry, and calling for certain core skills and fluencies that every citizen of the future must possess. Mayor Bill De Blasio’s *Computer Science for All* initiative aims to teach computer science to every student by 2025, a goal that we support, and that this school will be critical to achieving. Our research into labor trends affirms that a computer science background will unlock limitless career opportunities for students, especially if they are agile learners able to adapt to change and disruption in the work landscape.
- **Charter High School:** The UA has been a proud leader of reform inside the district education environment but also believes that change from without must merge with change from within to surface the best ideas and practices and make them universally actionable. The intent behind their first foray into charter schools is densely strategic. As the state takes bold, but necessarily slow and studied, steps to revamp CTE policy, the most ambitious CTE programs feel constrained by the pace of change, and unable to truly harness what industry brings to the table. The platform for experimentation afforded by a charter will enable UACS to choose, test, modify, and improve unique curriculum standards and assessments, and engage a team that might feature unconventional roles, including certain types of instructional coaches, iteration specialists, and adjunct instructors of technical skills.
- **Career & Technical Education (CTE):** In the past decade, CTE has emerged nationwide as a new model for secondary education that combines the best elements of previous models in which a single pathway (i.e., college *or* career) to post-secondary success predominated. CTE provides both college and career preparation through rigorous academics as well as hands-on industry training and experience to ensure graduates are empowered with options, and to appeal to all modalities of learning. Emerging research behind CTE is further elaborated below. There are seven CTE high schools in the UA network and they rank among the city’s most visited and cited. UA CTE schools, engaging their time-tested approach to external partnership, effectively convening the smartest educators and savviest employers to offer students unprecedented access to high-demand career pathways and the technical skills they require.

The core aspects of UACS’s approach to academics, school culture, and computer science integration are based largely on structures, systems, and approaches already in place at The Urban Assembly Gateway School for Technology (UA Gateway), whose input and influence are represented in the design of this new school by April McKoy, UA Gateway’s principal and a member of the UACS applicant team.

(b) Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements. This should not exceed five pages in length.

Key Design Elements: Based on The UA's experience with effective high schools and CTE programs, UACS' key design elements are:

Standards-aligned and mastery-driven instruction that focuses on what we teach (cognitively challenging, coherent curricula that are mapped to the Common Core), how we teach it (lesson planning and delivery that reflect essential elements of good practice and differentiation for heterogeneous learners), and authentic literacy (literacy-building strategies that are integrated through all instructional settings). Our curriculum is built around clear and measurable learning targets that focus instruction and assessment.

A holistic and supportive school culture that revolves around a summer bridge program for incoming 9th graders, a four year advisory system, culturally responsive practices, and embedded rites and rituals of community, and that rests on a values-driven accountability plan for staff and student decision-making, behavior, and discipline.

A Career and Technical Education (CTE) framework for computer science education that pushes beyond the best of current career CTE practice, engaging industry partners at all levels to provide relevant training and workplace experiences befitting a competitive candidate for a career in computer science.

Post-secondary awareness, advisement and planning structures that introduce students to multiple pathways after graduation, encourage aspiration, begin with goals and interests mapping, support career exposure and ideation, and scaffold a student-driven experience of post-secondary preparation and pursuit.

Robust and flexible scheduling that includes extended learning time in the school day (9 am to 4:40 pm) and school year (202 days versus traditional 180) and that engages an adaptive, rotating schedule to allow teachers to prioritize co-planning and enable the quality and frequency of student interventions to respond to real-time data.

Embedded weekly, monthly, and yearly professional development that unifies staff in common values and methodology, promotes distributed leadership, provides opportunities for cross-curricular planning, develops strong shared practice for social-emotional learning, and provides a platform for reflection, reorientation, and continuous improvement.

Cycles of continuous improvement scheduled into the school year that engage the staff in collective examination and analysis of data and give structure to a process of planning and implementing around change when and where the need for it is identified.

CTE Defined: A CTE program in a high school typically includes a sequence of career preparation and training alongside the academic program, taught by or in close consultation with industry experts. Students are expected to participate in work-based learning activities, including job shadows and internships, throughout their CTE education and to pass an industry-approved assessment before graduation that is typically associated with a career credential or certification. The most often used CTE terms are defined as follows.

- **Industry Certification (or Credential):** A qualification, often earned by passing an assessment, that assures employers that a potential employer has the requisite knowledge and skills necessary for employment
- **Work-based Learning (WBL):** a strategy that schools implement to help students apply academic and technical skills while developing real-world employability skills. Often coordinated with school-based learning, WBL experiences offer project- and problem-focused teaching and learning as opposed to the more theoretical teaching and learning that takes place in traditional classrooms. WBL opportunities range from job shadowing with limited workplace interaction to apprenticeships and paid internships that have extensive workplace experience.
- **Programs of Study:** aligns academic standards and career and technical content through a non-duplicative progression of courses that bridge secondary and post-secondary institutions.

The Urban Assembly is a leader in CTE education and recently published *High-Quality Career and Technical Education: Essential Elements to Prepare Students for College and Career*. It describes seven key components of effective CTE programs, all of which are embedded in the proposed UA Charter School for Computer Science.

1. **Career pathways:** CTE programs should include career pathways that are responsive to economic trends and labor market needs, while providing students with certifications and credentials recognized by employers. UACS reflects the current and anticipated growth in computer science as a field undergirding most industries.
2. **CTE and academic content integration:** CTE and academic content must be cognitively demanding, experiential and aligned with state, national, and industry standards. Computer Science is a core course at UACS and structures are in place so teachers can collaboratively integrate curricula. In addition, a heavy emphasis on studying and producing authentic literature permeates every discipline.
3. **Industry partners:** Collaboration with real-world companies that engage in CTE is essential. This includes, but is not limited to, assisting with curriculum design, providing students with out-of-class experiences, and advising students and teachers. UACS will benefit from strong industry partners for curriculum input, internship opportunities for students and professional development for faculty.
4. **Post-secondary education partners:** Programs of study must be designed to bridge secondary schools and post-secondary education partners to provide early college

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opportunities for all students. UACS will offer Advanced Placement courses and explore dual enrollment opportunities with local colleges and universities.

5. **Work-based learning opportunities:** Students must have a series of work-based learning opportunities that increase in frequency and intensity from 9th through 12th grade. Career awareness activities will flow into work-based learning opportunities, which will be scaffolded by Work-based Learning Seminars.
6. **Effective counseling:** All students must have post-secondary education and career counseling that informs and guides students to educational and professional opportunities after high school. Each grade at UACS has a dedicated counselor who supports and advocates for their students and loops with them across their four year high school experience. In addition, UACS will have a robust college and career guidance department.
7. **CTE teacher recruitment, support, and retention strategies:** Systems must be in place to help recruit, support, and retain CTE teachers in order to improve student outcomes. UACS will have a full-time Partnership Coordinator and benefit from The Urban Assembly's experience in the CTE realm.

Basis in Successful Models and Research: Much of what will be presented in subsequent sections reflects programs and practices developed, implemented and proven successful at The UA Gateway School for Technology. Founded in 2011, UA Gateway is an unscreened public CTE high school in Manhattan serving primarily low-income students of color who enter below or far below grade level. UACS's population is anticipated to be similar, if not identical. UACS will share the same goal as that of UA Gateway: to provide equal access to computer science education and to give historically underserved students unprecedented access to careers in emerging technologies.

The work at UA Gateway is grounded in the research and ideas of published scholars who have advanced innovation in public education. Namely, UA Gateway's methodologies directly engage and reference the following:

- Conley, David. *College and Career Ready*. Jossey-Bass, January 2012.
- Schmoker, Mike. *FOCUS: Elevating the Essentials to Radically Improve Student Learning*. Association for Supervision & Curriculum Development, January 2011.
- Fay, Jim and Funk, David. *Teaching with Love & Logic: Taking Control of the Classroom*. Love & Logic Press, 1995.
- Greene, Ross. *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*. Scribner, September 2014.

UA Gateway achieved an 89% graduation rate in its first year of graduation (2015), including the following distinctions:

- All graduates received Regents or Advanced Regents Diplomas
- 89% meaningfully exceeds the city, borough, and peer group average

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- This figure includes General Education students (90%) and Students with Disabilities (82%)
- UA Gateway is in the 82nd percentile of schools in the city for college readiness

We also submit the following evidence of UA Gateway's early success: UA Gateway met or exceeded targets in all elements of the current NYC accountability report (School Quality Report), including:

- Rigorous Instruction (met)
- Collaborative Teachers (exceeded)
- Supportive Environment (met)
- Effective school leadership (met)
- Strong Family-Community Ties (met)
- Trust (exceeded)
- Student Achievement (exceeded)

In addition to UA Gateway, the Urban Assembly's six other CTE high schools serve as models for the required and essential practices of CTE. Each has been singled out in a different way by the Office of CTE at the NYC Department of Education for exemplary approaches to CTE innovation.

Finally, analysis of CTE school and program outcomes across the United States reveals the following.

- Graduation rates for CTE students are higher than non-CTE students in 49 states. The graduation rate for CTE concentrators is 93%, compared to 80% for non-CTE concentrators (2012). (US Department of Education, 2014)
- Four out of five secondary CTE graduates who pursued post-secondary education after high school earned a credential or were still enrolled two years later. (National Center for Education Statistics, 2011)
- A person with a CTE-related Associates degree or credential will earn, on average, between \$4,000 and \$19,000 more annually than will a person with a Humanities Associates degree. (US Department of Education, 2014)

Finally, the CTE elements related to computer science are largely adopted from the efforts of Computer Science for All (CSNYC) and its two flagship programs, the Academies for Software Engineering (AFSE) and the Software Engineering Program (SEP). SEP is already being implemented at UA Gateway, and extensive conversations between CSNYC and The Urban Assembly regarding partnership and long-term practice sharing are well underway. In addition to using CSNYC's course modules and assessments, which have been carefully designed and tested, we will also rely on CSNYC's investigations into the most industry-relevant credentials (which are, in technology, always changing, demanding curricula that embody core skills while remaining flexible to industry trends) as well as its work in establishing a nascent teacher pipeline into computer science instruction.

(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 5% districts can be found in the accompanying Guidance Handbook, but note that the New York City School District is a 5% district.

See **R-15e – Evidence of Support** for a letter of support from the New York City Department of Education. Having a long history working closely with the NYCDOE to start and run successful high schools, we are thrilled to have the support of the Chancellor in this endeavor.

Moreover, UACS will provide a significant educational benefit to the surrounding community in a variety of tangible ways. Most concisely and tangibly expressed, the significant educational benefit of UACS is as follows:

- A **high school diploma** representing the highest standards and college-ready academic skills
- An **industry credential** representing readiness for entry-level employment or job-track training
- **Social-emotional and non-cognitive life skills** representing readiness for persistence in any post-secondary path

The rigorous academic program of the school and its small size will offer students the opportunity to excel in their studies, supported by teachers who know them well, when otherwise they might have attended schools with lower standards and an environment less capable of catching and working with their strengths and gaps.

The UACS diploma will be deeply meaningful in how it confers and represents true college readiness, which students in the community need and deserve. The skills it embodies, and of which it signifies attainment, will be those necessary not just to gain admission and matriculate to college but to persist in and complete college as well. These include social-emotional and non-cognitive life skills that will be codified in instruction, culture, and enrichment, and that UACS believes are important to perseverance and achievement. Furthermore, with the school’s CTE program and its promise to develop students’ computer science skills and professionally certify their skill set by graduation, UACS offers exceptional added value in preparing young people from the community for specific, upwardly mobile careers in a gainful industry of growth in the city and beyond.

(d) Draft Accountability Plan

See **R-02d – Accountability Plan**

The Urban Assembly Charter School for Computer Science
Accountability Plan for the Accountability Period 2017-18 to 2021-22

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All students will achieve at high levels in English Language Arts.

Absolute Measures

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.

Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL II: MATHEMATICS

Goal: All students will achieve at high levels in Mathematics.

Absolute Measures

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Each year, Accountability Performance Level (APL) on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents 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 high schools in New York State.

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL III: SCIENCE

Goal: All students will achieve at high levels in Science.

Absolute Measures

Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

GOAL IV: SOCIAL STUDIES

Goal: All students will achieve at high levels in Social Studies.

Absolute Measures

Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL V: 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.

GOAL VI: HIGH SCHOOL GRADUATION

Goal: Most students will graduate in four years and almost all will graduate in five years.

Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.

Each year, 80 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL VII: COLLEGE PREPARATION

Goal: All graduates will be college ready despite having the option, being also career ready, to immediately enter the workforce.

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.

The percent of graduating students who graduate with a Regents diploma with advanced designation will exceed the local district.

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Each year, at least 75% percent of graduating students will either matriculate in a college or university in the year after graduation OR enter an entry-level job in computer science or a competitive job-track computer science supplemental training program.

GOAL VIII: CAREER READINESS

Goal: All graduates will be ready for an entry-level job in computer science.

Each year, students will meet standards articulated by the industry for their grade level toward a culminating assessment and career credential.

Each year, 75% of eligible students will complete a computer science internship with favorable reviews from their site supervisors.

Each year, 75% percent of graduating students will pass a culminating assessment and attain a career credential.

Each year, 75% percent of graduating students will complete a portfolio of relevant achievements that meet or exceed industry standards and comprise the centerpiece of job application materials.

Each year, at least 75% percent of graduating students will either matriculate in a college or university in the year after graduation OR enter an entry-level job in computer science or a competitive job-track computer science supplemental training program.

GOAL VIII: NON-COGNITIVE SKILLS

Goal: All graduates will be ready for the demands of college, work, and life upon their character and judgment by exhibiting the traits necessary for success and perseverance.

Each year, 75% of students will have demonstrated key non-cognitive skills by completing an out-of-class activity or commitment whose content and skills align to a validated non-cognitive skills framework.

Response 3 – Proposal History Including Community Outreach

(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.

Primary Applicants

Shannon Curran, scurran@urbanassembly.org; 212-867-3060

Shannon is the Managing Director of School Support at The Urban Assembly. Prior to joining The UA, Shannon’s experience in the NYC DOE spanned 20 years, including 10 years in administration. In her final five years at the DOE, Shannon served as Principal of The UA School for Law and Justice, one of the UA’s most accomplished schools. In her current role overseeing the design and delivery of The UA’s school support model, and based on her experience as a principal of a UA school, Shannon is leading the design of UACS.

Perrin Wicks, pwicks@urbanassembly.org; 212-867-3060

Perrin is the Chief of Staff at The Urban Assembly and has taken the lead in managing the charter application process, including coordinating the consultants engaged by The UA to inform the design of the school, its finances and governance, and the application. Perrin joined The Urban Assembly in 2006 as Director of Partnerships and led the partnership development and engagement work for all UA schools until becoming Chief of Staff in 2012. Perrin is the parent of a NYC public school student.

(b) Founders

Describe how the founding group formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal and discuss any assistance the founding group received from outside advisors, such as support organizations or consultants (even if these outside advisors are not active members of the founding group). Use the following table to list the active members of the founding group (including the applicants but do not include board members) who developed this proposal and/or will be involved in the proposed school, if approved.

Founding Team: The Founding Team members joining Shannon and Perrin include:

April McKoy is the founding Principal of The UA Gateway School for Technology, UA's most successful CTE school founded in 2011. Because the design of UACS is being modeled on UA Gateway, April's expertise as founder and school leader is invaluable to the team.

Richard Kahan is the Founder and CEO of The Urban Assembly. His commitment to continue to expand the population of students served by UA schools drove our decision to **pursue** a charter application, and his experience leading The Urban Assembly and its community of schools is critical to the development of the application.

Joe Pinto was co-founder of The UA School for Law & Justice and developed the school's **structures** and systems for public-private partnership. From 2012 – 2014, he served as Director of CTE for The UA and oversaw the development and opening of four new CTE high schools, including The UA Maker Academy and The UA School for Emergency Management. Now serving as a consultant, Joe's expertise informs the development of the overall school design and, specifically, the CTE structures of UACS.

The team's relationships were long-standing through their work with The Urban Assembly and its schools, including individual relationships spanning six to ten years. The Urban Assembly decided to develop a charter school application after pursuing education reform exclusively through the district system for two reasons. UA recognizes that if The Urban Assembly community of schools contains both charter and district schools, it will be strategically positioned to deliver on the promise of supporting innovation through the exchange of resources and effective practices among both models. Second, UA believes that the charter model can unleash the potential of career and technical education for students. CTE innovation is likely to occur at a swifter pace in a charter model, more quickly harnessing the potential of industry for students, refining unique curriculum standards and assessments, and engaging a staff that might feature unconventional roles and instructors of specific, technical skills. The UA's decision to pursue a charter application included several months of consideration and discussion among the organization's Board of Directors, staff, and principals of UA district schools.

Once the decision was finalized in early October 2015, the proposal was developed through extensive planning by the Founding Team, supported by:

Simeon Stolzberg, a New York City Charter School Center consultant specializing in the strategic planning and application processes for charter schools, as well as in charter school design;

Marielys Divanne, an experienced community organizer with strong roots in the South Bronx;

Charter School Business Management, advising and managing finance and budgeting;
and

Cliff Schneider of Cohen Schneider & O’Neill LLP, providing advisement in charter law
and governance;

The Founding Team decided to model UACS on The Urban Assembly Gateway School for Technology because it is the most successful of the existing UA CTE schools that have reached full capacity and because its focus on technology is closely related to the computer science focus of the proposed school. The plan for UACS departs from the Gateway model to take full advantage of scheduling and staffing flexibility permitted by the charter model that is impossible in a district school. These include a longer school year, a later and longer school day, the ability to attract and hire CTE teachers from industry, and innovative scheduling to allow for work-based learning and internships. In addition, the model takes advantage of UA social-emotional learning advisory programming.

Founding Team Members (other than board members)

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
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Founding Team Members (other than board members)

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
1. Shannon Curran	<p>Managing Director of School Support at The Urban Assembly overseeing the design and delivery of The UA’s school support model</p> <p>20 years’ experience in the NYC DOE, including 10 years in administration</p> <p>5 years as Principal of The UA School for Law and Justice, one of The UA’s most accomplished schools</p> <p>Leading the design of UACS</p>	Partner
2. Perrin Wicks	<p>Chief of Staff at The Urban Assembly</p> <p>9 years at UA, with the first 6 as Director of Partnerships, leading the partnership development and engagement work for all UA schools before becoming Chief of Staff in 2012</p> <p>Parent of a NYC public school student</p> <p>Leading the charter application process, including coordination of consultants</p>	Partner
3. April McKoy	<p>Founding Principal of The UA Gateway School for Technology, UA’s most successful CTE school and the model for UACS</p> <p>Primary source of expertise and UA Gateway models that have been incorporated into UACS proposal</p>	None
4. Richard Kahan	<p>UA Founder and CEO</p> <p>Originator and driver of decision to pursue a charter application based on the commitment to continue to expand the population of students served by UA schools</p> <p>Senior leadership and expertise regarding the development of The Urban Assembly community of schools</p>	Partner
5. Joe Pinto	<p>Co-founder of The UA School for Law & Justice, developing the school’s structures and systems</p>	None

Founding Team Members (other than board members)

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
	for public-private partnership UA Director of CTE from 2012-14, overseeing the development and opening of four new CTE high schools Consultant informing the development of the school design including CTE structures and industry partners.	

PROPOSED BOARD MEMBERS

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Marielys Divanne	TBD	TBD	Over 15 years community organizing experience in the South Bronx, including leadership of campaign to build the Mott Haven Schools Campus which created 2,200 seats for public schools students.	Y	N
2. Kristin Kearns-Jordan	TBD	TBD	Funder of both district and charter school models and former founder and director of Bronx Preparatory Charter School. Vice-Chair of The Urban Assembly Board of Directors.	Y	N

Urban Assembly Charter School for Computer Science: Proposal History/Community Outreach

3. Ronay Menschel	TBD	TBD	Chairman of Phipps Houses and trustee of Phipps Community Development Corporation, a leader in community development in the South Bronx.	Y	N
4. Angel Morales	TBD	TBD	20 years of Private Equity experience; Trustee for The Posse Foundation, the National Hispanic Scholarship Fund, and the Oliver Scholars Program; former resident of South Bronx.	Y	N
5. Pravin Sathe	TBD	TBD	Senior User Interface Designer at Google; teacher at School for Visual Arts and former teacher of Mathematics at Washington Irving High School.	Y	N

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6. Leigh Ann Sudol-DeLyser	TBD	TBD	Director of Education and Research at CSNYC. Experienced computer science teacher, education researcher, textbook author, CollegeBoard consultant, certified professional developer, and curriculum writer.	Y	N
7. Eric Watts	TBD	TBD	Director of Career and Technical Education at UA; former national CTE experience through programs such as the National Assessment of CTE and the National Research Center for CTE.	Y	N

We anticipate continued growth of the board over time and plan to seek members with skills and experience beneficial to UACS, including legal, communications/marketing, fundraising, and additional community and industry knowledge. For information about our governance plan see **R-13 – Governance**.

(c) Community Outreach

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, the proposal incorporates community input regarding the educational and programmatic needs of students.

Outreach for UACS has been grounded in The Urban Assembly's deep experience with outreach in support of opening the 21 schools it has founded to date as well as its long-standing relationships within the education community and the Bronx, where the first UA school was founded in 1997 and three others have been opened since. Beginning internally in August and externally in October of 2015, the founding team began a strategic outreach campaign to inform all sectors about our proposed school and shape our school design with the community's feedback at its core. To inform, solicit feedback and encourage community ownership of UACS, we have launched extensive community outreach in the South Bronx. We have participated in numerous conversations with community members, including parents of school-aged children who are currently in 6th and 7th grade, clergy and community leaders in faith based institutions, politicians, community educators, and leaders of community based organizations (CBOs). Throughout this process and the life of the school, we are committed to holding ourselves accountable to their voices.

Methods to Inform Stakeholders: To inform community stakeholders about our proposed school and solicit input to inform the plan for UACS, the founding team used a variety of information tools such as introductory letters, a double-sided one-page informational flyer, surveys to document feedback and questions, as well as Intent to Apply forms for parents and guardians interested in having students apply to the school. Below you will find brief summaries of some of these tools, copies of which are presented in **R-03g – Outreach Evidence**.

Introductory Letter: A letter from The Urban Assembly's Founder & CEO, Richard Kahan, explaining our intent to apply to the SUNY Board of Trustees to open a Career and Technical Education charter high school in the South Bronx was sent to key leaders, including Executive Directors of local CBOs, elected officials, clergy, NYCHA tenant association presidents among many others. A total of 70 recipients received the letters by both mail and email. See **R-03g – Outreach Evidence** for a complete list of recipients.

Informational Flyer: A two-page informational flyer describing The UA's proposed new CTE Charter High School, as well as The UA's track record. This document is available in Spanish and English and has been distributed with the Introductory Letter and at every meeting and event detailed in this response and in **R-03g – Outreach Evidence**.

Intent to Apply Form: A half sheet information section accompanies a detached portion, on which the adult indicates their intent to apply, the student's name is also identified as well as current grade and contact information. To date, 120 Intent to Apply forms have been collected from various sources, including the Mitchel Community Center After School Program and the Citizenship Class at Institute for Puerto Rican/Hispanic Elderly.

Website: The Urban Assembly website includes information and requests for feedback about UACS on three distinct pages, to allow multiple points of entry.

- <http://urbanassembly.org>,
- <http://urbanassembly.org/news-press>,
- <http://urbanassembly.org/contact>

All outreach materials include links to the website, and the website offers a link to the survey, the Intent to Apply form, and the email address.

Feedback Opportunities: Having spoken to numerous community stakeholders about our proposal, we have received almost exclusively positive feedback, and the input has helped us to develop a school model that will meet the needs of the South Bronx. We have used a variety of methods to solicit feedback:

Individual Conversations: We have entered into conversations about our proposal with numerous stakeholders to share our plan and hear their response and feedback. These individuals have represented the perspectives of the parent community, social service organizations and agencies, educators, politicians, industry and higher education leaders. The Urban Assembly staff and board members have spoken to many people in their professional and personal networks, including staff and students at UA schools and partner organizations, such as CSNYC. They have been particularly intrigued by the opportunities provided by operating a charter school and have identified areas for innovation.

Community Meetings: We have attended a number of community meetings, including Community Board 1 Full Board Meeting, Community Board 1 Education Committee Meeting, and Community Education Council 7 Calendar Meeting to discuss our plan. Those meetings ranged in attendance from 20 (CB 1 Education Committee) to 40 (CB 1 Full Board Meeting) to over 100 (CEC 7 Calendar meeting). Members of the UACS Founding Team and Proposed Board made a brief presentation in each, outlining key elements of our proposed school and our process for soliciting feedback from the South Bronx community. There was a question and answer session at each meeting. Queries included clarifications of the timeframe and location for the school, The Urban Assembly's track record and preparedness to open and support UACS, and our strategies for recruitment and student supports. Informational Flyers, Surveys, and Intent to Apply Forms were distributed at each.

Survey: A survey, available on-line and on paper, to collect input from students, families, and South Bronx community members about the aspects of the model that

interest them, potential services and impact, gaps or failings in their prior educational experience, and an indication of interest. To date, the survey has been distributed to community members at both Community Board 1 meetings, the CEC 7 meeting, a Citizenship Class at Institute for the Puerto Rican/Hispanic Elderly, and the UACS Community Forum; to families at the Mitchel Community Center After School Program, East Side House's Jobs Plus Program, and The Urban Assembly School for Applied Math and Science; and to students at The Urban Assembly School for Applied Math and Science (middle school grades), The Urban Assembly Bronx School for Law, Government and Justice (middle school grades), The Urban Assembly School for Wildlife Conservation (middle school grades), and The Urban Assembly Gateway School for Technology (9th grade). 592 surveys have been collected as of this writing.

Technology: We created an email address (uacharter@urbanassembly.org) solely for the purpose of this application. Our website contains links to our survey and our email address. Moreover, all of our marketing materials provide our website address and include the address to allow direct submission of feedback.

Community Input: We have learned a tremendous amount from our community outreach and believe it has made this proposal all the stronger. We received 592 surveys. The vast majority (95%) were positive about our proposal for UACS. The following resonated highly with respondents:

College preparation: 76%
Career preparation: 77%
Technology industry internships: 61%
Industry certification: 58%

Some general themes emerged from our outreach, organized below according to the open-ended questions posed by our survey.

1. Survey Question: What are the most important services you want to see offered by this school?

Themes: The need for a college preparatory education that also provides career skills; Opportunities for employment with and without a college degree; Tech industry internships; Challenging and engaging course work; Paid internships and job opportunities.

Quotes:

Certification and career guidance. Exposure to a variety of careers.

I want to see advanced courses in computer science that can really teach people something

The internships are the most important, in order for students to be able to positively build their college resume and gain some work exposure.

More college prep and also more career preparation -- my daughter graduated but was not ready for college and did not have a CTE preparation. She's struggling now. opportunities for them to create, not only be taught

Theme: Fun & safe learning environment; longer school day and year; good food; afterschool activities like sports, cheerleading and the arts; homework help after school.

Quotes:

This school should offer a safe environment where students are comfortable learning together and everyone feels like a family

Make learning fun; internships; good food; shorter school days; more vacation

Theme: Integration with current technology

Quotes:

Computers: laptops, iPhones, iPads, and tablets

Course work in computer science combined with practical application

More involvement with serious technology of today...

people like from Google coming to speak about their experiences

Impact on Proposal: This feedback highlighted the importance of making education relevant and aligned with post-secondary plans. Despite being a small school, we decided to hire two guidance counselors to support early planning and ongoing support as students transition from high school to college, career or further technical training. We plan an extended day and year and our GOLD period at the end of the day provides all students with extra support in core classes. This feedback also strengthened our commitment to work-based learning (WBL) experiences and the design of WBL Seminars to support students in their internships.

2. Survey Question: Please describe the impact you imagine this school could have for you or your community.

Theme: Generally positive impact.

Quotes:

It will help us be more tech smart.

Similar to a earthquake. Meaning it would break the pattern of lacking motivation

Give students the chance to be open to new experiences though they might not have had the chance to experience.

The South Bronx is in desperate need of a school that can really bring home the idea that there is more for them college is a must it could open their eyes to what is beyond the neighborhood

It'll be great for the community. It's needed.

More people would go or want to go to college and learn

Theme: Not everyone is sure it will make a difference, or that the impact will be positive.

Quotes:

No impact, is going to be the same

TBH... it's just like any other school.

Impact on Proposal: We have sought to clarify in our proposal how a CTE high school for computer science will be a unique educational option in this community. We see this as an opportunity to demonstrate the potential of CTE to change the life trajectory of students.

3. Survey Question: What gaps or failings have you or your family experienced with educational offerings in the South Bronx or in general?

Theme: General struggle in the neighborhood

Quotes:

The Bronx is a very dangerous place so if they wanna make a school in the south, they should offer a safe environment

There isn't a lot of education/resources available for South Bronx students

Attending failing schools with very little discipline and very little college preparation.

Only being taught, told what to learn and what to do instead of them being innovators and new thinkers

Theme: Need for strong family engagement and communication; support for students and families

Quotes:

Too much violence in school, not enough personal support such as in mental health, substance abuse, quality mentoring programs

Economic, weak family relationship, family support, lack of communication. It might be important if this program offers these types of workshops.

Theme: Not enough sports and activities; languages

Quotes:

No dance class and music. Not enough books or trips

Limited access to all things educational: computers, sciences, the arts, creative expression.

Theme: Lack of funds

Quotes:

There was no money to buy supplies I needed for school

Loss of funding or support/backing to upkeep these programs.

Impact on Proposal: We have designed the school to provide a number of different supports for students and their families so none fall through the cracks. We decided to employ one counselor per grade, offer an Advisory class each year, and use the Resilient Scholars program to promote social-emotional development. All students will have access to technology in both general and CTE classrooms. We also decided to contract arts instruction in order to increase options for students and respond to their interests.

4. Survey Question: Is there anything else you want us to take into consideration as we are planning this school?

Theme: Focus on recruitment strategies to attract girls to technology sector

Quotes:

The lack of girls of color pursuing STEM
Try getting females to be interested
more people, both male and female interested in computer science

Theme: Freedom and choice – supportive environment

Quotes:

no uniforms
who is eligible for these schools/programs. Access should be for all students. Focus should be on educating students. no child left behind mission statement.
Implementation, innovation, care!!
social issues, cultural respect and understanding
Make sure there is a lot of activities that don't consist of technology because some 9th graders like to have fun
Give good lunch food. More fun education. Less homework.

Theme: Community programming for adults and neighborhood families; leverage community partners to provide diverse opportunities.

Quotes:

Programs for the adults/ family of each student.
People in the South Bronx want to learn!
Community interaction that in turn can offer other programs to the community as well as boost the student experience for the future profession's chosen.

Theme: Carefully chosen teachers

Quotes:

You should think highly about the kind of teachers you want for the school because those teachers would impact students greatly. Also think of the rules you want so that the school can be safe.
That mostly teacher could be a little tiny strict. There could be a 5 or 10 second joking around and go back to work
positive male role models such as: teachers, coaches for male students.
Make sure that there are teachers that care.

Theme: Access to technology and ability to use phones in school

Quotes:

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- Make sure kids have library cards and access computers and printers!
- Computer for each student and pepperoni pizza
- The need for a college preparatory education that also provides career skills.
- The need for support for students and their families in navigating high school and the transition to high education and/or work.
- The need to leverage community partners to provide diverse opportunities.
- The need for longer school days and year.
- The need for paid internships and job opportunities for students.
- The need to develop tailored recruitment strategies to attract girls to the technology sector.
- The need for strong family engagement and communication systems.

Theme: Sports (football, basketball, soccer, track, swimming, volleyball)

Quotes:

- Sports, sports, sports, sports, sports, sports
- That it isn't a shared building with other schools and that it can have a PSAL football, basketball, & soccer team.

Impact on Proposal: We considered carefully this input and made decisions that we think will be in the best interest of the students. Our uniform policy provides a range of options while at the same time promoting a sense of school identify and professional habits. We have strengthened our efforts to line up community partners and have established relationships with a number of organizations that intend to help the school with recruitment and referrals for families. Finally, we understand the desire for sports, but given the demands of a CTE school we felt the longer day and rigorous course requirements would best prepare students to take advantage of post-secondary opportunities.

Feedback from Other Sources: The table below describes in detail the types of feedback we received and how it is reflected in the charter proposal.

Date	Event	Description and Input	Impact on Proposal
8/12/15	The Urban Assembly Board Meeting	A charter application was proposed as a strategy for expanding UA services to additional NYC public school students.	Application process launched.
8/31/15	UA Staff Meeting	The prospect of a charter application was proposed and discussed by The UA Staff. The idea represented a significant departure from the organization's history with district schools. To support	Affirmation of the importance of embedding core UA values of open admissions and serving all students in the charter model.

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		ongoing discussion and exchange of ideas, a series of brown bag lunch discussions were scheduled, and UA leadership met individually with many staff members to hear their thoughts and concerns. The month of September was established as the timeframe for finalizing a decision regarding the proposed strategy.	
9/2/15	UA Principals Advisory Committee Call	A charter application was proposed and discussed via conference call.	Affirmed forward movement of application process.
9/3/15	Urban Assembly Principals Meeting	UA Principals discussed the prospect of a charter application. UA leadership and members of the Principals Advisory Committee followed up with individual principals to hear their thoughts and concerns.	Affirmed forward movement of application process and the importance of embedding core UA values of open admissions, serving all students and participation in professional communities in the charter model.
9/11/15	UA Staff Meeting	UA Staff met for a second full-staff discussion of the idea.	Affirmed forward movement of application process.
9/17/15	New Visions for Public Schools	UA leadership met with Ron Chalusian to inform him of the proposed idea, get feedback, and learn about New Visions' experience in blending support to district and charter schools.	Affirmed availability of support and resources for application.
9/21/15	UA Principals	UA Principals convened by conference call for a second conversation about the proposal.	Affirmed support for application process.
9/25/15	The NYC Charter School Center	UA leadership met with James Merriman and Christina Brown at The NYC Charter School Center to inform them of the proposed idea, get feedback, and learn about the charter application process.	Affirmed availability of support and resources for application, including recommendations for consultants.
10/7/15	Meeting with NYC DOE	Richard Kahan met with NYC DOE Chancellor Carmen Fariña	Affirmed general support for a charter CTE high school

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	Chancellor Carmen Fariña	to inform her of the proposal.	model backed by The Urban Assembly. Obtained Letter of Support.
10/13/15	The Urban Assembly Board of Directors Meeting	The Urban Assembly Board of Directors finalized the decision to move forward with the charter application process, and UA leadership informed the Staff and Principals of the decision.	Decision finalized for The Urban Assembly to support the application for a charter CTE high school.
10/14/15	Meeting with SUNY CSI	UA leadership met with Susie Miller Barker, Heather Wendling and Carrie Gee of SUNY CSI to introduce the idea of the proposed school and learn more about the charter application process.	Affirmed interest in charter CTE high school application.
10/21/15	Meeting with CSNYC	Met with Michael Preston, ED. He offered CSNYC support as a thought partner in school design and development as well as CSNYC curricula and assessments.	CSNYC curriculum will serve as foundation of UACS CTE curriculum.
11/5/15	Meeting with TEALS	Met with Nathaniel Granor, Coordinator. TEALS' model – industry experts co-teaching with classroom experts in order to train them as CS teachers – could serve to broaden CS content knowledge and integration across disciplines.	Effective CTE staffing model assumes industry experts co-teaching with CTE teacher. Obtained Letter of Support.
11/5/15	Meeting with NPower	Met with Mary Ellen Sullivan, Director, Community Corps. NPower offered support with cybersecurity as a specialization in the CS curriculum as well as guest speakers and tech panels.	Inclusion of Cybersecurity as a potential CS curriculum specialization. NPower will be a source of guests for CTE school events. Obtained Letter of Support.
11/5/15	Icahn Charter Schools	We reached out to Jeff Litt, Superintendent of Icahn Charter Schools. No response was received.	
11/6/15	Introductory Letters Mailed	55 introductory letters from Richard Kahan, on behalf of the founding team, were sent to community leaders, elected	Launch of CSD 7 community engagement process.

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		officials, executive directors of community based organizations, among many others.	
11/10/15	SPA 5 Neighborhood Network	We contacted John Rios, of the SPA 5 Neighborhood Network, Bronx Community Consortium Service Planning Area 5 to request to time present during their November or January meetings. No response was received.	
11/10/15	Community Board 1	In response to our letter and outreach, we were contacted by Community Board 1 and invited to present at their November full board meeting.	Encouraged forward movement of application process and ensured opportunity for Community Board feedback.
11/10/15	Meeting with ScriptED	Met with Maurya Couvares, ED. ScriptED offered web development curriculum and access to their base of volunteer CS experts as potential CS teachers.	Volunteer CS experts will support CTE Staffing model. ScriptED web development curriculum available to supplement the CS Curriculum. Obtained Letter of Support.
11/13/15	Conversation with DOE District Planning Office	We spoke with Drew Patterson to inform him of our interest in co-location in a DOE facility in CSD7 for 2017. He advised us that additional information would become available after 2016 allocations have been finalized.	Encouraged ongoing communication with District Planning to pursue co-location possibility.
11/13/15	Meeting with CSNYC	Met with Leigh Ann DeLyser, Director of Education and Research. CSNYC offers access to their recruitment pipeline for CS teachers.	Access to CSNYC's recruitment pipeline supports UACS's plan to recruit CTE teacher with significant industry experience. Obtained Letter of Support.
11/17/15	Meeting with East Side House Settlement	Met with East Side House Settlement's Assistant Director, Mr. Daniel Diaz. Diaz offered positive feedback as well as ESH's desire to support the community engagement effort and potentially design a	East Side House's enthusiasm affirmed UACS's commitment to developing strong partnerships with community-based CBOs and to collaborate with them to the greatest extent possible.

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		collaborative effort to support the UA's CTE Charter High School. Diaz reminded us that many perceive CSD 7 as having a large number of charter schools already, though far fewer high schools.	Diaz' cautionary note affirmed the need for and relevance of the unique CTE and high school aspects of the UACS proposal.
11/17/15	Meeting with Tech Talent Pipeline	Met with Kristin Titus, Founding Director. Tech Talent Pipeline offered input on private sector partner engagement.	Affirmed the expanding pool of partner engagement resources available to UACS.
11/18/15	Meeting with Per Scholas	Met with Angie Kamath, ED Social Ventures. Per Scholas offered data science/analytics and software testing curricular modules as well as support with student recruitment through their strong NYCHA relationship.	Data science/analytics and software testing modules available to supplement the CS Curriculum. Obtained Letter of Support.
11/19/15	Community Board 1 Meeting	Presented at Community Board 1. The full Community board was present, as well as community members. Surveys distributed to all attendees, and there was a brief period for questions and answers. Feedback was positive, and it was suggested that we return to meet with the Education Committee in January.	The positive reception at this first presentation to a formal community body affirmed the general direction of the proposal. Interest in family engagement affirmed our intention to build strong family engagement structures and events.
11/20/15	Meeting with Cornell Tech	Met with Diane Levitt, Senior Director of K-12 Education. Levitt recommended building career pathways into multiple industries, including health, public utilities, and finance and offered faculty members who might advise curriculum development.	Levitt's advice caused UACS to significantly expand the focus of the planned work-based learning opportunities. They will not focus on the tech sector alone but will offer experiences in a broad array of sectors.
11/22/15	Community School District 7	In response to our letter and email, we received an email response from Elisa Alvarez, Superintendent. She requested additional information regarding the vision and core	Encouraged forward movement of application process and strong potential for CSD feedback.

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		values of the proposed school and invited us to reach out to schedule a meeting.	
11/23/15	Meeting with South Bronx Rising Together	Met with Abe Fernández of South Bronx Rising Together. Fernández’ feedback was very positive. He encouraged us to maintain a truly open, collaborative stance to the community, to focus equally on rigorous instruction alongside SEL support, and to conduct outreach to students in Foster Care. He shared contacts with South Bronx Rising Together stakeholders The Knowledge House and The Dimon Foundation as well as a Children’s Aid Society Charter School colleague with expertise in student and family recruitment.	Affirmation of the existing intention to have UACS Leadership and Partnership Coordinator prioritize relationships within the South Bronx community equally with CTE industry relationships. Recruitment strategies for high-needs students and families will be informed by Children’s Aid Society’s experience and expertise. Obtained Letter of Support.
11/25/15	Meeting with StartUp Box South Bronx	Met with Majora Carter, Founder. StartUp Box South Bronx is eager to collaborate to help prepare South Bronx students to enter tech careers. They are developing a quality assurance training program and are interested in becoming a work-based learning partner and facilitating intern placements.	Quality Assurance Training module available to supplement the CS Curriculum and work-based learning offerings.
11/30/15	Meeting with Bronx Borough President Ruben Diaz, Jr.	Met with the Borough President and with Monica Major, Director of Education and Youth Services. Feedback from both was very positive, and they committed to facilitating introductions to State Assembly Members Blake, Joyner, and Gibson and to recommend our participation in a 12/17 CEC 7 Meeting.	The Borough President’s interest in developing the tech sector affirmed the CTE focus and proposed location for the school. Obtained Letter of Support.
11/30/15	Meeting with	Met with Executive Director of	Each grade will have a

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	East Side House Settlement	East Side House Settlement, John Sanchez, and Natalie Lozada, Deputy Director of School Partnerships and Advocacy. We discussed approaches to supporting Social-Emotional Learning in schools and agreed to explore possibilities for working together if a charter is granted. East Side House offered support with community engagement through their programs and relationships as well as hosting a community forum to present the vision for the school and collect feedback from interested families and community members.	dedicated school counselor, and a Dean of Students will be hired in year three to develop a strong school culture and build structures for support for all students in UACS’s foundational years. Obtained Letter of Support.
11/30/15	Meeting with Hostos Community College	Met with David Gómez, President, Molly Delano, Senior Project Leader Bronx Corridors, Joshua Rivera, Director of Government and External Relations, and Virginia Almendarez, Assistant VP for Institutional Advancement. Feedback was very positive, with Hostos expressing enthusiasm for the proposed school’s potential contribution to growing the new “tech corridor” in the South Bronx.	Affirmed UACS’ plan to collaborate with local post-secondary institutions to connect with and contribute to community-based efforts to build employment pathways that will simultaneously serve our students and strengthen the community. Obtained Letter of Support.
12/1/15	Meeting with JP Morgan Chase	Met with Michael Haberman, NE Region Executive, Global Philanthropy, Linda Rodruiguez, Fellowship Initiative ED, and Ali Marano, CAO Talent Pipeline. Marano expressed interest in exploring an industry partnership, supporting curriculum development and work-based learning.	Affirmation for our plan to leverage private sector employee engagement initiatives to support UACS curriculum development and work-based learning needs. Marano specifically urged UACS to aggressively recruit female students; UACS student recruitment plan will include specific strategies to attract young women.

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12/2/15	Meeting with Partnership for Inner City Education	Met with Jill Kafka, Executive Director. Feedback was positive; they expressed a need for high-quality, low-selectivity options for most of their students.	Affirmed the interest of parochial schools in strong public charter options for students.
12/4/15	Urban Assembly School for Applied Math and Science	Collection of feedback surveys from 80 middle school students.	See survey feedback and impact above
12/4/15, 12/7/15	Urban Assembly Gateway School for Technology	Collection of feedback surveys from over 100 9 th grade students.	See survey feedback and impact above
12/5/15	Meeting with Immaculate Conception	Met with Fr. Francis Skelly, Pastor. Fr. Skelly responded favorably, recognizing the need for the proposed school in the community, and invited us to present at a parish family day event on 12/19/15.	Affirmation that the UACS proposal is addressing a felt need in the community.
12/5/15	Institute for Puerto Rican/ Hispanic Elderly	Met with Patricia Dominguez, Director. Dominguez recognized the need for educational opportunities and CTE in the community and invited us to present to 200 community members in their Citizenship class on 12/10.	Affirmation that the UACS proposal is addressing a felt need in the community.
12/7/15	Urban Assembly School for Law, Government & Justice	Collection of feedback surveys from 110 middle school students.	See survey feedback and impact above
12/7/15	Urban Assembly School for Wildlife Conservation	Collection of feedback surveys from over 100 middle school students.	See survey feedback and impact above
12/7/15, 12/8/15, 12/9/15	East Side House Afterschool Program,	We were present during the after school program pick-up hours between 4 and 6 PM in order to meet parents, share	See survey feedback and impact above

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	Mitchell Community Center	information, and collect feedback surveys and Intent to Apply forms. 43 feedback surveys and 15 Intent to Apply forms were collected.	
12/7/15, 12/8/15	East Side House Jobs Plus Program	Collection of feedback surveys from 27 program participants at the Mill Brook Community Center.	See survey feedback and impact above
12/10/15	Mexican-American Students Alliance (MASA) Community Center	UACS invited to present at the Grand Opening of the MASA Community Center. Approximately 50 attendees were present. Spoke one on one conversations with 15 key leaders. Left informational flyers with each and also with MASA staff for wide distribution.	Conversations affirmed strong support for more high school options in the district and UACS' policy of accepting and serving all students.
12/10/15	Institute for Puerto Rican/ Hispanic Elderly	Presented school vision at Citizenship Class and collected 46 Intent to Apply forms and 3 feedback surveys.	Queries from attendees affirmed UACS' plan for longer school days and year as well as support for internships.
12/10/15	UA School for Applied Math and Science	Attended MS Family Reading Night and collected feedback surveys from 13 families.	Affirmation of need for strong family engagement structures.
12/16/15	Meeting with David Frank, Director, Charter Policy and Analytics, DOE	Frank advised on the process for requesting colocation and shared the supports available from his office for operating charter schools.	Supported our plan to move forward with the proposal
12/17/15	Presentation at CEC 7 Calendar Meeting	Presented to CEC 7 and parents and students attending. Met CSD 7 Superintendent Alvarez. Distributed Information Flyers, Surveys, and Intent to Apply forms to all. The agenda did not include an opportunity for questions and answers.	Encouraged forward movement of application process and ongoing relationship with CEC 7.
12/19/15	Immaculate Conception Parish Family	UACS was given 30 minutes to present our vision and respond to questions from the	Concern was raised about charter schools not accepting all students or being able to

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	Day	approximately 50 families present. Collected 39 surveys and 8 Intent to Apply forms.	support students with special needs. The CTE and college prep tracks were received with enthusiasm. Some parents asked about paid internships for students, All comments supported the values driving the UACS proposal.
12/20/15	Immaculate Conception Sunday Service	Distributed Informational Flyer to the Immaculate Conception Church community; collected 2 surveys and 2 Intent to Apply forms from the previous day.	Encouraged forward movement of application process and ongoing relationship with Immaculate Conception parish.
12/22/15	Meeting with Timothy Coleman, Global STEAM Initiative	Following Coleman’s query submitted through the UACS email address, met to discuss his interest in the school. Coleman advised using the arts to strengthen STEM learning and offered introductions to CSD 7 principals and middle schools.	UACS has protected funding in the budget to ensure students have access to arts education.
1/4/16	Meeting with The Knowledge House	Met with Jerelyn Rodriguez, Co-Founder and President and Tunisia Mitchell, Manager of Programs and Development. They expressed strong support and recognized clear alignment with their mission to build a pipeline of technologists. They offered a Tech Entrepreneurship program for Juniors and Seniors, and, in the meantime, support with connections for internships as well as potential offerings for younger students and families.	Affirmed UACS’ plan to collaborate with local organizations to connect with and contribute to community-based efforts to build employment pathways that will simultaneously serve our students and strengthen the community. Obtained Letter of Support.
1/11/16	Meeting with Eddy Bayardelle, VP for Strategic Initiatives, Bronx	Bayardelle expressed strong support for UACS and underscored the alignment with BCC’s efforts to develop young Bronx technology entrepreneurs who will build	Affirmed UACS’ plan to collaborate with local post-secondary institutions to connect with and contribute to community-based efforts to build employment

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	Community College	businesses that will support and sustain healthy economic and community activity in the Bronx.	pathways that will simultaneously serve our students and strengthen the community. Obtained Letter of Support.
1/13/16	Meeting with Community School District 7 Superintendent Alvarez	Met with Superintendent Alvarez and Field Support Liaison Maurice Lauriano to hear CSD 7's feedback about the prospect of a CTE charter high school in the community. Alvarez expressed strong support for the school, saying that it would be a "blessing" to have UACS in the district in order to provide more quality local high school options to residents. Lauriano encouraged thoughtful articulation to post-secondary options in order to provide a continuum of support to grades 9 - 14.	Confirmed CSD 7's need for and interest in UACS. UACS will work to develop dual enrollment options for students, allowing them to perform college-level work in high school and graduate with college credits. Agreed to submit letter of support following a meeting with the Superintendent's Principals Leadership Team. We are in communication to set the date for that meeting.
1/14/16	Meeting with William Floyd, Google External Affairs	Met with Floyd to explore Google's interest in working with the school. Google has a policy of not signing on to support any single school but expressed interest in Design Thinking curricular consultation and volunteer opportunities for staff as a result of a Google staff member on the UACS Board.	Design Thinking consultation available to the CTE curriculum development. Affirmed plan to include opportunities for tech sector volunteers as a low-intensity option for partnership involvement.
1/14/16	Meeting with Community Board 1 Education Committee	Education Committee Members Alice Simmons, Jeannine Thomas Cross, Linda Gains, Brenda Rodriguez, and Hakiem Yahmadi met with UACS to discuss our proposal. In addition to ongoing support, concerns were expressed regarding the perception that charter schools pull strong students from district schools and dump the students they	CB 1's concerns affirm UACS' commitments to recruit broadly and serve all students as well as to focus heavily on Social Emotional supports for students. Obtained Letter of Support.

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		don't want to serve. Additional concerns were expressed regarding the lack of Social Emotional supports available to the high-needs students of CB 1.	
1/14/16	Community Forum, hosted at Mill Brook Community Center	UACS met with 25 interested East Side House families, students, and staff to share the plans for the school and answer questions. Collected surveys and 1 Intent to Apply form.	Discussions affirmed UACS' plans for hands-on experience, industry exposure, school uniform, and maintaining a strong relationship with and presence in the community.
1/16/16	Immaculate Conception Religious Education Parent Community Meeting	Presented in English and Spanish to the over 150 adults and children gathered. Collected 48 Intent to Apply forms and 10 surveys.	Discussions affirmed strong enthusiasm for the school and the need for schools that motivate youth. Parents expressed the desire to have UACS in the community since many strong high schools are in other areas.
1/17/15	Immaculate Conception Religious Education teachers	Made brief presentation about UACS and collected 10 surveys	Conversations affirmed support for the school and the importance of services for ELLs.

Our community outreach efforts will continue in the coming weeks and months. Among other events, we will meet with NYCHA Tenant Associations at the Mill Brook and Mitchell Houses on Monday, January 25th, and with Civic Builders on Thursday, February 4th. In addition, we are working to finalize dates for a meeting with the CSD 7 Principals Leadership Team and for additional Community Forums.

(d) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

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.*

Indicate whether the applicant and/or founding team has previously applied for a charter from a charter entity other than the SUNY Trustees, e.g., the New York State Board of Regents. 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;*
- 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 charter entity provided any formal written documentation to explain or justify the decision to not move the application forward (resulting in an applicant withdrawal or denial of the application), attach the document as part of this Response. If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,*
- Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.*

If applicants concurrently submitted a Letter of Intent to the SUNY Trustees and the Board of Regents, they must include a copy of the letter withdrawing their proposal from the Board of Regents in order to continue through the SUNY review process.

This founding group has never submitted a charter application to SUNY, the Board of Regents or any other authorizer in New York or elsewhere.

(e) Letters of Justification for Previously Denied Applications

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal or denial of the application), attach the document as part of this Response.

Does not apply.

(f) Founder Credentials

Biographical Information

Submit a resume or biographical statement for all founding team members.

Board Members Request for Information Forms

Urban Assembly Charter School for Computer Science: Proposal History/Community Outreach

Each proposed board trustee must complete, sign and attach the “Request for Information from Prospective Charter School Board Members” (“Rfi”) form available on the Institute’s website at: www.newyorkcharters.org/operate/reporting-requirements/board-members-new.

See **R03f – Founder Credentials**

(g) Outreach Evidence

This response should include concrete evidence that the applicants conducted the described community outreach.

See **R03g – Outreach Evidence**

Response 19 – Letters of Justification

(e) Letters of Justification for Previously Denied Applications

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal or denial of the application), attach the document as part of this Response.

Request is not applicable.

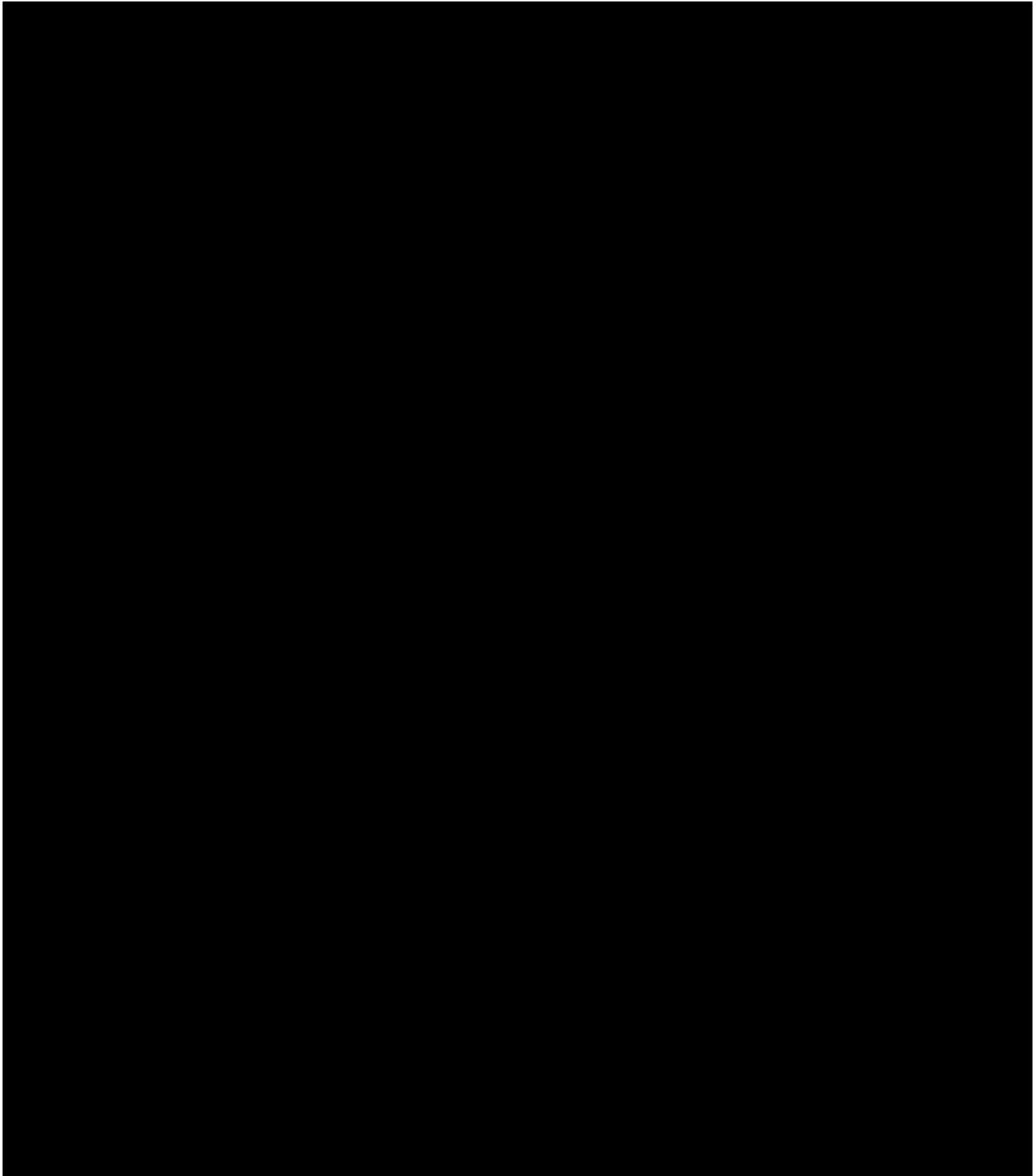
RICHARD KAHAN

Residence:

[REDACTED]
New York, NY 10035
[REDACTED]

Office:

[REDACTED]
New York, NY 10004
[REDACTED]



SHANNON B. CURRAN

[REDACTED]
Brooklyn, NY 11201, USA
[REDACTED]
[REDACTED]

EDUCATION:

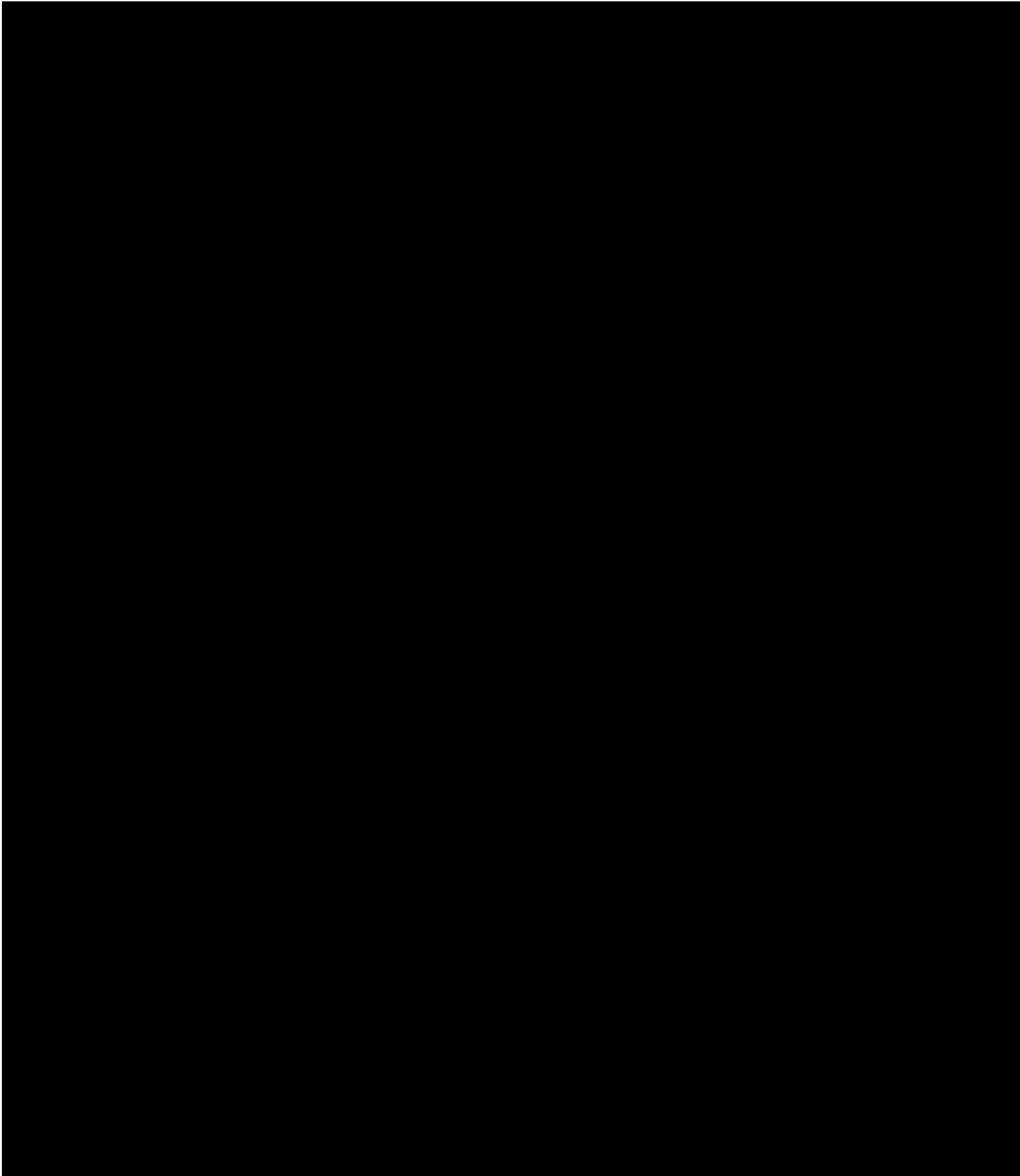
- M.Ed. Educational Leadership, Bank Street College of Education, December 2001
- M.A. TESOL, Teachers College, Columbia University, October 1993
- B.A. Spanish, University of Maryland, University College, January 1992
- Diploma Spanish, *Universidad de Salamanca*, Spain, 1989

ADMINISTRATIVE CERTIFICATION:

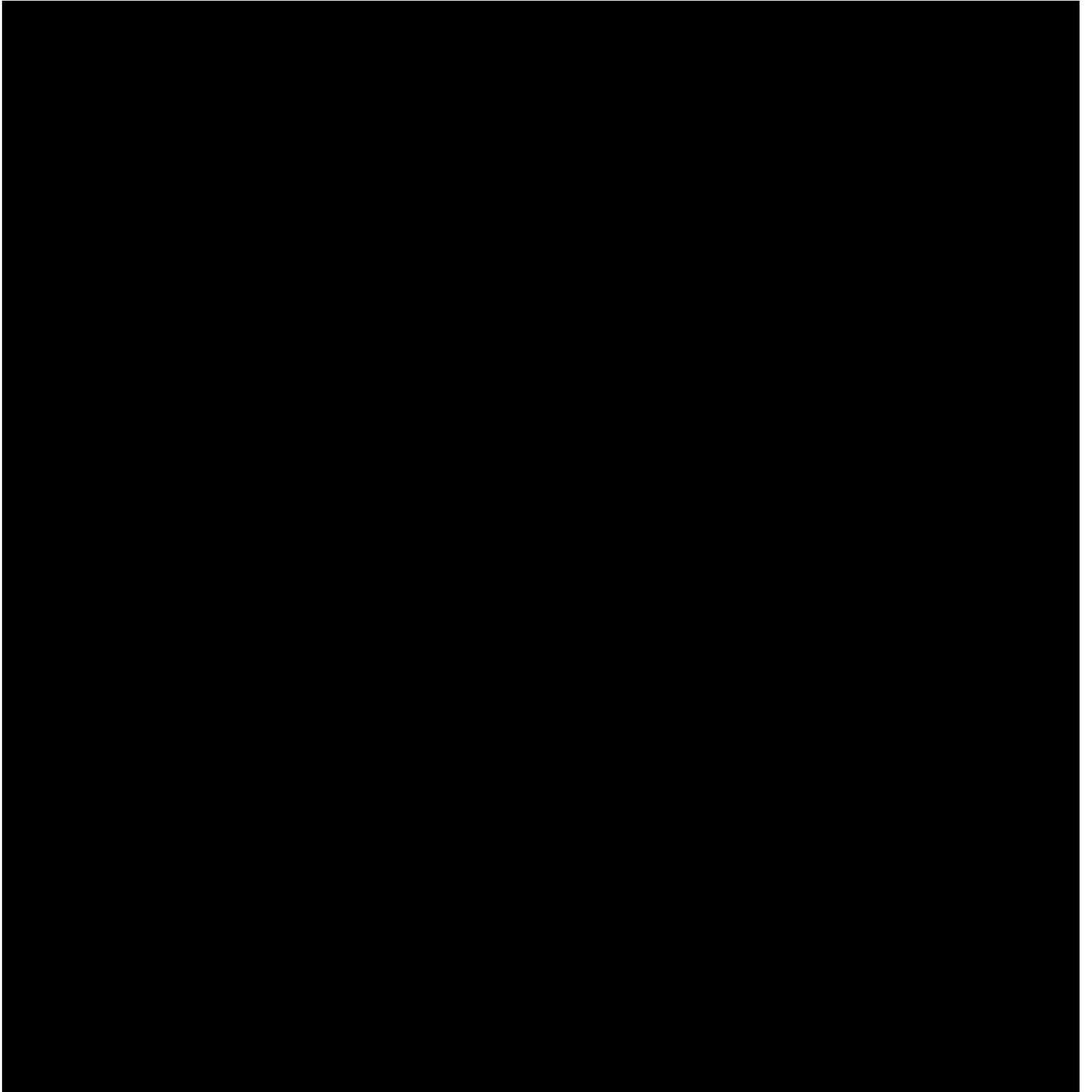
- New York City Permanent Certificate of Eligibility - School Administrator
- New York State Permanent Public School Administrator/Supervisor Certificate
- New York State Permanent Public School District Administrator Certificate

TEACHING CERTIFICATION:

- New York State Permanent Public School Teacher Certificate: E.S.O.L. N-12
 - New York City Permanent Public Schools Teacher License: T.E.S.L. Secondary School
- 



SHANNON B. CURRAN



AWARDS:

- Awarded Outstanding Administrator of the Year Award, Education Update, Spring 2013
- Awarded COSEBOC Outstanding School Service Award, Spring 2012
- Awarded Educational Seminars Brazil Administrator Exchange Program, 2011
- Awarded Fulbright Argentina Administrator Exchange Program, 2007
- Awarded ASNE Summer Journalism Institute Fellowship, University of Texas at Austin, 2005
- Awarded Principals Institute Fellowship, Bank Street College of Education, 2000-01
- Received Staff Recognition Award, Brooklyn High Schools District, 1999-00
- Received Staff Recognition Award, Bushwick High School, 1994-95
- Awarded Teachers College General Scholarship, 1992-93

- References Furnished Upon Request-

PREVIOUS BOARD AFFILIATIONS

Public Art Fund
American Institute of Architects (New York
City Chapter)
Architecture and Design Committee of the
Museum of Modern Art
Artists Space
Board of Education's Task Force on Capital
Financing and Construction
Building Committee of the Whitney Museum

Chairman of the Committee for New York
Citizens Budget Commission
Creative Time, Inc.
Governor's Committee for Housing New York
Lincoln Institute for Land Policy
Municipal Art Society
Regional Plan Association
Women's Housing and Economic Development
Corporation (WHEDCO)

SELECTED AWARDS

Center for Architecture Foundation Honoree, 2013

Honored by the AIA New York Chapter for contributions to the architectural heritage of NYC.

Jane Jacobs Medal for Lifetime Leadership, 2009

Honored by The Rockefeller Foundation for “countless contributions to the city and a lifetime of unparalleled leadership.”

Daniel Patrick Moynihan Award for Lifetime Public Service, 2009

Honored by the Citizens Committee for New York City for the “work of extraordinary New Yorkers who are helping to make New York a safer and more beautiful place to live, work and play.”

Phipps Houses’ Community Builder Award, 2008

The Community Builder Award celebrates leadership in building New York City communities.

Robert F. Wagner, Jr. Award, 2006

Honored by the Citizens Union of the City of New York for “exemplary civic leadership in building the physical and human infrastructure of New York.”

Doris Freedman Award, 2004

Presented by Mayor Michael Bloomberg for “contributions to the people of the City of New York that greatly enriches the public environment.”

American Institute of Architects’ Thomas Jefferson Award, 1997

Thomas Jefferson Award for efforts to “set new standards in the practice of urban design and planning”.

Robert Moses Achievement Award, 1981

Associated Builders and Owners of Greater New York

Minority Business Development Award, 1981

Association of Minority Enterprises of New York which also created the Richard A. Kahan Scholarship Fund to aid minority students studying in the fields of urban planning and urban affairs.

EDUCATION

J.D. - Columbia University Law School, 1970

B.A. History - Union College, with studies at the London School of Economics, 1967

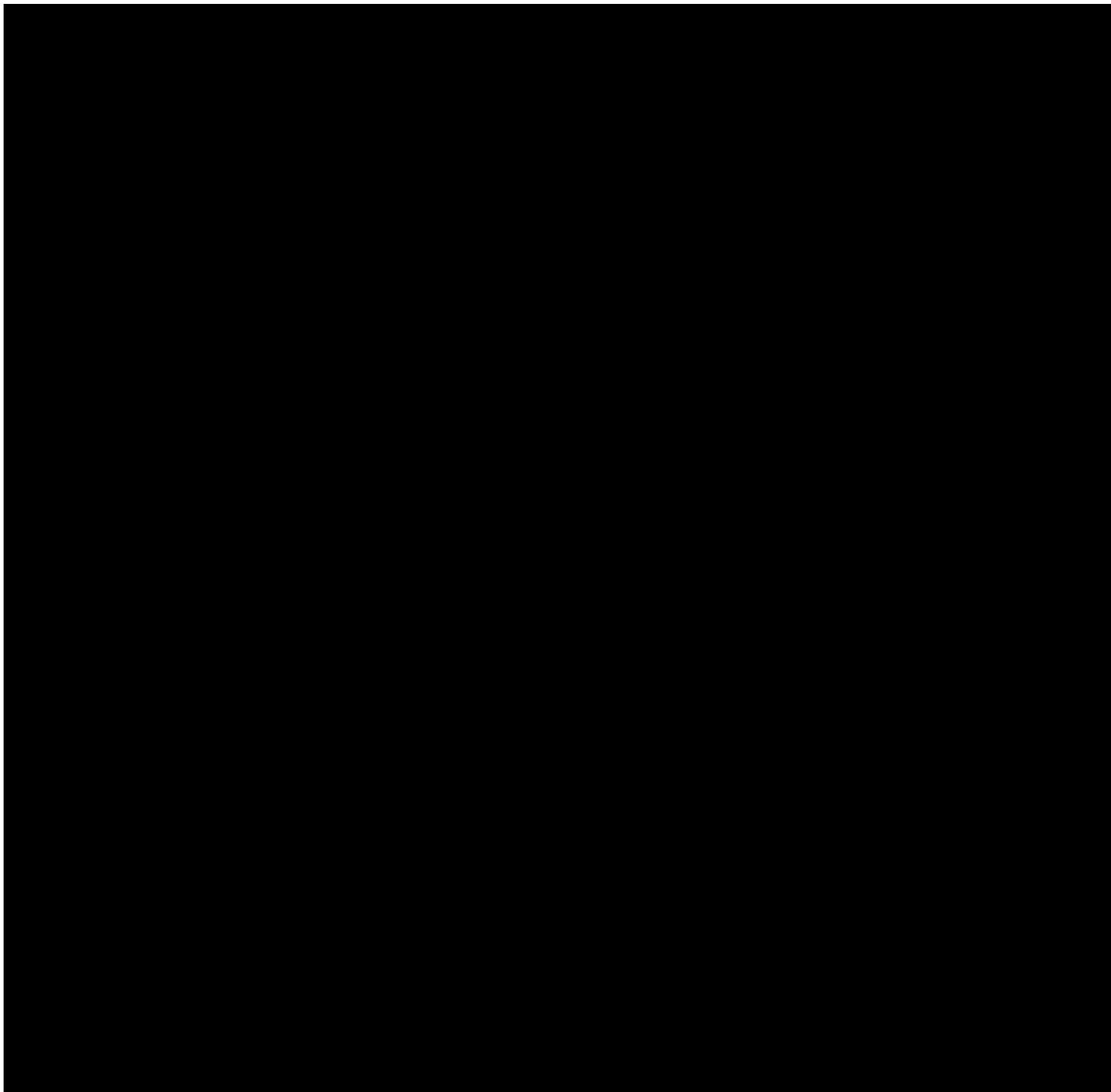
PERRIN WICKS

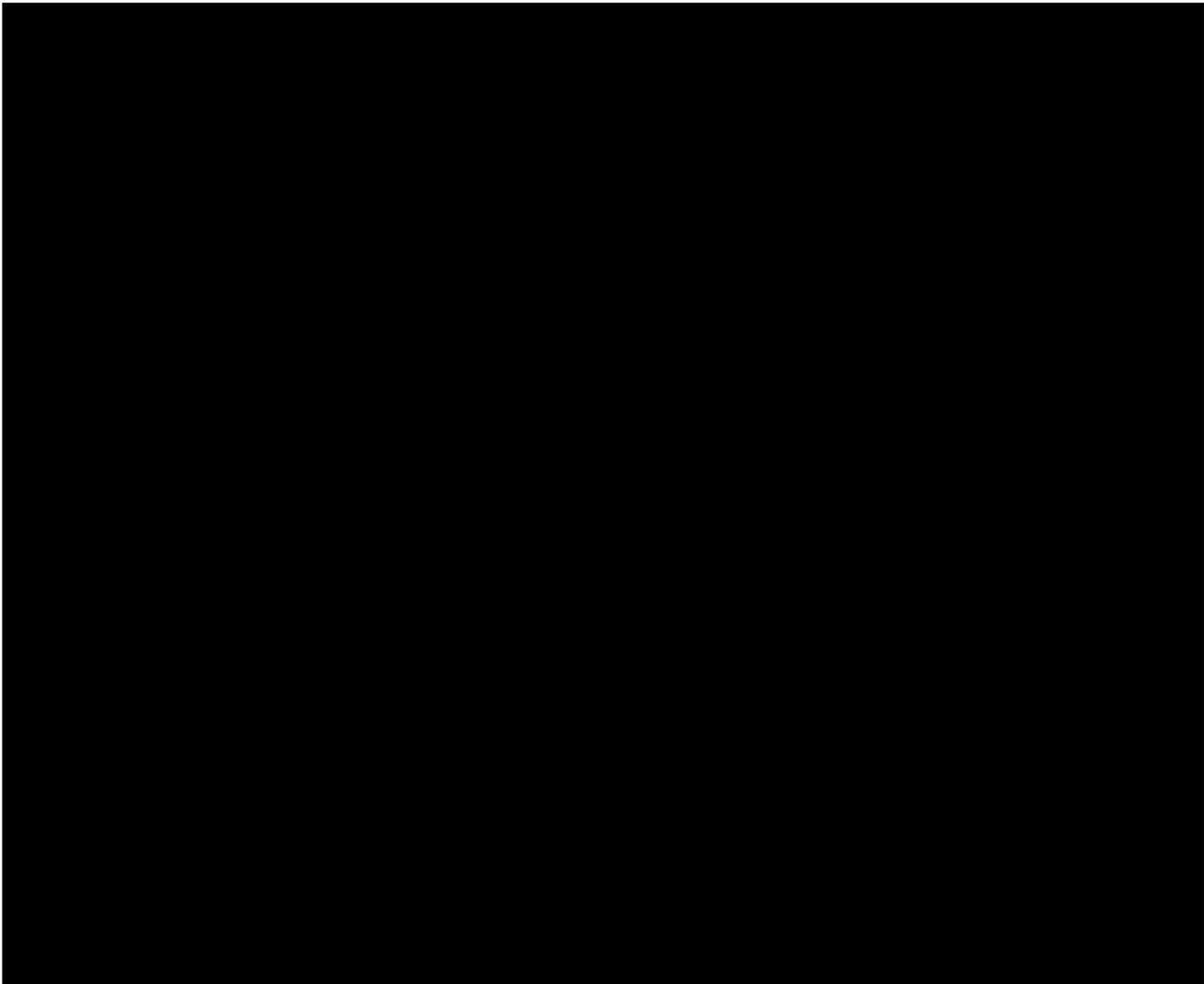
Brooklyn, New York |

Summary

Experienced leader in organizational learning and development, relationship management, planning and facilitation, program and project management, and communication in high-performing organizations undergoing rapid change. Excels in:

- Change management
- Culture Building
- Systems Development
- Staff Recruitment, Development, Retention
- Capacity Building
- Strategy





Professional Development and Volunteer Activity

Neighbors Helping Neighbors, Brooklyn, NY 2003 - 2008
Board Member; Chair, Board Development Committee; Chair, Search Committee

Facilitative Leadership, **Interaction Institute for Social Change**, Cambridge, MA July 2002

Racial Justice Institute, **Cultural Bridges**, YWCA, Buffalo, NY November 1999

Advancing Youth Development, **Academy for Educational Development**, Washington, D.C. June 1999

Education

Columbia Business School Executive Education, New York, NY 2013
Senior Leaders Program for Nonprofit Professionals

New York University, Robert F. Wagner Graduate School of Public Service, New York, NY 1998
Master of Public Administration with a concentration in Public and Nonprofit Management

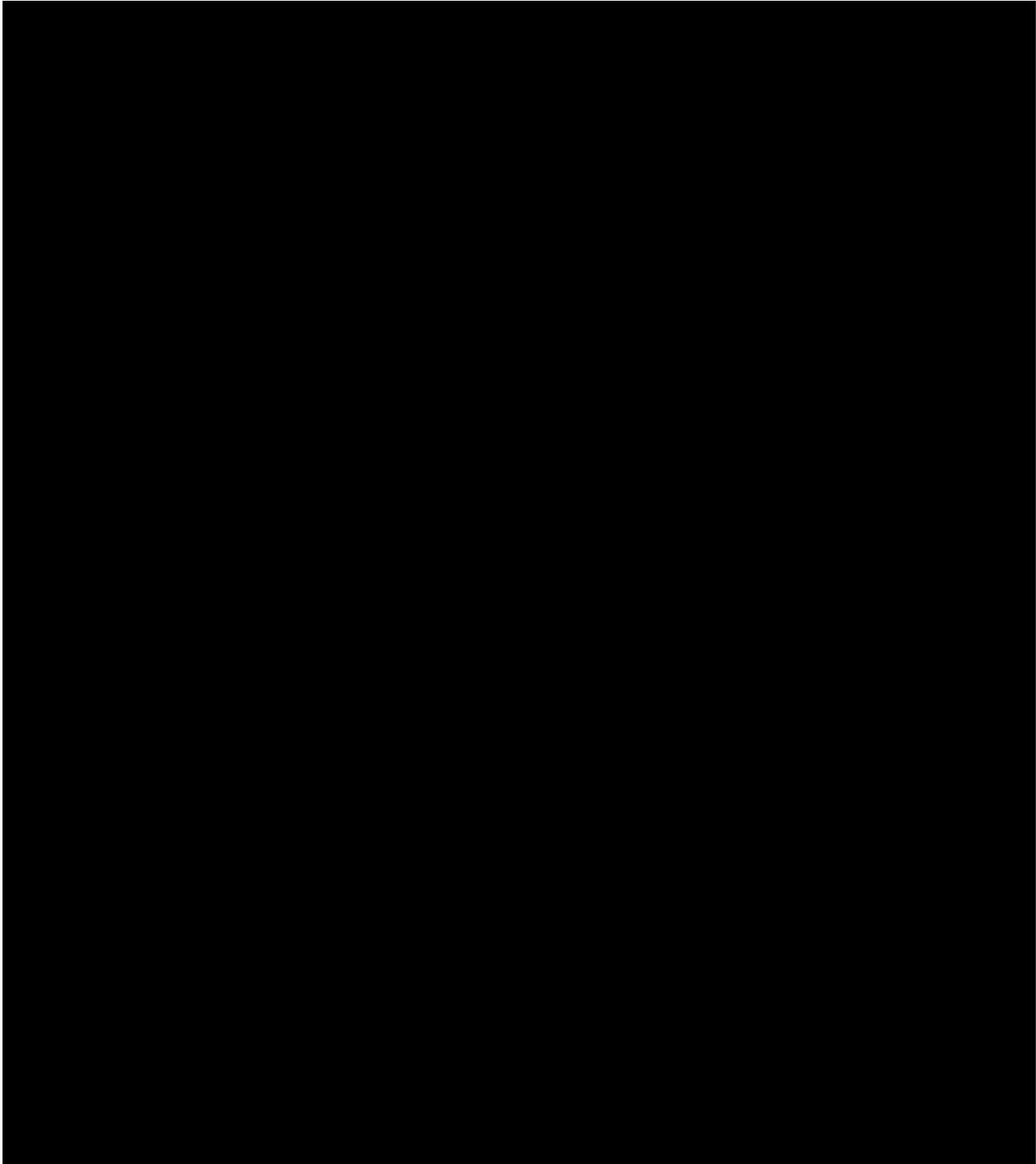
Yale University, New Haven, CT 1993
Bachelor of Arts, History of Art, *cum laude* with distinction in the major

JOSEPH M. PINTO

████████████████████
Portland, ME 04102
████████████████████
████████████████████

PROFILE

Seasoned education and non-profit sector professional with demonstrated success starting and growing effective mission-driven institutions, engaging private sector partners, developing robust resource streams and propagating fiscal health, designing and implementing high-performing program models, building organizational infrastructure and capacity, assembling and leading collaborative teams, solving complex and nuanced problems, and crafting and bearing organizational messages to diverse constituencies





EDUCATION

COLUMBIA BUSINESS SCHOOL New York, NY
Institute for Not-for-Profit Management (Executive Education Series) 2011

BROWN UNIVERSITY Providence, RI
Bachelor of Arts, History 1995 - 1999

- Only student ever to serve as Executive Director of the Thayer Street Business Association, an alliance of campus merchants; established lasting relationships with the mayor’s office and area non-profits

VOLUNTEER

THE URBAN ASSEMBLY SCHOOL FOR LAW & JUSTICE (SLJ) Brooklyn, NY
Brother2Brother Program Mentor 2011 - 2013

- Supported an 11th grade student in setting and working toward his academic and life goals
- Assisted in developing and facilitating discussion topics for monthly full-group mentoring meetings

BROOKLYN COMMUNITY PRIDE CENTER Brooklyn, NY
Development Committee Chair, Youth Programming Committee Chair 2009 - 2010

- Planned and implemented the fledgling LGBT organization’s first major fundraiser, the 2010 *Founders’ Ball*
- Strategized early models for *The Den*, a pilot after-school program since launched in downtown Brooklyn

REFERENCES

Elana Karopkin / *Regional Superintendent, Achievement First / Founding Principal, SLJ*
[Redacted], Brooklyn, NY 11201 / [Redacted]

Richard Kahan / *Founder & CEO, The Urban Assembly, Inc.*
[Redacted], New York, NY 10004 / [Redacted]

Anna Hall / *Senior Director of Network Support, Springpoint (Opportunity by Design intermediary for CCNY)*
[Redacted], New York, NY 10013 / [Redacted]

APRIL MCKOY

[REDACTED]
Brooklyn, New York 11218

SCHOOL LEADER

Offering five years of achievement in instructional supervision and school administration, along with eight years of success in the classroom.

Committed, driven, resourceful, education professional with demonstrated ability to: create and monitor policies and practices that promote student achievement; ensure a school culture that encourages continuous growth for teachers and students. Strengths include: curriculum development and mapping, learner-based instruction, writing across curriculum, building a positive school culture, classroom management, parent and community involvement, data driven instruction, professional development, departmental leadership, teacher feedback, CEP development, goal setting, attendance improvement systems and the inquiry process.



➤ EDUCATION AND CERTIFICATION

- SAS Certification , College of St. Rose, NY June 2003-Dec2004
 - Master of Art in Social Studies Education , New York University, NY Sep 1996- Aug 1997
 - Bachelor of Art in History, Hampton University, VA Sept 1991- May 1995
-

➤ SIGNIFICANT AND INFLUENCING PROFESSIONAL DEVELOPMENT

Harvard University

July 2009

Redesigning High Schools for Improved Instruction: studied the theories, knowledge, tools and best practices necessary to redesign high schools so they can become powerful learning environments for both students and adults. Three areas of knowledge and practice were examined: 1. Defining **the work of high school redesign**. 2. **The practice of instructional improvement**. 3. **Internal and external accountability**.

The Windward Institute

July 2009

Teaching Basic Writing Skills: learned, studied and practiced the essential elements for teaching basic writing skills for struggling writers; These elements include developing complex sentences; outlining; writing paragraphs and compositions; revising and editing.

The Association for Supervision and Curriculum Development (ASCD)

April 2009

Annual Conference on Teaching and Learning: attended workshops on differentiated instruction, understanding by design, building background knowledge and curriculum mapping with a mixed-discipline team of BCHS teachers.

Institute for Learner Centered Education

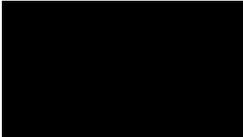
July 2000

Constructivist Design Conference on Educational Improvement: analyzed the premise that learners build on prior knowledge and experiences; learning occurs through engagement of the learner by a teacher using constructivist strategies including inquiry-based questions, group work, peer and self evaluation, and performance-based authentic task assessment. Re-wrote global studies curriculum to institute this practice daily as a classroom teacher.

➤ SKILLS

- Microsoft Word, Microsoft Excel, Power Point, Windows and Proficient Spanish
-

➤ REFERENCES

- Tira Randall Principal, Bushwick Community High School
 - Jennifer Ostrow Director of New School Development for the Urban Assembly
 - Michael Rothman Eskolta, Inc
- 

Additional references and letters of recommendation available upon request

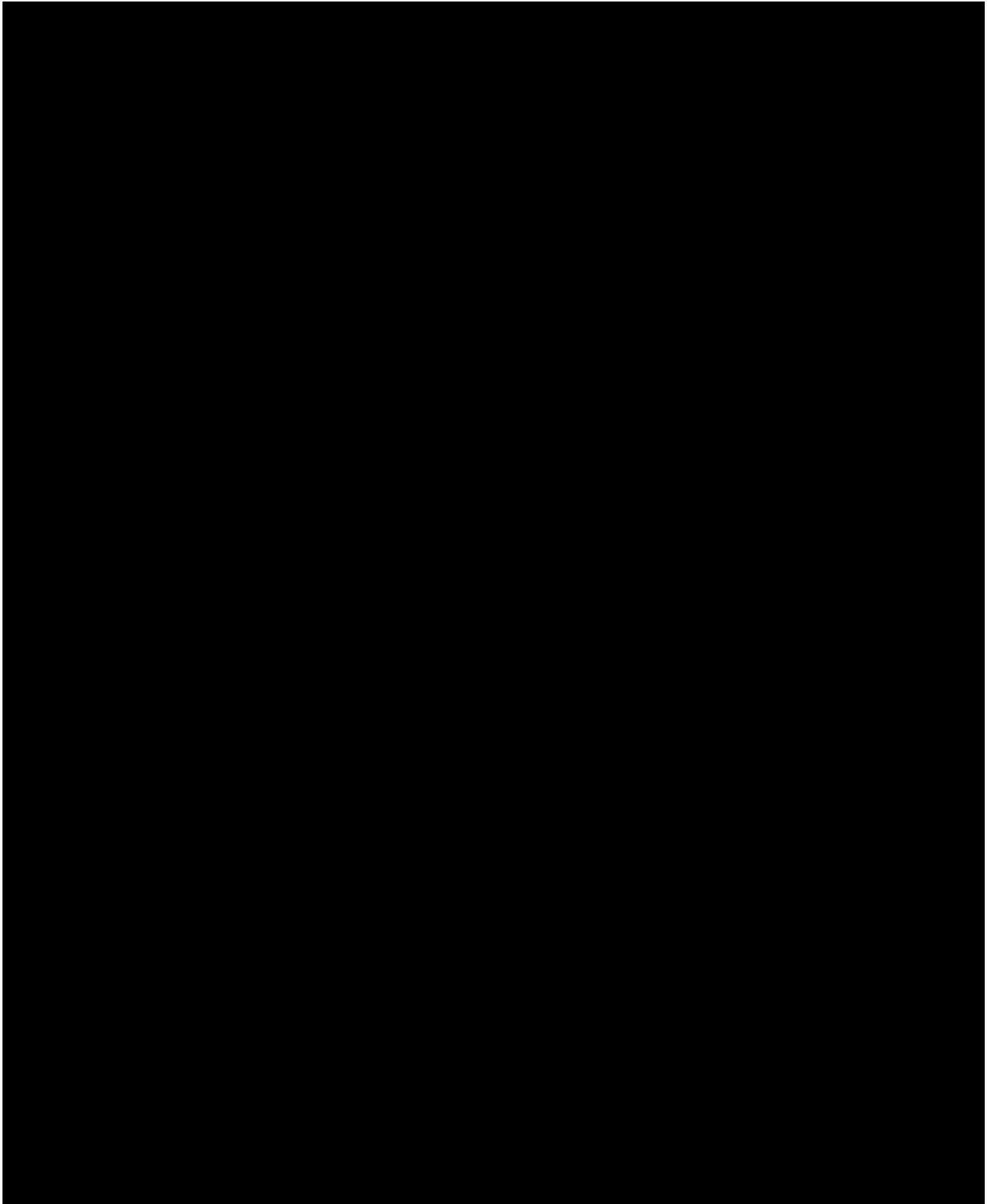
Angel Luis Morales

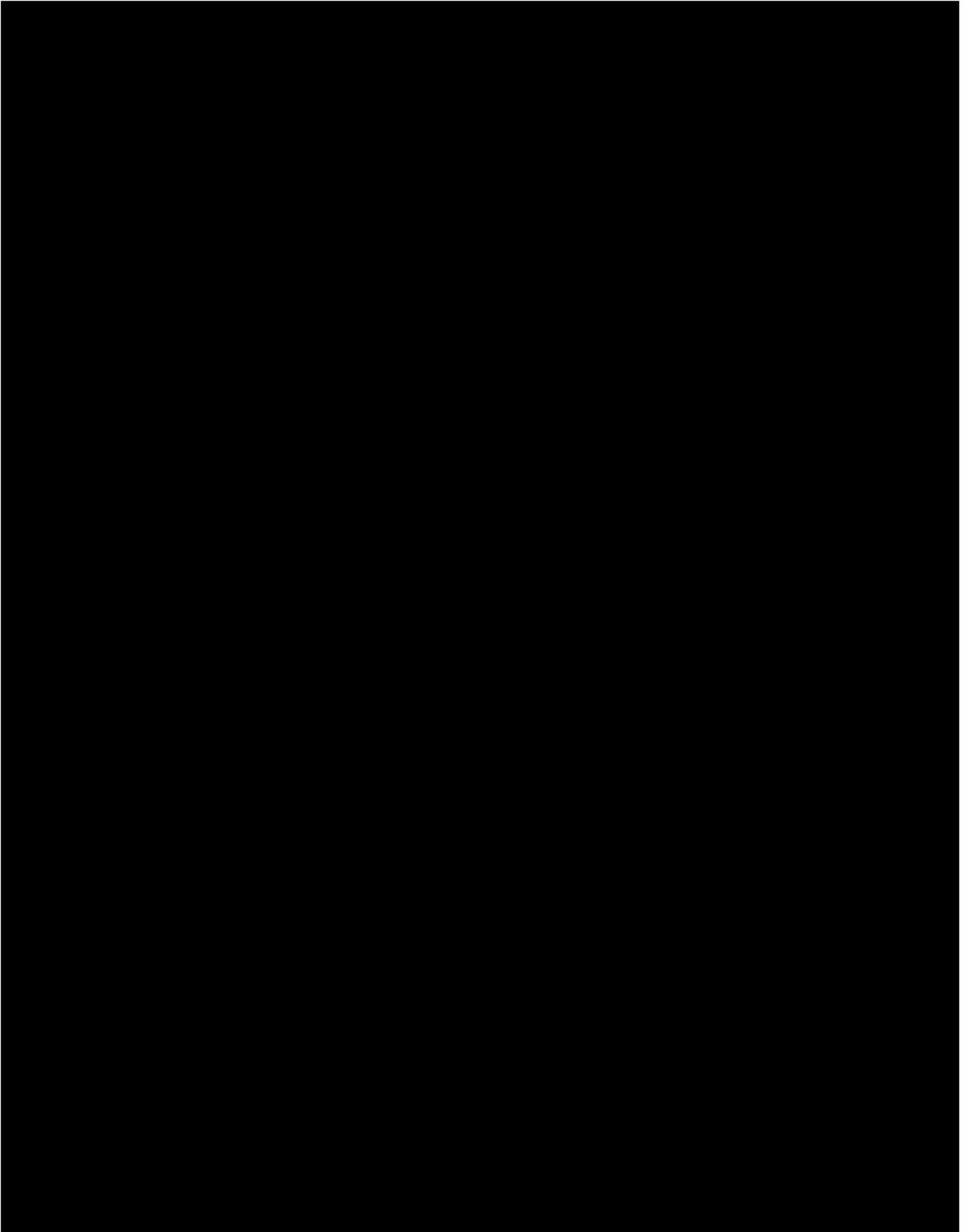
[REDACTED]

New York, NY 10023

[REDACTED]

[REDACTED]





EDUCATION

Harvard Business School

Boston, MA

Master of Business Administration, June 2000

Harvard University

Cambridge, MA

A.B. in Economics, Cum Laude, June 1996. Dean's List all semesters

John Harvard Scholarship for academic achievement of high distinction

CHARITABLE ORGANIZATIONS

- Board Member and Chair of the Finance and Investments Committee of the Hispanic Scholarship Fund, the nation's largest not-for-profit organization supporting Hispanic higher education
- Board Member of the Posse Foundation, one of the most comprehensive and renowned college access programs in the U.S.
- Founding Board Member of Go To College NYC, an organization that provides college guidance counseling and support services to 11th and 12th grade New York City public school students
- Former Board and Finance Committee Member of the Oliver Scholars Program, an organization that identifies and supports gifted New York City students of African and Latino descent and prepares them for success at leading independent schools. Co-founder of the Alumni Advisory Board
- Former Board and Finance Committee member for the Bronx Preparatory Charter School, a high performance charter school in the South Bronx
- Mentor for the Sponsors for Educational Opportunity (SEO), a provider of educational and career programs to young people from underserved communities designed to help them maximize their opportunities for college and career success. Active partner in SEO's Alternative Investments fellowship program designed to provide education, exposure, training and mentoring to talented professionals traditionally underrepresented in the Private Equity sector. Fellowship program partners include KKR and TPG

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Urban Assembly Charter School for Computer Science*
2. Full name: *Angel Morales*
Home Address: [REDACTED] *New York, NY 10023*
Business Name and Address: [REDACTED] *New York, NY 10022*
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, *Bronx Preparatory Charter School*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. *I / we do not know any such trustees.* Yes, *Kristin Kearns Jordan*
Board members of Bronx Prep together
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, *Kristin Kearns Jordan is a Board Member of Urban Assembly*
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Call Board meeting with interested member recused. Discuss fairness and appropriateness of activities involving interested member. In all likelihood, dismiss interested Board member and terminate self-dealing activities.*
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Other

Certification

I, Angel Morales, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Urban Assembly Charter School for Computer Science Charter School is true and correct in every respect.

Angel Morales
Signature

12/24/15
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Selected Publications

The Urban Assembly (2015, November). High-quality career and technical education: Essential elements to prepare students for college and career. New York: author.

Klein, S., Richards, A., White, R., Staklis, S., Watts, E., & Alfeld, C. (2014). *National assessment of career and technical education: Final report to congress*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. *Currently embargoed by Department of Education*.

Simkin, L., Charner, I., Dailey, C., Watts, E., Taub, H., & Adelaja, A. (2013, September). Is citywide afterschool coordination going nationwide? An exploratory study in large cities. New York, NY: Wallace Foundation.

Alfeld, C., Charner, I., Johnson, L., & Watts, E. (2013, February). *Work-based learning opportunities for high school students*. Louisville, KY: National Research Center for Career and Technical Education.

Dailey, C., Watts, E., Charner, I., & White, R. (2013, February). Partnering to prepare tomorrow's teachers: Examples from practice. Washington, DC: FHI 360.

Watts, E. & Imig, D. (2012). Why do we need the Ed.D. to prepare new faculty? In M.Latta & S. Wunder (Eds.) *Placing Practitioner Knowledge at the Center of Teacher Education—Rethinking the Policy and Practice of the Education Doctorate*. Lincoln, NE: University of Nebraska Press.

National Council for Accreditation of Teacher Education (2010, November). Transforming teacher education through clinical practice: A National strategy to prepare effective teachers. Washington, DC: author.

Watts, E. & Levine, M. (2010, November). Partnerships, practices, and policies to support clinically based teacher preparation: Selected examples. Washington, DC: National Council for Accreditation of Teacher Education.

Watts, E. & Levine, M. (2010, November). Selected references for Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Washington, DC: National Council for Accreditation of Teacher Education.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members (RFI)*.
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. The Urban Assembly Charter School for Computer Science
2. Full name: Eric Watts
Home Address: [REDACTED] Jersey City, NJ 07302
Business Name and Address: The Urban Assembly, [REDACTED], New York, NY 10004
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, I am an employee of The Urban Assembly (the School's proposed institutional partner) and therefore have a working relationship with all of Urban Assembly's staff.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, I am a current employee of The Urban Assembly, which the charter school will receive educational services from as its institutional partner.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, I am an employee of The Urban Assembly, which has applied to be the charter school's institutional partner.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring the issue to the school board's attention and we would discuss the issue of self-dealing. Given the severity of this accusation, I would recommend that the board investigates the allegation and if the allegations were found to be true, I would recommend those involved

in self-dealing to be removed from the board immediately. If I am still concerned about the issue after the board's investigation and subsequent action, I would bring the issue to the authorizer and/or an outside professional advisor (e.g., legal counsel).

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Eric Watts, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the The Urban Assembly Charter School for Computer Science Charter School is true and correct in every respect.



Signature

January 15, 2016

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. UA Charter School for Computer Science
2. Full name: Kristin Kearns-Jordan
Home Address: [REDACTED] New York, NY 10025
Business Name and Address: Tortora Sillcox Family Foundation (operates virtually)
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):

Kristin Kearns-Jordan is the Executive Director of the Tortora Sillcox Family Foundation, a family foundation dedicated to equity and quality in New York City's public schools. The mission of the Foundation is to contribute to the steadily growing number of young people in New York City who overcome socioeconomic barriers to graduate from public high school - and then from college - prepared for meaningful employment and robust civic participation.

She is the founder of the Bronx Preparatory Charter School and from 1999-2007 served as the School's Executive Director. Prior to founding Bronx Prep, she served as founding executive director of the School Choice Scholarships Foundation, a private scholarships program for low-income elementary schoolchildren in New York City. Ms. Jordan began her career at Student/Sponsor Partners (S/SP), a financial aid and mentoring program for at-risk high school students in New York City, serving as associate director for three years. She then worked as a special projects director at the Center for Educational Outreach and Innovation at Teachers College, Columbia University. Beyond New York she served as an advisor to the EOS Foundation as the foundation developed the education reform strategy of their poverty-fighting efforts in the Roxbury section of Boston.

Kristin has a strong interest in the governance of education organizations. She served for several years on the S/SP board, and during this time she also joined several S/SP board members to found the Reading Excellence and Discovery Program (READ), an early reading intervention program for children in public and parochial schools. She has recently stepped down from the role of Board President of her children's school, the Cathedral School of St. John the Divine. She currently serves as Vice Chair of the Board of the Urban Assembly, a network of high-performing small, public middle and high schools in New York City.

Kristin attended high school at Phillips Exeter Academy and earned an A.B. from Brown University.

4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, Please see #3. I served on the board of the Bronx Preparatory Charter School both during and for several years after my tenure as executive director.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I know Angel Morales, who served on the board of the Bronx Preparatory Charter School. I know Eric Watts through my work with the Urban Assembly. I have a 25-year friendship with Marielys Divanne grounded in our common commitment to education equity in NYC.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, . (The school does not yet have a charter or employees).
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, I am on the board of the Urban Assembly, currently serving as its Vice Chair. I will recuse myself as appropriate from business decisions regarding the relationship between the school and the Urban Assembly.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 - Not applicable because the school does not contact with a management company or charter management organization.
 - I / we do not know any such persons.
 - Yes, I serve on the board of the Urban Assembly, which is the intended educational

will recuse myself as appropriate from business decisions related to the relationship between the school and the Urban Assembly.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, I serve on the Urban Assembly board (governance relationship).
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. My family does intend to continue providing philanthropic support of the Urban Assembly.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, per my response to #13, I serve on the board of the Urban Assembly, the proposed management organization for the school.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, my current service on the Urban Assembly's board, as described above.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. My first call would be to the chair of the board, at which point I would express my concern and expectation that he/she investigate the matter. If no such action is taken, I would bring the matter more broadly to the board. If there were still no satisfactory response, I would approach the appropriate member of the SUNY Charter Schools Institute staff.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm. They are currently being drafted – I will read them once they are prepared.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. I very much look forward to the prospect of serving on the board of a school that proposes to work with the Urban Assembly. The sustainability of the proposed school is likely to be significantly supported by such a school/CMO relationship.

Certification

I, Kristin Kearns-Jordan, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Urban Assembly Charter School for Computer Science is true and correct in every respect.


Signature


Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Leigh Ann DeLyser

West Harrison, NY 10604

Research Interests

Current interests include Computer Science Education, K-12 education and CS integration at that level from a policy standpoint, Computational Thinking as integrated into K-12 core curriculum subjects, educational data mining.

Education

Carnegie Mellon University, Pittsburgh, PA

Ph.D. Computer Science Education, December 2014

Self Defined Interdisciplinary Degree between Computer Science and Psychology

PIER (Program for Interdisciplinary Education Research) Fellow, IES Predoctoral Fellow

Columbia University Teachers College, New York, NY

MA Computing and Education, August 2010

Pace University, Pleasantville, NY

BS Mathematics, Minors: Computer Science, Education, June 1997

Faculty Positions

Carnegie Mellon University, Pittsburgh, PA January 2007-May 2008
Visiting Lecturer, Computer Science Department

New York University, New York, NY August 2000 - December 2003
Adjunct Professor, Virtual College

Westchester Community College, Valhalla, NY January 2000 - May 2002
Adjunct Professor, Computer Information Systems Department

City University of New York, New York, NY August 2000 - May 2001
Adjunct Professor, School of Continuing and Professional Studies

Publications

Nathaniel Granor, Leigh Ann DeLyser, and Kevin Wang. 2016. TEALS: Teacher Professional Development Using Industry Volunteers. In Proceedings of the *Special Interest Group in Computer Science Education* (SIGCSE). ACM.

Leigh Ann DeLyser and Yvonne Williams. 2015. Recruitment Strategies to Increase Girls Selecting a Software Engineering High School. *Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*. IEEE.

Michael Preston and Leigh Ann DeLyser. 2015. CSP joins New York City's K-12 Computer Science Portfolio. *ACM Inroads* 6, 4 (November 2015), 67-70.

Leigh Ann DeLyser. 2015. Educating the Next Generation of Great Software Engineers. (Lightning Talk/Poster). In *Proceedings of the Eleventh International Workshop on Computing Education Research (ICER'15)*. ACM.

Leigh Ann DeLyser and Michael Preston. 2015. A Public School Model of CS Education. Proceedings of the *International Conference on Frontiers in Education: Computer Science and Engineering (FECS)*: 233-238

Leigh Ann DeLyser. 2014. Software Engineering Students in the City. In *Proceedings of the 9th Workshop in Primary and Secondary Computing Education (WiPSCE '14)*. ACM, New York, NY, USA, 37-42.

Cameron L. Fadjo, Ted Brown, and Leigh Ann DeLyser. 2013. A Curriculum Model for Preparing K-12 Computer Science Teachers. In Proceedings of the International Conference on Frontiers in Education: Computer Science and Engineering (FECS)

Wilson, C., Sudol, L., Stehlik, M., Stephenson, C. (2010) Running on Empty: The Failure to Teach K-12 Computer Science in the Digital Age. Association for Computing Machinery.

Sudol, L. & Jaspan, C. (2010) "Analyzing the Strength of Undergraduate Misconceptions About Software Engineering". In Proceedings of the Sixth International Workshop on Computing Education Research, pages 31-40

Sudol, L. & Studer, C. (2010) "Analyzing Test Items: Using Item Response Theory to Validate Assessments". In Proceedings of the 41st SIGCSE Technical Symposium on Computer Science Education, pages 436-440

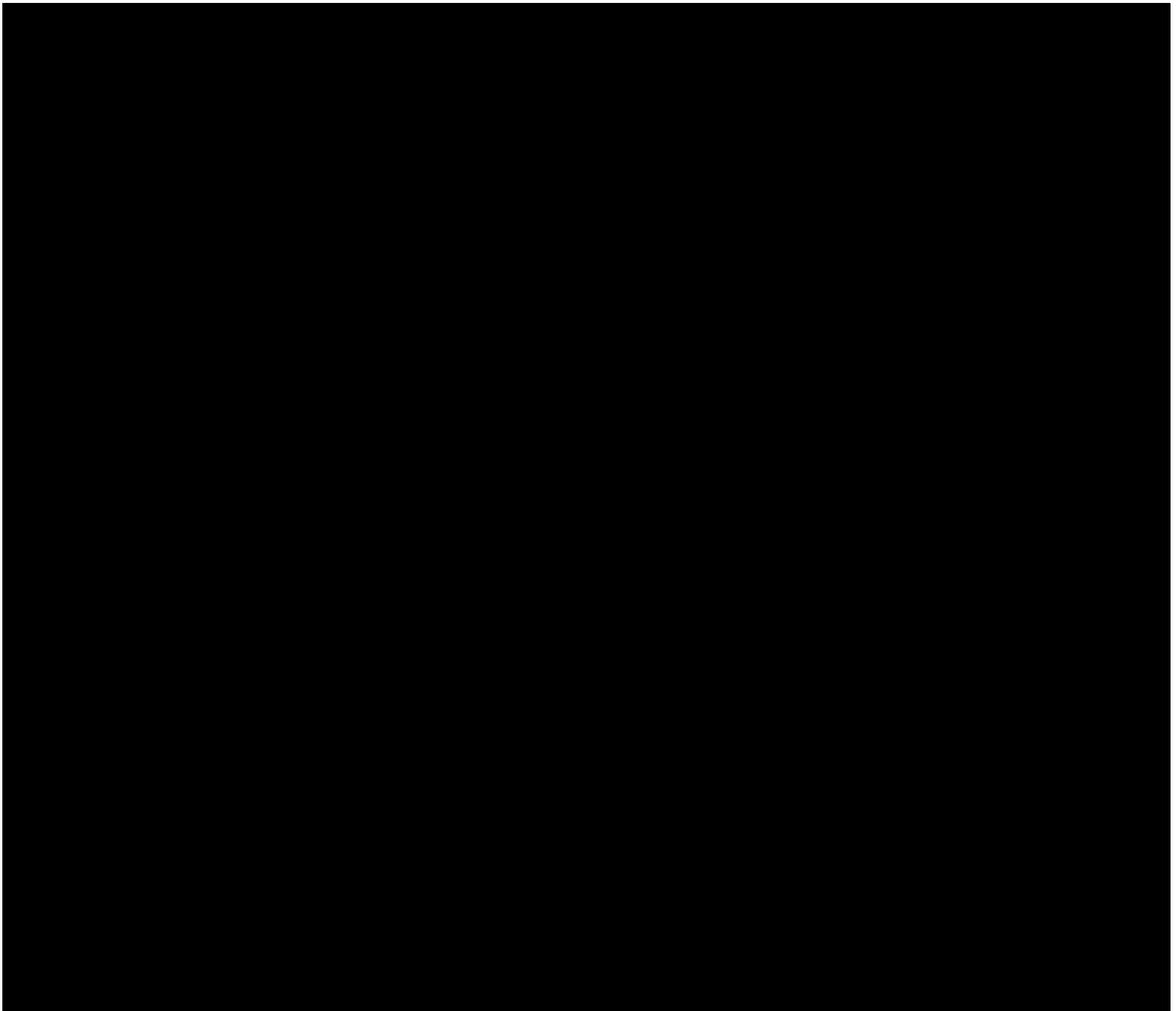
Sudol, L., Stehlik, M., Carver, S.(2009) "Mental Models of Data:A pilot study". Ninth Baltic Sea Conference on Computing Education Research (Koli Calling 2009), Koli National Park, Finland, 2009.

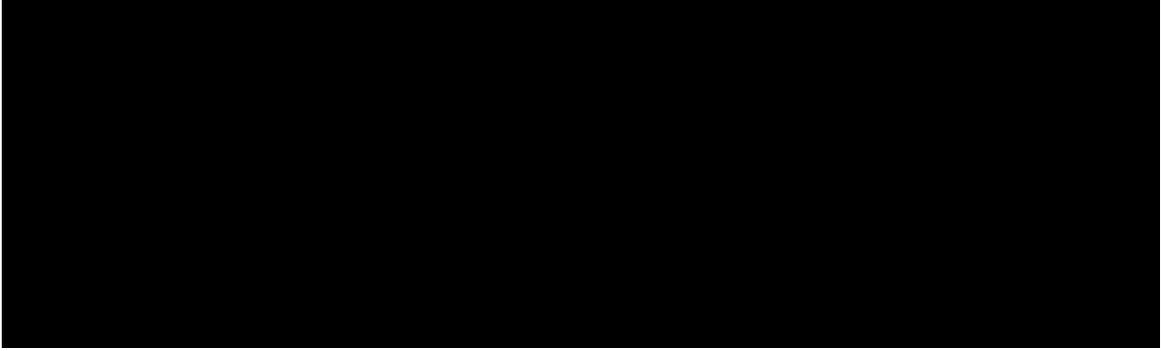
Sudol, L. (2008) "Forging Connections Between Life and Class Using Reading Assignments". In Proceedings of the 40th SIGCSE Technical Symposium on Computer Science Education, pages 357-361.

Sudol, L. & Bambino, K. (2006) "Is there such a thing as too much support?" In Proceedings of the 11th annual conference on Innovation and Technology in Computer Science Education, page 309.

Horowitz, S. & Sudol, L. (2006) Addison-Wesley's Review for the AP Computer Science in Java. Addison Wesley.

Lewis, J., Chase, J., Sudol, L. (2005) Java Software Structures for AP Computer Science AB. Addison Wesley







Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members (RFI)*.
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Urban Assembly Charter School for Computer Science
2. Full name: Leigh Ann DeLyser
Home Address: ██████████ West Harrison, NY 10604
Business Name and Address: CSNYC, ██████ ██████ ██████ ██████ Floor, New York, NY 10010
Home telephone No.: ██████████
Work telephone No.: ██████████
E-mail address: ██████████
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring the matter up at a meeting with the entire board. If the situation was not resolved, I would endeavor to identify the appropriate reporting agency outside of the charter school to report the trustee and school.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Leigh Ann DeLyser, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Urban Assembly Charter School for Computer Science is true and correct in every respect.



Signature

_____1/15/16_____
Date

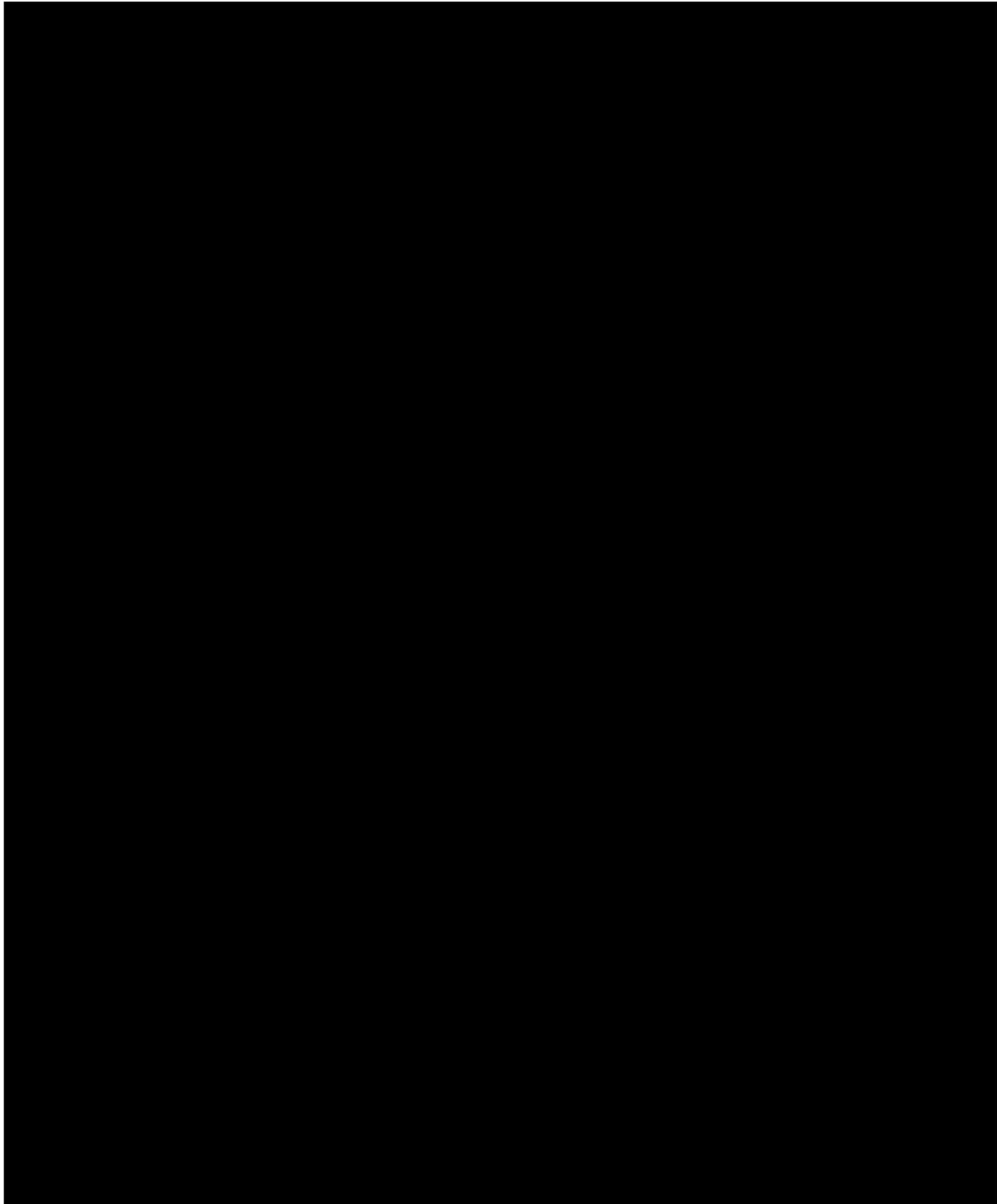
Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Marielys J. Divanne

SUMMARY OF SKILLS AND EXPERIENCE

- Planned and led strategic campaigns and public events that resulted in successful outcomes, such as the creation of small public secondary schools, construction of the Mott Haven Schools Campus (2004-2010), safety improvements at hundreds of intersections in both Manhattan and the South Bronx (20010-2012), improvements in living conditions for thousands of families in private and public housing (2002-2012) as highlighted in Dateline NBC's piece titled "Can't Breath" aired in January 2014, among many other local and city-wide campaigns.
- Planned and led leadership development workshops on Community Organizing, Leadership, Power, Relational Cultures in Institutions, Relational Meetings Campaigns, Congregational Development, Power Analysis, among others.
- Identified, coordinated and managed volunteer action teams in dozens of member institutions.
- Experienced in facilitation and practice of cross-cultural and religious communication and processes.
- Fluent in Spanish.
- Leadership, writing and communication skills.



LEADERSHIP AND ADVOCACY

- ***Chair Person***, Pi Alpha Chapter of Latinas Promoviendo Comunidad/ September 2000 - 2002
Lambda Pi Chi Sorority, Inc. Professional Graduate NYC Chapter

- **President**, Organization of Latin American Affairs (OLAA) **September 1997- May 1998**
Campus organization dedicated to raising awareness among Boston College students of Latino Cultures and to bringing Latino Students together to embrace and share culture and heritage with the BC campus.

EDUCATION

Columbia University **May 2002**
Graduate School of the Arts
Masters in Fine Arts (MFA)
Concentration: Nonfiction Writing

Boston College (BC), Boston, MA **May 1998**
Double Major: Secondary Education & English **Honor Roll**

St. Pius V High School, Bronx NY **1990-1994**
Received four year scholarship from Student Sponsor Partners Program;
Graduated at the top of the class and received Religion Department Award and Bronx District Attorney's Award for Outstanding Community Service.

WRITINGS AND ORATORY

- Author: **Marielys Divanne** and The Reverend David Haberer ... "Broken NYCHA Can Be Repaired," M Divanne & D Haberer, **NY Daily News** (Aug 6, 2012).
- Guest Speaker, Columbia University Graduate School of Social Work (April 2011 & 2012).

AWARDS

- Recipient, Excelsior Alumnae Award, from St. Pius V HS **June 2005**
- Recipient, Professional Achievement Award, from Latinas Promoviendo Comunidad/ Lambda Pi Chi Sorority, Inc. **April 2004**
- Recipient, Archbishop Oscar A. Romero Scholarship Award, Boston College **March 1997**
The Archbishop Oscar A. Romero Scholarship recognizes a Boston College junior who has demonstrated superior academic achievement, extracurricular leadership, community service, and involvement with the Hispanic/Latino community and Hispanic/Latino issues both on and off campus.

INTERNATIONAL BACKGROUND

- Lived in the Dominican Republic (1977-1988, citizen), United States (1988-to present, citizen), Jamaica (1996, 2000).



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Institute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: **Marielys Divanne**
Home Address: [REDACTED] New York, NY 10031
Business Name and Address: **UWNYC** [REDACTED] NY NY 10017
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, The Equity project Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would report such suspicions.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Marielvs Divanne, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Urban Assembly Charter School Charter School is true and correct in every respect.


Signature

1/13/16
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Pravin Sathe

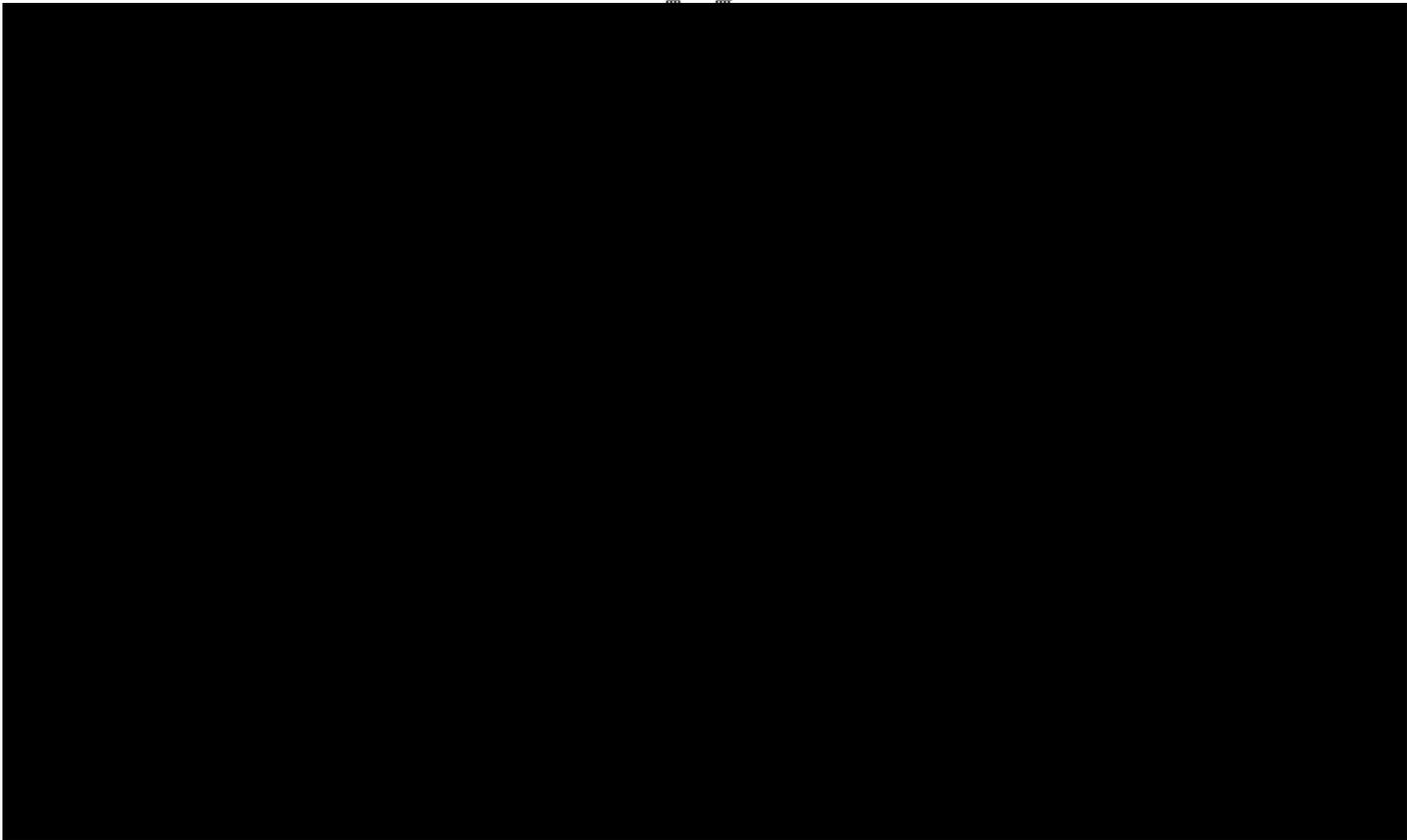
Brooklyn, NY 11231

Summary

A varied background including pure science research (Brookhaven National Laboratory), design (Art Director of fashion magazine), special projects with artist Tony Oursler, high school mathematics teacher and interaction designer / artist.

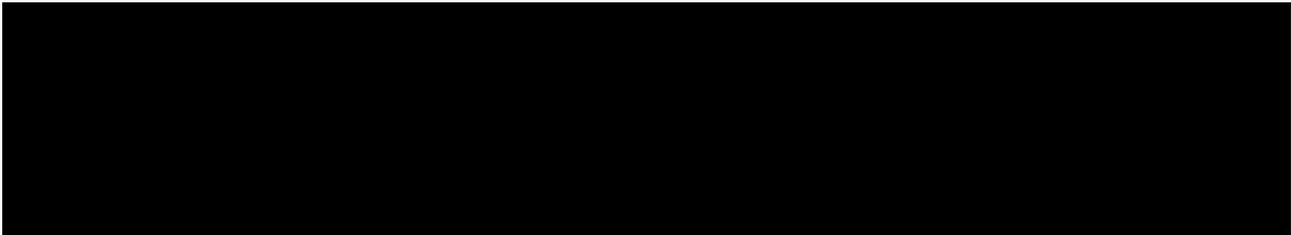
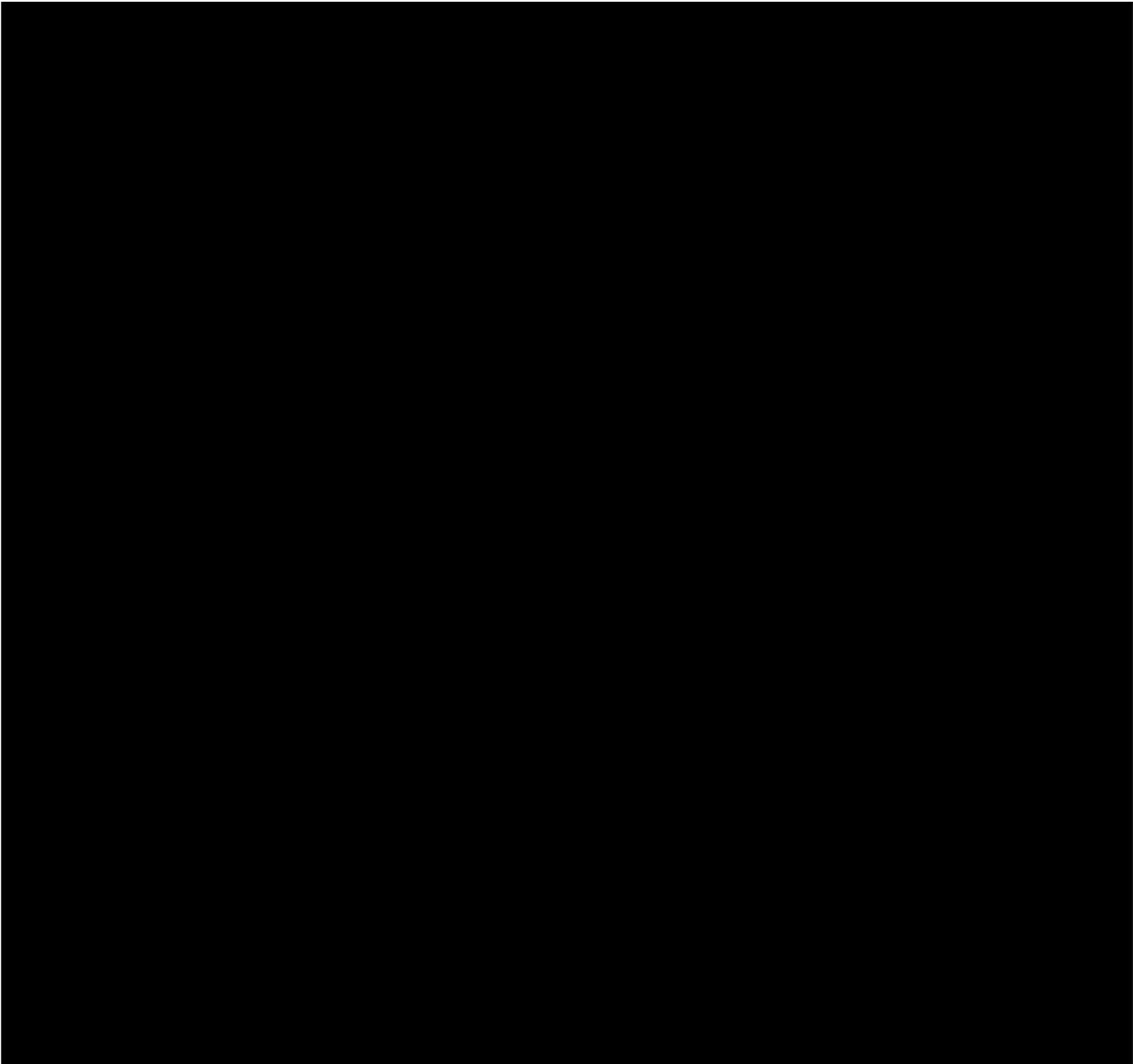
Specialties: web design, interaction design

Experience



HUGE





Lm



Publications

Response of Avian Embryonic Brain to Spatially Segmented X-ray Microbeams

Cellular and Molecular Biology

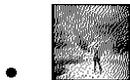
2001

Response of Avian Embryonic Brain to Spatially Segmented X-ray Microbeams,

Cellular and Molecular Biology - 2001

“Response of Avian Embryonic Brain to Spatially Segmented X-ray Microbeams.” Cellular and Molecular Biology 47: 485 – 94, 2001.

2 authors



Senior UI Designer at Google



and many others

High Tolerance of Duck Embryo Brains to Parallel X-Ray Microbeam Arrays for the 9th International Symposium of Pediatric Neuro-Oncology

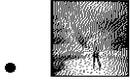
June 2000

High Tolerance of Duck Embryo Brains to Parallel X-Ray Microbeam Arrays for the 9th International Symposium of Pediatric Neuro-Oncology, San Francisco, CA - 2000

High Tolerance of Duck Embryo Brains to Parallel X-Ray Microbeam Arrays for the 9th

International Symposium of Pediatric Neuro-Oncology, held on June 11-14, in San Francisco, CA.

2 authors



Senior UI Designer at Google



and many others

Spinning Culture : DJ Spooky, NY Arts Magazine(Link)

NY Arts Magazine

2005

Spinning Culture : DJ Spooky, NY Arts Magazine - 2005

“Spinning Culture : DJ Spooky” NY Arts Magazine July/August 2005 Vol.10 No. 7/8.

http://nyartsmagazine.com/pages/nyam_document.php?nid=749&did=2205

Art, Talks / Tony Oursler : Projecting the Psyche

NY Arts Magazine

2004

Art, Talks / Tony Oursler : Projecting the Psyche, NY Arts Magazine - 2004

“Art, Talks / Tony Oursler : Projecting the Psyche.” NY Arts Magazine Nov/December 2004, Vol. 9 No. 11/12

Languages

1. English

Native or bilingual proficiency

2. Marathi

Native or bilingual proficiency



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

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- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

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Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
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 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
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 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
□	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Pravin Sathe
Home Address: [REDACTED] Brooklyn, NY 11231
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

- I / we do not know any such employees. Yes, _____ .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, _____ .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, _____ .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, _____ .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, _____ .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, _____ .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____ .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____ .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring the matter to the attention first to an officer

of the Board, then to the entire Board and if no relief and I feel that the School's compliance with the law and its charter is not fulfilled, I would raise the concern directly with the authorizer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Pravin Sathe, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the The Urban Assembly Charter School for Computer Science Charter School is true and correct in every respect.



01/06/16

Signature

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Ronay Menschel

Ronay Menschel is Chairman of Phipps Houses, a non-profit owner and developer of low- and moderate- income housing in New York City. She also is a Trustee of Phipps Neighborhoods, the human services affiliate of Phipps Houses. She previously served as Phipps' President/CEO. Ms. Menschel is also Chairman of The Trust for Governors Island which is responsible for the operation and redevelopment of the 172 acre Island that was once a military base at the tip of Manhattan.

The Phipps Houses mission is to create and sustain enduring communities through housing development, attentive property management, and residentially and community based human services. It owns over 6,000 units of housing largely in the South Bronx, Manhattan and Queens. Phipps Houses has had broad experience in housing development with different funding sources through its 100+ year history.

Prior to joining Phipps Houses, Ms. Menschel was a Deputy Mayor in the Koch Administration. She served on the board of the Metropolitan Transportation Authority from 1979 to 1990, focusing on consumer issues and the transit system's station environment. She was the founder of its Arts for Transit program. Ms. Menschel served as chair of the New York City Advisory Commission for Cultural Affairs from 1984 to 1989.

From 1998 to 2004 she was a Director of the Federal Reserve Bank of New York.

Presently, Ms. Menschel serves as a director of numerous additional organizations, including the Museum of the City of New York (Vice Chair), Center for NYC Neighborhoods, Public Art Fund, and the Weill Medical College of Cornell University. She has taken a leadership role in Weill Cornell's Department of Pediatrics. She is a Trustee Emerita of Cornell University, having served on its board for twelve years. Ms. Menschel is a Cornell graduate.

She is married to Richard L. Menschel who was a Member of New York City's Panel for Educational Policy from 2002 to 2009.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *The Urban Assembly School for Computer Science*
2. Full name: *RONAY MEUSCHEL*
Home Address: [REDACTED] *NY, NY 10065*
Business Name and Address: *PHILIPS HOUSES*
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, *in resume*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 - Not applicable because the school does not contact with a management company or charter management organization.
 - I / we do not know any such persons.
 - Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, *Note below*
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, *#19*
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would contact the Board Chairman; if that person was compromised or took no action, I would seek the assistance of the School's legal counsel; if no action, I would report to the Charter Schools Institute.*
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. *The School may collaborate/partner with Cornell Tech on curriculum. I have a peripheral relationship with Cornell Tech as a Trustee Emerita of Cornell.*

The School may seek to collaborate with the Phelps Neighborhoods, of which I am a trustee, on community engagement.

Certification

I, Ronny Munschel certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Urban Assembly Computer Science Charter School is true and correct in every respect.

Ronny Munschel
Signature

January 8, 2016
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Board of Trustees and Governance

Long Island Children’s Academy Charter School Proposed Board of Trustees					
Trustee Name	Position on Board (officer or constituent representative)	Board Committee Affiliations	Expertise and/or Role at School	Voting	Ex-Officio
Maurice Johnson	Chair	None	Realtor, Settlement negotiations, Verification of Corporate Business Accounts, Account Claims Examiner, Customer Service Representative. Member of the Roosevelt Charter School’s Parent Teacher Association.	Yes	
Josepha Malvoisin	Vice Chair	None	Writer, Legal Intern, Legal Assistant and Law Clerk	Yes	
Tywana Graves-Parker	Secretary	None	Grade level leader, Middle school teacher, Elementary school teacher, Family Literacy Director, Adult Education Instructor. Charter school parent.	Yes	

Jasmine Fyffe	Treasure	None	Charter School teacher, Math Specialist, Elementary Math teacher and Tax office clerk.	Yes	
Kelly Valentin	Trustee	None	Manager of Corporate Development, Manager of Diversity Management, Director and Special Assistant to the County Executive, Human Rights Specialist and Case Manager. Central Islip School District Board of Trustee member from 2013-2016.	Yes	
Robbye E. Kinkade, MPH, CHES	Trustee	None	Clinical Instructor, Adjunct Faculty, Training Consulting and Senior Education Specialist	Yes	

Renee L. Ortiz	Trustee	None	Chief Deputy Clerk, Administrator for Grants, Development and Governments Relations, Special Assistant to County Executive, Director of Suffolk County Office of Minority Affairs, Chief of Staff, Legislative Aide to the Presiding Officer and Community Facilitator	Yes	
Yvette Oriakhi	Trustee	None	Operations Manager, Organizing Fellow, Lobbyist for Bipartisan Coalition and Liaison for elected Officials	Yes	

Samantha Pugh	Trustee	None	Founding Principal of The Charter High School for Law Social Justice, 16 successful years as a leader within charter and public schools, School Director for Brooklyn Ascend Charter School, NYCDOE Principal, instructional coordinator, English Language Arts lead teacher and a classroom teacher.	Yes	
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Response 3g – Evidence of Outreach

Contents

- Informational flyer, English and Spanish
- Survey template, English and Spanish
- Intent to Apply form, English and Spanish
- Sample Introductory letter
- Recipients of introductory letter
- Community meeting photos
- Website screenshots
- Sample email correspondence
- Community Board 1 Full Board Meeting agenda
- Community Board 1 Education Committee agenda
- Community Education Council 7 Calendar Meeting agenda
- Community forum sign-in sheets



The Urban Assembly



IMPORTANT ANNOUNCEMENT

The Urban Assembly will submit an application to the SUNY Trustees in late January of 2016 to open a **new Career & Technical Education (CTE) Charter High School in the South Bronx that prepares students for college and careers in Computer Science.** Community input and partnership is at the center of the creation of The UA's new CTE high school. Your voice is needed! We sincerely request your feedback and partnership. Here's more about our school and what you can do to help make it a reality.

Who will be eligible to apply? All students!

- The CTE Charter High school in the South Bronx will be open **to all students** and will give admissions preference to students in the South Bronx.
- There are no entrance requirements.

What will the school offer?

- The school will open with a founding 9th grade class in **August 2017**.
- Students will receive college and career preparation side by side, graduating with both a high school diploma and industry-recognized certifications.
- The curriculum will include Computer Science and other technology-based courses.
- Students will gain real-world experience through internships with partners in the technology industry.

Why Computer Science?

We strongly believe that the greatest opportunities in the next decades will be in technology-centered careers, especially computer science. Our students will be fully prepared for both college and career in order to be competitive candidates for well-paying computer science and software engineering careers.

Why Career and Technical Education?

Career and Technical Education (CTE) provides students with the academic and technical knowledge and skills necessary to succeed in college and future careers. Students in CTE schools graduate with industry-recognized credentials or certifications in addition to being college-ready. Nationwide, CTE students graduate at a considerably higher rate than their non-CTE peers.

Has The UA done this successfully in the past? Yes!

In recent years, The UA has developed seven CTE high schools, which have been highly praised by *The New York Post*, *The Wall Street Journal*, and US Secretary of Education Arne Duncan. **With your help**, this would be our first CTE school serving South Bronx students and families.

How can you help?

- ✓ Do you have a child in middle school now? Your child will be eligible to apply. Support this amazing opportunity for the youth of the South Bronx by signing our **Intent To Apply signup card**.
- ✓ Give us feedback: The UA is actively soliciting comments on our proposal, its educational program and student needs. Participate in one of the upcoming community meetings or send your feedback to uacharter@urbanassembly.org.

Why The Urban Assembly?

The Urban Assembly is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for college and career success. We create and support unique, small public schools that are open to all students, scale up promising programs, and coordinate with hundreds of partner organizations in the private, public, non-profit and higher education sectors. Currently, we are serving over 9,000 students from 21 small, public middle and high schools in the Bronx, Brooklyn and Manhattan.

Has The UA Demonstrated Effectiveness? Yes!

- Graduation Rates: For the class of 2015, The UA's graduation rate is 77%. This is 9% above NYC's graduation rate for the class of 2014 and 18% above NY State's Big 4 average which includes the following school districts: Buffalo, Syracuse, Yonkers and Rochester.
- Closing the Achievement Gap: The Urban Assembly graduation rate has closed the often referenced "Achievement Gap" that exists between White students and African American students in New York City. Our graduation rate is 14% above the city average for African American students.
- College Access: Since 2001, our schools have achieved a college enrollment rate of 79% for all High School graduates, nearly 30% points above the national average for similar populations.
- College Persistence: 80% of The UA graduates that enroll in college return for at least a second year.

Join us! Let's make this new opportunity for South Bronx students a reality! For more information and to share your feedback with us, please visit: www.urbanassembly.org/contact.



The Urban Assembly



IMPORTANTE ANUNCIO

La Urbano Asamblea (UA) presentará una solicitud a la Directiva de SUNY en finales de Enero del 2016 para abrir un **nueva carrera y educación técnica (CTE) Charter High School (escuela secundaria charter) en el sur del Bronx que preparara a los estudiantes para la Universidad y las carreras en Ciencias de la computación**. Asociación y la opinión de la comunidad está en el centro de la creación de esta nueva CTE high School secundaria de la Urbano Asamblea. Su voz es necesaria! Atentamente solicitamos su retroalimentación y colaboración. Aquí hay más sobre nuestra escuela y lo que puede hacer para ayudar a que sea una realidad.

¿Quién será elegible para aplicar? Todos los estudiantes!

- El CTE Charter High School en el sur del Bronx será abierta **a todos los estudiantes** y dará preferencia de admisión a los estudiantes en el sur del Bronx.
- No hay requisitos de entrada.

¿Qué le ofrece la escuela?

- La escuela abrirá con una clase fundadora de alumnos en el 9no grado en **Agosto de 2017** .
- Los estudiantes recibirán preparación universitaria y carrera lado a lado, cual resultará en su graduó con un diploma de escuela secundaria y certificaciones reconocidas en la industria.
- El plan de estudios será incluyen Ciencias de la computación y otros cursos basados en tecnología.
- Los estudiantes ganarán experiencia del mundo real a través de pasantías con los socios en la industria de la tecnología.

¿Por qué informática?

Creemos firmemente que las mejores oportunidades en las próximas décadas será de carreras centrado en la tecnología, especialmente de informática. Nuestros alumnos se prepararán totalmente para que la Universidad y carrera para poder ser candidatos competitivos para informática bien remunerados y carreras de ingeniería de software.

¿Por qué carrera y educación técnica?

Carrera y educación técnica (CTE) proporciona a los estudiantes los conocimientos académicos y técnicos y habilidades necesarias para tener éxito en la Universidad y futuro profesional. Los estudiantes en las escuelas CTE graduarán con credenciales reconocidas en la industria o certificaciones además de *college-ready* (listos para universidad). A nivel nacional, CTE estudiantes se gradúan a una tasa considerablemente más alta que sus pares no-CTE.

¿La Asamblea Urbano hizo esto con éxito en el pasado? ¡ Sí!

En los últimos años, la UA ha desarrollado siete CTE high Schools secundarias, que han sido elogiados altamente por *El New York Post*, *The Wall Street Journal* y el Secretario de educación de los Estados Unidos Arne Duncan. **Con su ayuda**, esta sería nuestra primera escuela CTE que servirá estudiantes del Sur del Bronx y a sus familias.

Cómo puede usted ayudar?

- ✓ ¿Tienes un niño en la escuela secundaria ahora? Su hijo será elegible para aplicar. Apoye esta increíble oportunidad para los jóvenes del Sur del Bronx al firmar nuestra tarjeta **intención para aplicar**.
- ✓ Danos sus reacciones y opiniones: el UA está activamente solicitando comentarios sobre nuestra propuesta, su programa educativo y las necesidades del estudiante. Participe en una de las reuniones de la comunidad próxima o envíe sus comentarios a uacharter@urbanassembly.org.

¿Por qué la Urbana Asamblea?

La Urbana Asamblea (UA) es una organización sin fines de lucro dedicada a capacitar a jóvenes marginados, proporcionándoles las habilidades académicas y de vida necesarias para el éxito en carrera y Universidad. Creamos y apoyamos pequeñas escuelas públicas y únicas que están abiertas a todos los estudiantes, ampliamos programas prometedores y coordinamos con cientos de organizaciones en los sectores privado, público, sin fines de lucro y de educación alta. Actualmente, estamos sirviendo a más de 9,000 estudiantes de 21 escuelas públicas pequeñas medio y alto en el Bronx, Brooklyn y Manhattan.

-

¿Ha demostrado la UA efectividad? Sí!

- Las tasas de graduación: para la clase de 2015, la tasa de graduación de la UA es 77%. Esto es 9% por encima de la tasa de graduación de la ciudad de Nueva York para la clase de 2014 y 18% por encima del promedio de 4 grandes del estado de Nueva York que incluye los siguientes distritos: Syracuse, Buffalo y Rochester, Yonkers.
- Cerrando la brecha: La tasa de graduación de la Urbano Asamblea ha cerrado la que a menudo se hace referencia "brecha" que existe entre los estudiantes blancos y Afro-Americanos en la ciudad de Nueva York. Nuestra tasa de graduación es 14% superior al promedio de la ciudad para los estudiantes Afro-Americanos.
- Acceso a la Universidad: desde el año 2001, nuestras escuelas han alcanzado una tasa de inscripción universitaria de 79% para graduados de la preparatoria, casi el 30% puntos por encima de la media nacional de poblaciones similares.
- Persistencia del Colegio: 80% de los egresados de la UA que se inscriben en la Universidad regresan para por lo menos un segundo año.

Únete a nosotros! Vamos a hacer esta nueva oportunidad para los estudiantes del Sur del Bronx una realidad! Para más información y para compartir sus comentarios con nosotros, por favor visite: www.urbanassembly.org/contact



The Urban Assembly is applying to open a new Career and Technical Education charter high school in the South Bronx, focused on Computer Science. Please share your thoughts.

Are you:

- an NYC student
- a family member or guardian of an NYC student
- a South Bronx community member

How do you feel about a new Computer Science Career & Technical Education high school in the South Bronx?

- Positive
- Neutral
- Negative

Check all the aspects of the school model that interest you.

- College preparation
- Career preparation
- Industry certifications
- Computer Science courses
- Technology industry internships

What are the most important services you want to see offered by this school?

Urban Assembly Charter School for Computer Science: Evidence of Outreach

Please describe the impact you imagine this school could have for you or your community.

What gaps or failings have you or your family experienced with educational offerings in the South Bronx or in general?

Is there anything else you want us to take into consideration as we are planning this school?

Indication of interest

Check if either of these apply.

- I would be interested in applying to join the 9th grade class as the school opens in August 2017.
- I know a student who would be interested in applying to join the 9th grade class as the school opens in August 2017.

Thank you for your feedback!



The Urban Assembly

La Urbano Asamblea (UA) esta aplicando para abrir una nueva Escuela Secundaria Charter de Carrera y Educación Técnica en el Sur del Bronx, concentrada en Ciencias de la Computación. Por favor comparta sus pensamientos.

Es usted:

- estudiante de NYC
- un miembro de la familia o tutor de un estudiante de NYC
- un miembro de la comunidad de South Bronx

¿Cómo se siente acerca de una nueva escuela secundaria Carrera y Educación Técnica en el Sur del Bronx, concentrada en Ciencias de la Computación?

- Positivo
- Neutral
- Negativa

Marque todos los aspectos del modelo de la escuela que le interesan.

- Preparación para la Universidad
- Preparación para una carrera
- Certificaciones de industria
- Cursos de informática
- Prácticas de la industria de tecnología

¿Cuáles son los servicios más importantes que usted quiere ver ofrecidos por esta escuela?

Por favor describa el impacto te imaginas que esta escuela podría tener para usted o su comunidad.

¿Qué brechas o deficiencias han tenido usted o su familia con las ofertas educativa en el sur del Bronx o en general?

¿Hay algo más que usted quiere que tengamos en cuenta según estamos planeando esta escuela?

Indicación de interés Compruebe si cualquiera de estas le aplican.

- estaría interesado en aplicar a la clase 9 de grado como la escuela se abre en agosto de 2017.
- Se de un estudiante que estaría interesado en aplicar para ingresarse en la clase de 9no grado en la escuela cuando se abra en Agosto de 2017.

Gracias por sus comentarios!



The Urban Assembly



IMPORTANTE ANUNCIO

La Urbano Asamblea (UA) presentará una solicitud a la Directiva de SUNY en finales de Enero del 2016 para abrir un **nueva escuela secundaria chárter de carrera y educación técnica (CTE) en el sur del Bronx que preparara a los estudiantes para la Universidad y las carreras en Ciencias de la computación.** Asociación y la opinión de la comunidad está en el centro de la creación de esta nueva CTE High School (secundaria) de la Urbano Asamblea. Su voz es necesaria! Atentamente solicitamos su retroalimentación y colaboración. Aquí hay más sobre nuestra escuela y lo que puede hacer para ayudar a que sea una realidad.

¿Quién será elegible para aplicar? Todos los estudiantes!

- La escuela abrirá con una clase de 9no grado en **Agosto de 2017** .
- Los estudiantes recibirán preparación universitaria y carrera lado a lado, cual resultará en su graduó con un diploma de escuela secundaria y certificaciones reconocidas en la industria.
- El plan de estudios será incluyen Ciencias de la computación y otros cursos basados en tecnología.
- Los estudiantes ganarán experiencia del mundo real a través de pasantías con los socios en la industria de la tecnología.

Para mas información y para compartir sus comentarios, por favor visite: uacharter@urbanassembly.org

¿Sabe usted de un estudiante que estaría interesado en la aplicación? Si, por favor complete la intención de aplicar más abajo.



SU NOMBRE:

NOMBRE DEL ESTUDIANTE: _____ GRADO: _____

DIRECCION:

TEL:

E-MAIL (opcional):



The Urban Assembly



IMPORTANT ANNOUNCEMENT

The Urban Assembly will submit an application to the SUNY Trustees in late January of 2016 to open a **new Career & Technical Education (CTE) Charter High School in the South Bronx that prepares students for college and careers in Computer Science.** Community input and partnership is at the center of the creation of The UA's new CTE high school. Your voice is needed!

Who will be eligible to apply? All students!

- The school will open with a founding 9th grade class in **August 2017.**
- Students will receive college and career preparation side by side, graduating with both a high school diploma and industry-recognized certifications.

Urban Assembly Charter School for Computer Science: Evidence of Outreach

- The curriculum will include Computer Science and other technology-based courses.
- Students will gain real-world experience through internships with partners in the technology industry.

Do you know of a student who would be interested in applying? If you do, please complete the intent to apply card below.

For more information and to share your feedback with us, please visit:
www.urbanassembly.org/contact.



YOUR NAME:

STUDENT'S NAME:

GRADE:

ADDRESS:

PHONE:

—

E-MAIL (optional):



Our Family of Schools

UA Bronx School for Law, Government, & Justice

UA New York Harbor School

UA Bronx Academy of Letters

UA School of Design & Construction

UA Media High School

UA School for Applied Math & Science

UA School for Law & Justice

UA Academy of Government & Law

UA School of Business for Young Women

UA School for the Performing Arts

UA Institute of Math & Science for Young Women

UA School for Wildlife Conservation

UA School for Criminal Justice

UA School for Green Careers

UA Institute for New Technologies

UA Gateway School for Technology

UA Unison School

UA School for Global Commerce

UA School for Emergency Management

UA School for Collaborative Healthcare

UA Maker Academy

November 6, 2015

Ms. Elisa Alvarez
Superintendent, District 7
501 Courtlandt Avenue
Bronx, NY 10451

Dear Superintendent Alvarez:

I write to you on behalf of The Urban Assembly (The UA), to ask for your guidance and input in the creation of a Career & Technical Education Charter High School in the South Bronx that will prepare students for college and careers in Computer Science. The Urban Assembly is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for college and career success. Since 1997, we have created and supported small public schools that are open to all students, scaled up promising programs, and coordinated with hundreds of partner organizations in the private, public, non-profit and higher education sectors. In the 2015-16 school year, we are serving over 9,000 students from 21 small, district middle and high schools in the Bronx, Brooklyn and Manhattan.

In recent years, The UA has developed seven Career & Technical Education (CTE) high schools which have been highly praised by *The New York Post*, *The Wall Street Journal*, and US Secretary of Education Arne Duncan. Although we have a number of schools in the Bronx, including The UA Bronx Academy of Letters, The UA Bronx School for Law, Government and Justice, and The UA School for Applied Math and Science, this would be our first CTE school in the Bronx.

Our CTE schools prepare students both for college and for rewarding 21st Century careers. We strongly believe that the greatest career opportunities in the coming decades will be in technology-centered careers, especially computer science. We need your guidance and input to create a CTE charter high school in the South Bronx that will prepare our students to be competitive candidates for growth in well-paying computer science and software engineering careers.

What can you do to help provide this excellent opportunity for the youth of the South Bronx? First, **allow us to share our story** with you, then help us **share** our story with others, and most importantly, help us **shape** our new high school. We would appreciate the opportunity to meet with you. Following this letter, we will reach out to share our vision for our first CTE charter school in the South Bronx with you and others in order to ensure that community input informs the school plan. Without your partnership and help in the design of this school, we cannot provide the opportunities that our students and the South Bronx community so richly deserve.

We thank you in advance for the opportunity to share our exciting news and look forward to your input. The enclosed materials include contact information through which you and your constituents can share your ideas and feedback with us. A collaborative effort with the community will bring about an excellent high school for our youth; we look forward to sharing and shaping that journey together.

Sincerely,

Richard Kahan
Founder & CEO

Recipients of Introductory Letter

Organization	Key Contact Person
3rd Avenue HUB (BID)	Vincent Valentino, Executive Director
Abraham House	Andre Pabon, ED
Ariva	Irene Baldwin, Executive Director
Bronx Borough President	Ruben Diaz Jr., Borough President
Bronx Clergy Roundtable	Charisse, Executive Assistant / Rev. Que English, Chair
Bronx Community Board 1	George Rodriguez, Chair
Bronx Community Board 3	Gloria Alston
Bronx County Historical Society	Susan De Vries, Program Director
Bronx Community School District 7	Elisa Alvarez, Superintendent
Bronx Community School District 9	Leticia Rodriguez-Rosario, Superintendent
Bronx-Lebanon Hospital Center	Miguel Fuentes, CEO
BronxWorks	Eileen Torres, Executive Director
CEC 7	Danielle Poole, President
City Council, District 15	Ritchie Torres, Council Member
City Council, District 16	Vanessa Gibson, Council Member
City Council, District 17	Maria Del Carmen Arroyo, Council Member
East Side House Settlement	John Sanchez, Executive Director
East Side House Settlement	Daniel Diaz, Associate Executive Director
Episcopal Social Services	Helen Davis, Early Head Start Program Director
Good Shepherd Services	Sr. Paulette LoMonaco, CEO
HOSTOS Community College	Dr. David Gomez
Icahn Charter Schools	Jeff Litt, Superintendent
Immaculate Conception Parish	Rev Francis Skelly, Pastor
Immaculate Conception School	Sr. Patrice Owens, SCC - Principal
JP Morgan Chase Foundation	Michael Haberman, Managing Director, Northeast Region
Lincoln Hospital WIC Centers	Damalia Jackson, Director
Lincoln Medical and Mental Health Center	Maria Ramos, Community Outreach Director
LISC	Michael Rubinger, President & CEO
MASA	Arecelis Lucero, Executive Director
Mekong	Chhaya Chhoum, Executive Director
Mercy Center Inc.	Steve Stritch, Executive Director
Metro IAF	Michael Gecan, Senior Organizer
Metropolitan College of New York- Bronx Extension	Erica Morales, Interim Director
Mott Haven Community Partnership Program	Sweeney Anderson, Coordinator

Organization	Key Contact Person
New Settlement Apartments	Jack Doyle, Executive Director
New York City Psychotherapy and Counseling Center	Elliot Klein, ED
New York Public Library - Mott Haven Branch	Jeanine Thomas-Cross, Branch Manager
Partnership for Catholic Education	Jill Kafka, Executive Director
Phipps Houses	Dianne Morales, ED and CEO
Phipps Houses	Ronay Menschel, Chairman
Public Prep	Ian Rowe, CEO
Puerto Rican Family Institute	Myrna Noble, Program Director
Sauti Yetu Center for African Women and Families	Zeinab Enya, Executive Director
SoBRO	Phillip Morrow, President
South Bronx Rising Together	Abelardo Fernández, Director
South Bronx United	Eric Saito, Education Director / Andrew So, ED
Spring Bank	Eric Pallas, President & CEO
St. Jerome's Hands Community Center	Hermana Julia Suarez
St. Luke's Food Pantry	Margarita Cabrera, Site Coordinator
St. Luke's Food Pantry	Sharon Joslyn, Director
State Assembly District 77	Latoya Joyner
State Assembly District 79	Michael Blake
State Assembly, District 84	Carmen Arroyo
WHEDco	Nancy Bieberman, Executive Director
Young Ministries for Peace & Justice	David Shuffler, Executive Director

Immaculate Conceptions Parish Family Day



Immaculate Conception Parish Family Day



Immaculate Conception Parish Day Sign-In

12/19/15
Rosanna medrano
Raul OLVERA
Adriana Ochoa
Joselin Camargo
Santa Reyes
Zoraide Martinez - Lianyely Hoyo
Mayra Romero - Crystal Romero
Paula Cordero, Reulyn Cordero.
Awilda Gomez / Lhisda Gomez
Luz M. Plasencia
Nancy Peia
Fontensa Hendricks
Zena D. Gutierrez
Denise Nored / Leah Wynter
Christopher Taveras Yudelca ve
Arlene Ruiz
Jaquelin Cervantes
Yolanda Hendricks / Tiana G. Williams
Jolanda Kendrick
Clara Marti
Rosa CERVANTES
Enriqueta Antonio
Juana Arnaud
Marisol Aquino / Thonny Rodriguez.
Lucia Fontan

Community Education Council 7 Meeting



Citizenship Class





Contact Us

90 Broad Street, Suite 2101
New York, NY 10004
Phone: 212.867.3060

To provide feedback regarding our CTE Charter School Application:

Please fill out at survey by clicking [here](#) or send an email to uacharter@urbanassembly.org

To contact an individual Urban Assembly School:

Please [click here](#) for school contact information.

For general inquiries regarding The Urban Assembly:

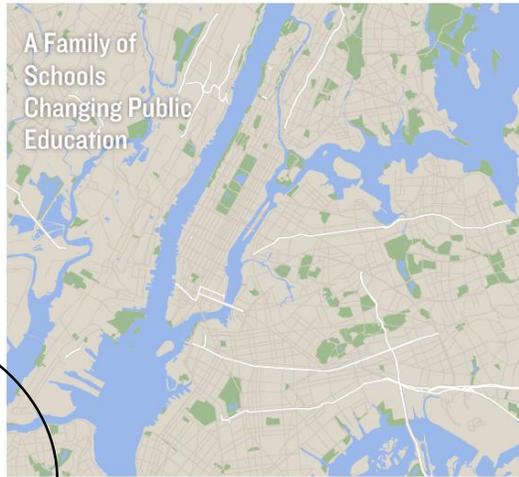
Please complete and submit the below contact form.

THE URBAN ASSEMBLY IS A FAMILY OF SCHOOLS THAT ARE COLLEGE & CAREER FOCUSED

The Urban Assembly is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for postsecondary success.

[READ MORE ABOUT OUR MISSION](#)

A Family of Schools
Changing Public Education



LATEST NEWS & PRESS



Learning Career Skills in High School: More New York City students are going to schools that offer 'career and technical education'

[READ MORE](#)



The Urban Assembly Requests Community Feedback for our CTE Charter High School Application

[READ MORE](#)

Find an Urban Assembly School Near You

[SELECT A BOROUGH](#)

NEWS & PRESS

(/news-press)

ANNOUNCEMENT: UA Charter School for Computer Science Community Forum EVENT

Melissa Stern

JANUARY 22, 2016



You are cordially invited to learn about a new school in the South Bronx!

The Urban Assembly Charter School for Computer Science (<http://urbanassembly.org/news-press/important-announcement-urban-assembly-requests-community-feedback-for-our-cte-charter-high-school-application>)

SHARE

Like

Tweet

Share

Thursday, January 14th, 2016 At 4:00 pm or 5:00 pm or 6:00 pm. Choose a time that works best for you! Pizza & light refreshments will be provided

Location: Mill Brook Community Center

Jobs-Plus Entry Ramp, [REDACTED] Basement Level

Why? The Urban Assembly will submit an application to the SUNY Trustees this month to open The Urban Assembly Charter School for Computer Science a new Career & Technical Education (CTE) Charter High School in the South Bronx that prepares students for college and careers in Computer Science. Community input and partnership is at the center of the creation of The UA's new CTE high school. Your voice is needed! Join us on January 14th!

Who will be eligible to apply? All students!

- The school will open with a founding 9th grade class in August 2017.
- There will be no entrance requirements.
- Students will receive college and career preparation side by side, graduating with both a high school diploma and industry-recognized certifications.
- The curriculum will include Computer Science and other technology-based courses.
- Students will gain real-world experience through internships with partners in the technology industry.

INTERESTED IN APPLYING TO ATTEND THE SCHOOL? Submit an INTENT TO APPLY CARD (<http://s3.amazonaws.com/urbanassembly/schools/Intent-To-Apply-Card.docx>) today by completing this form

(<http://s3.amazonaws.com/urbanassembly/schools/Intent-To-Apply-Card.docx>) and emailing it touacharter@urbanassembly.org

(<mailto:uacharter@urbanassembly.org>) or mailing it to The Urban Assembly at 90 Broad Street, Suite 2101 New York, NY 10004

To request more information email:uacharter@urbanassembly.org

(<mailto:uacharter@urbanassembly.org>)

Sample E-mail Correspondence

From: Perrin Wicks
Sent: Friday, November 13, 2015 5:11 PM
To: 'Patterson Drew'
Cc: 'Richard Kahana [REDACTED]'
Subject: Thank you

Dear Drew,

Thank you for taking time to speak with us this afternoon regarding The Urban Assembly's application to SUNY to open a charter CTE high school for Computer Science in the South Bronx and the possibility of identifying DOE space to co-locate the school. We understand that space is limited in CSD 7, where we hope to locate the school, and that the same is true for many other districts in the Bronx and other boroughs. As we discussed, while it is critical to us that the school be located in an under-resourced community in order to serve high-needs students, it is also important that the school be accessible to the technology partners that are so critical to the CTE model.

We appreciate your noting our request for co-location possibilities in CSD 7 for a 2017 school opening and understand that additional information will be available once the 2016 allocations have been determined. We look forward to remaining in touch in the coming months.

All best wishes,

Perrin

Perrin Wicks
Chief of Staff
The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004

[REDACTED]
[REDACTED]
www.urbanassembly.org

From: Perrin Wicks
Sent: Thursday, November 12, 2015 4:15 PM
To: 'Patterson Drew'
Cc: Richard Kahan
Subject: RE: Facility Availability for Charter School Co-Location

Thank you, Drew. We look forward to the conversation as well.

Perrin Wicks
Chief of Staff
The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004

[REDACTED]
[REDACTED]
www.urbanassembly.org

From: Patterson Drew [REDACTED]
Sent: Thursday, November 12, 2015 4:13 PM
To: Perrin Wicks <pwicks@urbanassembly.org>
Cc: Frank David [REDACTED]
[REDACTED]
Subject: RE: Facility Availability for Charter School Co-Location

Perrin,

You can reach me at [REDACTED]. Look forward to speaking with you tomorrow.

Best,
Drew

From: Perrin Wicks [mailto:[REDACTED]]
Sent: Thursday, November 12, 2015 4:12 PM
To: Patterson Drew [REDACTED]
[REDACTED]
[REDACTED]
Subject: RE: Facility Availability for Charter School Co-Location

Hello Drew,

Thank you for making yourself available so quickly. Yes, 3:30 tomorrow works well. UA CEO Richard Kahan and I will call you at that time. What number should we use to reach you?

Best,

Perrin

Perrin Wicks
Chief of Staff
The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004

[REDACTED]
[REDACTED]
www.urbanassembly.org

From: Patterson Drew [REDACTED]
Sent: Thursday, November 12, 2015 4:06 PM
To: Perrin Wicks <pwicks@urbanassembly.org>
Cc: Frank David [REDACTED]
Subject: RE: Facility Availability for Charter School Co-Location

Hi Perrin,

I'd be happy to discuss your application. Are you available for a call tomorrow at 3:30pm?

Best,
Drew

From: Perrin Wicks [mailto:pwicks@urbanassembly.org]
Sent: Tuesday, November 10, 2015 2:34 PM
To: Patterson Drew [REDACTED]
[REDACTED]
Subject: Facility Availability for Charter School Co-Location

Dear Mr. Patterson,

We are contacting you at the suggestion of David Frank. The Urban Assembly is preparing an application to SUNY for a Career and Technical Education charter school to open in the Fall of 2017 and would like to co-locate the school if possible. Simeon Stolzberg, who is working with us on our application, contacted David to find out whom we should speak with regarding potential DOE facility availability, and David shared your name with us.

Would you be available for a phone call or meeting to discuss this? Our Letter of Intent is due to SUNY by December 11th. If at all possible, it would be helpful to us to have had an initial conversation with you before then.

Many thanks,

Perrin Wicks

Perrin Wicks
Chief of Staff
The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004

[REDACTED]

[REDACTED]

www.urbanassembly.org

From: Faye Jackson
Sent: Tuesday, December 01, 2015 3:16 PM
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: Request for Guidance & Participation: An Urban Assembly CTE Charter School
Attachments: UA Charter School Vision - Alvarez.docx

Importance: High

Good afternoon Superintendent Alvarez,

Please find attached the requested information. With the holidays coming up, I can assist in scheduling a meeting for early January if that is more convenient.

Please feel free to send me your availability in January and we'll go from there.

Thank you,
Faye

Faye Jackson
Executive Administrative Assistant to Richard Kahan, Founder & CEO The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004
[REDACTED]
[REDACTED]
www.urbanassembly.org

-----Original Message-----

From: Alvarez Elisa (CSD7) [mailto:[REDACTED]]
Sent: Sunday, November 22, 2015 12:41 PM
To: Richard Kahan [REDACTED]
Cc: Lopez Edgardo [REDACTED]
Subject: RE: Request for Guidance & Participation: An Urban Assembly CTE Charter School

Dear Sir,

I am glad whenever possible to engage in conversation with you and your members. I have already met with a few other directors of charter school and shared thoughts and concerns.

I ask that in the meantime, you forward any information which describes the vision and core value of the school you are forming so that I may have a chance to review.

I am aware that it is no easy task to organize a new school whether charter or community so with that I wish you well in its development.

I am not certain when we will be able to meet but feel free to reach out.

Respectfully,

From: Richard Kahan

Sent: Friday, November 06, 2015 5:46 PM

To: [REDACTED]

Subject: Request for Guidance & Participation: An Urban Assembly CTE Charter School

Dear Superintendent Alvarez:

I write to you on behalf of The Urban Assembly (The UA), to ask for your guidance and input in the creation of a Career & Technical Education Charter High School in the South Bronx that will prepare students for college and careers in Computer Science. The Urban Assembly is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for college and career success. Since 1997, we have created and supported small public schools that are open to all students, scaled up promising programs, and coordinated with hundreds of partner organizations in the private, public, non-profit and higher education sectors. In the 2015-16 school year, we are serving over 9,000 students from 21 small, district middle and high schools in the Bronx, Brooklyn and Manhattan.

In recent years, The UA has developed seven Career & Technical Education (CTE) high schools which have been highly praised by The New York Post, The Wall Street Journal, and US Secretary of Education Arne Duncan. Although we have a number of schools in the Bronx, including The UA Bronx Academy of Letters, The UA Bronx School for Law, Government and Justice, and The UA School for Applied Math and Science, this would be our first CTE school in the Bronx.

Our CTE schools prepare students both for college and for rewarding 21st Century careers. We strongly believe that the greatest career opportunities in the coming decades will be in technology-centered careers, especially computer science. We need your guidance and input to create a CTE charter high school in the South Bronx that will prepare our students to be competitive candidates for growth in well-paying computer science and software engineering careers.

What can you do to help provide this excellent opportunity for the youth of the South Bronx? First, allow us to share our story with you, then help us share our story with others, and most importantly, help us shape our new high school. Following this letter, we will reach out to share our vision for our first CTE charter school in the South Bronx with you and others in order to ensure that community input informs the school plan. Without your partnership and help in the design of this school, we cannot provide the opportunities that our students and the South Bronx community so richly deserve.

We thank you in advance for the opportunity to share our exciting news and look forward to your input. The attachment includes contact information through which you and your constituents can share your ideas and feedback with us. A collaborative effort with the community will bring about an excellent high school for our youth; we look forward to sharing and shaping that journey together.

Sincerely,

[RK Signature]

Richard Kahan

Founder & CEO

From: Lauriano Maurice [REDACTED]
Sent: Thursday, January 14, 2016 4:23 PM
To: Perrin Wicks
Subject: RE: Sincere Thanks

Thank you Perrin

From: Perrin Wicks [mailto:pwicks@urbanassembly.org]
Sent: Thursday, January 14, 2016 11:51 AM
To: [REDACTED]
[REDACTED]
[REDACTED]
Subject: Sincere Thanks

Dear Superintendent Alvarez and Mr. Lauriano,

Thank you for taking time to meet with us yesterday afternoon to discuss the proposed Urban Assembly Charter School for Computer Science (UACS). We appreciate your warm welcome and your enthusiasm and support for our proposed school model for Community School District 7.

Thank you also for your advice and feedback. Mr. Lauriano, we agree with your interest in the pathway from high school grades to grades 13 and 14. We are working on establishing clear articulation agreements with 2-year, 4-year and technical degree programs. In addition, the CTE model supports dual-enrollment programs that allow high school students to take college level courses and earn college credit, and UACS will seek dual-enrollment possibilities for our students as we continue to develop partnerships with post-secondary institutions.

Superintendent Alvarez, it was music to our ears to hear you say that an additional high school like UACS would be a blessing for CSD 7. Your thoughts on this mirror what we have heard from others -- that more quality high school choice for CSD 7 families is important to the families who already reside in the district and to the families who are moving into new developments in the area. We welcome your invitation to stay in touch about location and facility possibilities as well as the invitation to join the ongoing conversation about the importance of Social Emotional Learning and mental health for CSD 7 students.

Finally, many thanks for the invitation to present to the CSD Principals Leadership Team and, following that presentation, your willingness to write a letter of support for our school. As we discussed, Shannon Curran, Managing Director of School Support at UA, is the UACS Founding Team member who should meet with your Principals Leadership Team. We are eager to identify an opportunity for her to join your team soon. Kindly share the dates of a few upcoming meetings when she might be able to attend.

Please be in touch with questions at any time. We are delighted to have had the chance to sit down together yesterday and look forward to a very productive ongoing relationship in the years to come!

All best wishes,

Perrin

PS: Mr. Lauriano, Jerelyn Rodriguez and Tunisia Mitchell – the KIPP graduates I mentioned who founded The Knowledge House in Hunts Point – are featured here: <http://www.theknowledgehouse.org/about/>

Perrin Wicks
Chief of Staff
The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004

[REDACTED]

[REDACTED]

www.urbanassembly.org

From: UA Charter <uacharter@urbanassembly.org>
Sent: Thursday, December 3, 2015 7:41 PM
Subject: Re: Reaching out for more information
To: Timothy Coleman [REDACTED]
Cc: Perrin Wicks <pwicks@urbanassembly.org>

Hello Timothy,

Thank you very much for reaching out. We would love to meet to learn more about The Global STEAM Initiative and to share more information about our developing vision and plans for this school. We are eager to hear your feedback and advice based on your impressive history and experience serving the South Bronx and to discuss ways in which our work might align.

Do you have availability to meet in the weeks of December 14th or 21st?

Best wishes,

Perrin Wicks

Perrin Wicks
Chief of Staff
The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004

[REDACTED]
[REDACTED]
www.urbanassembly.org

The Urban Assembly

The Urban Assembly is a non-profit organization that creates and serves a family of New York City public secondary schools.

[Read more...](#)

From: Timothy Coleman [REDACTED]
Sent: Wednesday, December 2, 2015 10:03 PM
To: UA Charter
Subject: Reaching out for more information

Hi,

My name is Timothy Coleman and I am the Founder/CEO of The Global STEAM Initiative, Inc. (www.theGSI.org). We are seeking more information about the soon-to-open CTE Charter school in the South Bronx. We are very connected with the community in this area, and I would love to speak to you about either Board Membership, or the opportunity to serve the students from a CBO perspective. My background can be viewed via my LinkedIn page, and I look forward to the potential of speaking with someone further about the execution of the mission/vision for this school in an area that I have been working in for 16 years.

The GSI

Our Mission. The Mission of the Global STEAM Initiative, Inc., is to reinforce the message of social responsibility, leadership and creativity through S.T.E.A.M ...

[Read more...](#)

Best,

Timothy

Timothy 'TDC' Coleman, Founder/CEO
The Global STEAM Initiative, Inc.
Manhattanville Station, P.O.Box 2281
New York, NY 10027



@thehsiorg

facebook.com/GlobalSteam

<http://www.theGSI.org>

The mission of *The Global STEAM Initiative, Inc.*, is to reinforce the message of social responsibility, leadership and creativity through the use of technology to support S.T.E.A.M. (Science, Technology, Engineering, ARTS and Math) focused project-based learning.



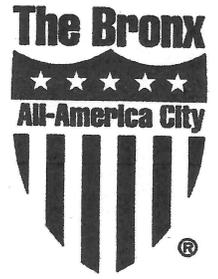
BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE

BRONX, NEW YORK 10455

(718) 585-7117 • Fax (718) 292-0558 • E-mail: brxcb1@optonline.net

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RUBEN DIAZ, JR.
BOROUGH PRESIDENT

GEORGE L. RODRIQUEZ
CHAIRPERSON

CEDRIC L. LOFTIN
DISTRICT MANAGER

FULL BOARD MEETING
BRONX COMMUNITY BOARD #1
3024 Third Avenue
Bronx, New York 10455
November 19, 2015
Mr. George Rodriguez – Chairman

AGENDA

1. Introductions
2. Public Session
 - Mr. Glenn J. Bullock – Community Engagement Coordinator
Workforce Development and
Ms. Lanish Alston – Program Coordinator
Bronxchester Community Services
BronxWorks

Re: Workforce Development Department Programs
3. Call to Order
4. Approval of Agenda
5. Approval of Prior Meeting Minutes
6. Chairman and District Manager's Report
 - Presentation
 - Mr. Richard Kahan – CEO and Founder
Urban Assembly

Re: Vision for proposed new Charter CTE High School

7. Elected Officials

- Mayor of the City of New York : Honorable Bill DeBlasio
- President of the Borough of the Bronx : Honorable Ruben Diaz, Jr.
- United States Congress : Honorable Jose E. Serrano
- New York State Senate : Honorable Rev. Ruben Diaz
: Honorable Jose M. Serrano
- New York Assembly : Honorable Carmen E. Arroyo
: Honorable Michael Blake
- New York City Comptroller : Honorable Scott Stringer
- New York Public Advocate : Honorable Letitia James
- New York City Council : Honorable Maria del Carmen Arroyo
: Honorable Speaker Melissa Mark Viverito

8. Committee Reports

- Education & Youth
- Municipal Services

9. Old Business

10. New Business

11. Adjournment



BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE

BRONX, NEW YORK 10455

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RUBEN DIAZ, JR.
BOROUGH PRESIDENT

GEORGE L. RODRIQUEZ
CHAIRPERSON

EDUCATION & YOUTH

January 14, 2016

4:00 PM

Ms. Alice Simmons – Chairing
(10 Minute Presentations)

CEDRIC L. LOFTIN
DISTRICT MANAGER

AGENDA

1. Introductions
2. Presentations
 - Ms. Perrin Wicks, Chief of Staff,
Marielys Divanne and Kristin Kearns Jordan, Board Members
The Urban Assembly
Re: Update on the Charter School for Computer Science
Questions and Answers
 - Ms. Renee Jones, H.S.E. Instructor
East Side House Settlement
Re: Agency programs.
Questions and Answers
 - Ms. Barbara Duncan, Assistant Superintendent of Charter Development
Pathways in Education
Re: Proposing to open a new Charter School. **Introduction to Committee**
3. Old Business: **Voting Items tabled from December 3, 2015 Committee Meeting**
 - Ms. Moira Cray, LMSW, BCBA, Director of Transition & Community Outreach
NYC Autism Charter
Re: Seeking Letter of Support for opening of an additional school in the South Bronx.
Questions and Answers
 - Ms. Melissa Melkonians, Principal
The American Dream School
Re: Seeking Letter of Support for the planning of a High School.
Questions and Answers
 - Ms. Summer Schneider
Founder
Legacy College Preparatory Charter School
Re: Seeking Letter of Support for proposed opening of a new Charter School.
Questions and Answers
4. Adjournment



Community Education Council 7



Danielle Poole – President
Lisa Rivera – 1st Vice President
Marienella Echevarria – Secretary
Janice Andrews – Treasure

Lanell Russel - Member
Carmen Figueroa - Member
Tracy Woodall – Member
Hakiem Yahmadi – Member
Leslie Garcia - Member

CALENDAR MEETING

December 17, 2015

5PM – 7PM

PS/MS 31 & MS 151

250 E. 156th ST | Bronx, NY 10455

AGENDA

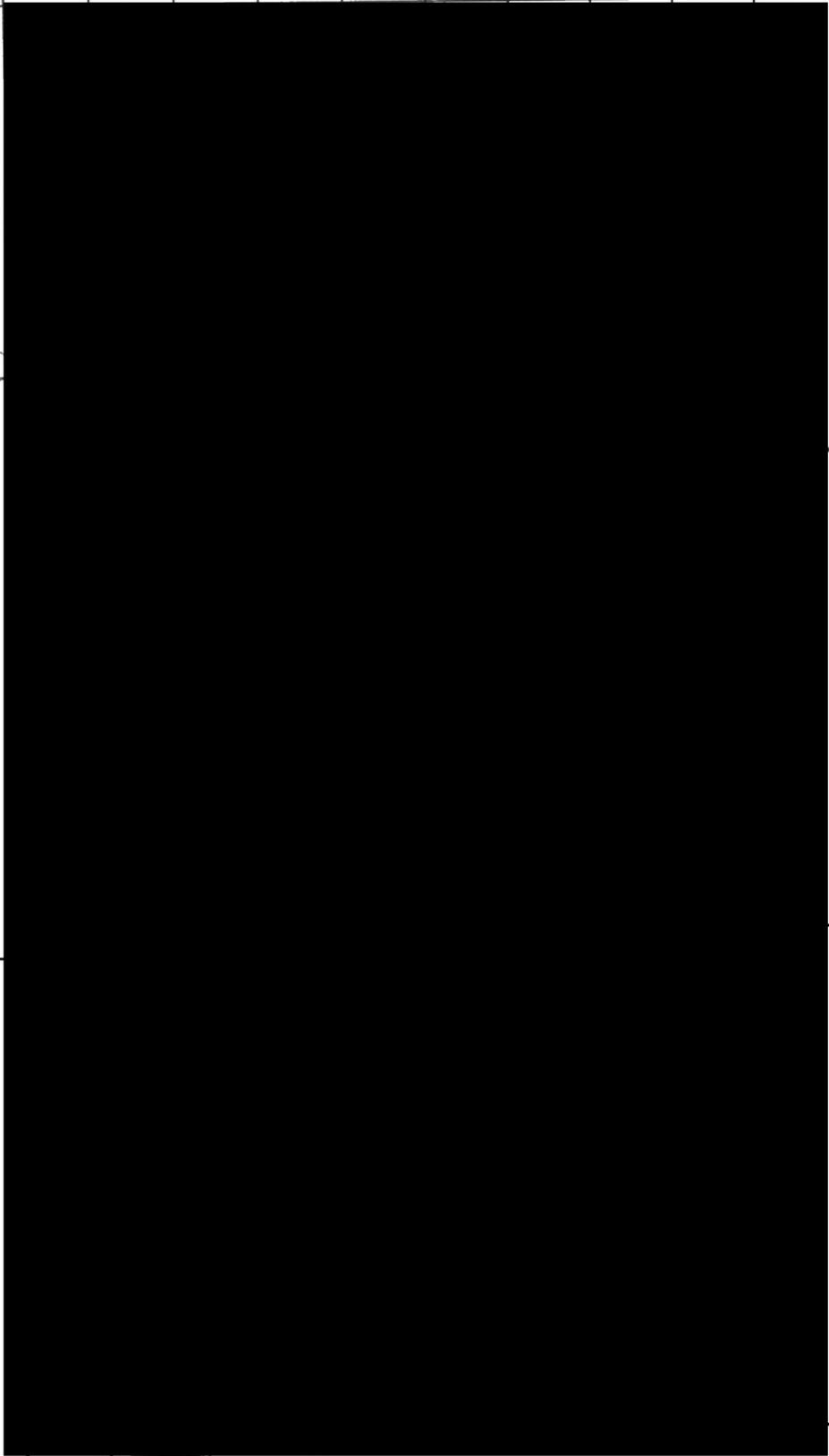
- I. Welcome
- II. Roll Call
- III. Principal's greetings
- IV. PS/MS 31 Presentation
- V. Reading & Approval of Last Meeting's Minutes
- VI. President Report
- VII. Motion:
Council member absentees & Vacancies on the council
- VIII. Superintendent Report
- IX. IS 151 Presentation
- X. Special Presentation Urban Assembly
- XI. Bronx Borough Presidents Appointee Report
Borough President Invitation January 21, 2016 or February 25, 2016
- XII. Old Business & New Business
- XIII. Questions / Comments
- XIV. Adjournment

Public Comment Welcomed.

The Urban Assembly Charter School for Computer Science
 Community Forum at Mill Brook Community Center
 January 14th, 2016

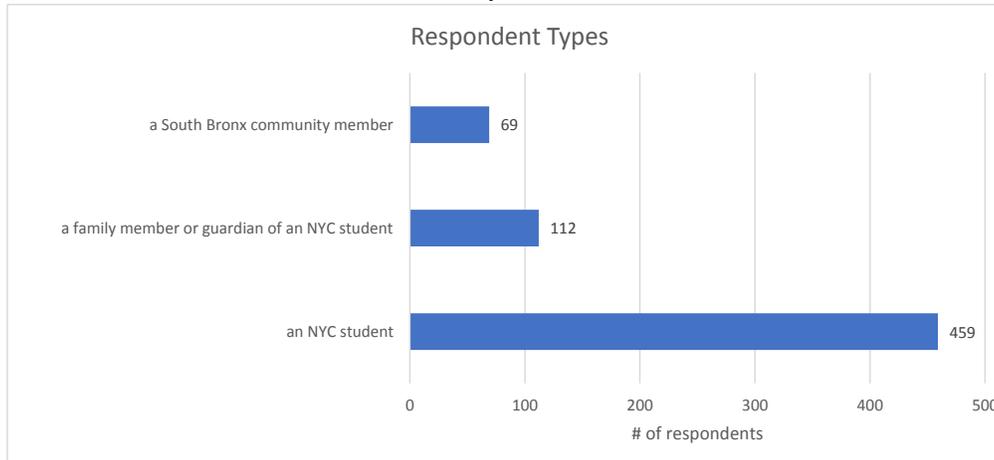
Name	Address	Phone
1. Tiara Parker	[REDACTED]	[REDACTED]
2. Caitlin Dotley	[REDACTED]	[REDACTED]
3. Shauna Corioston	[REDACTED]	[REDACTED]
4. Adrienne Matthews	[REDACTED]	[REDACTED]
5. Patrick Emmanuel	[REDACTED]	[REDACTED]
6. Von Franklin	[REDACTED]	[REDACTED]
7. NASIA OWENS	[REDACTED]	[REDACTED]
8. Deja Saunders	[REDACTED]	[REDACTED]
9. Sareli Norales	[REDACTED]	[REDACTED]
10. Chastity Velasquez	[REDACTED]	[REDACTED]
11. Mya Mya Willis	[REDACTED]	[REDACTED]
12. Ashley Santiago	[REDACTED]	[REDACTED]
13. Zorian Saunders	[REDACTED]	[REDACTED]
14. Malch Jackson	[REDACTED]	[REDACTED]
15. Henry Barnes	[REDACTED]	[REDACTED]

The Urban Assembly Charter School for Computer Science
 Community Forum at Mill Brook Community Center
 January 14th, 2016

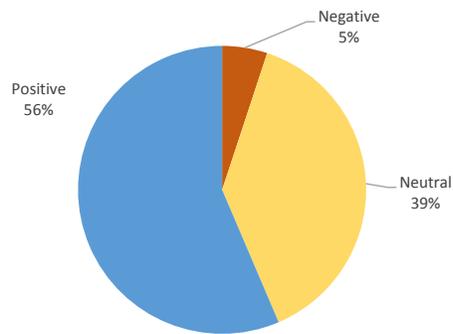
Name	Address	Phone
1. Lowendayn Kennely		
2. Tamika Peace		
3. Adonah Glass		
4. Myra Crosswell		
5. Gillian Spivey		
6. Terrel Newton		
7. Frankling Eddy		
8. Devin Matthews		
9. Jacquie Ortiz		
10. Terelyn Rodriguez		
11.		
12.		
13.		
14.		
15.		

Summary Analysis of UACS Survey Feedback

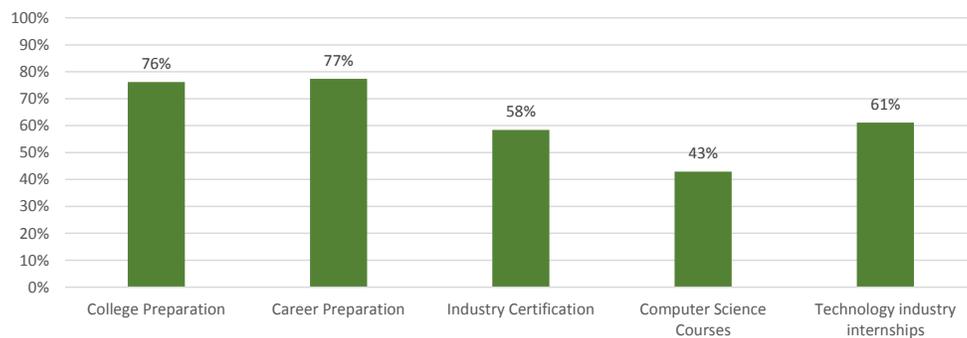
Total Responses: 592



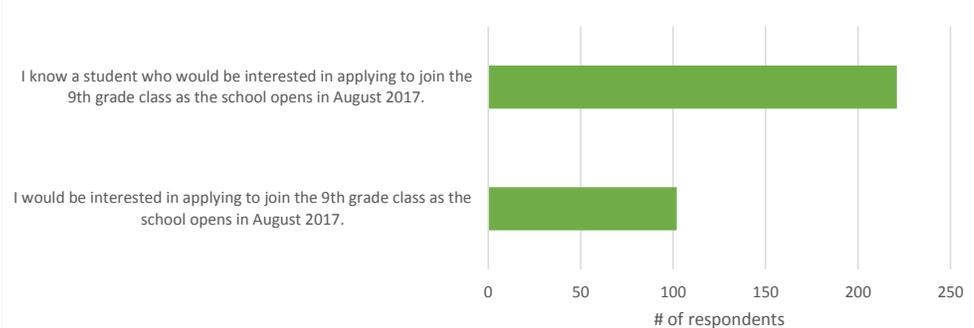
How do respondents feel about a new Computer Science Career & Technical Education high school in the South Bronx?



Aspects of the School Model that Interest Respondents



Indications of Interest



Request 4 – Enrollment

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

In a narrative response, describe the following aspects of the school’s enrollment plan:

The extent to which the proposed charter school’s grade configuration aligns with the school district of location and how any misalignment may impact the school;

The pattern of growth over the charter including anticipated student attrition, the rationale for the attrition rate, and any plans to replace students or limit the intake of students; and,

A statement about any growth that the applicants may seek in a future charter period if the school is renewed.

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Select grade 5 level from dropdown list →	-	-	-	-	-
6th Grade	Middle School	-	-	-	-	-
7th Grade	Middle School	-	-	-	-	-
8th Grade	Middle School	-	-	-	-	-
9th Grade	High School	105	105	105	105	105
10th Grade	High School	-	105	105	105	105
11th Grade	High School	-	-	105	105	105
12th Grade	High School	-	-	-	105	105
TOTAL		105	210	315	420	420

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-

Urban Assembly Charter School for Computer Science: Enrollment

5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	-	-	-	-	-
7th Grade	Middle School	-	-	-	-	-
8th Grade	Middle School	-	-	-	-	-
9th Grade	High School	4	4	4	4	4
10th Grade	High School	-	4	4	4	4
11th Grade	High School	-	-	4	4	4
12th Grade	High School	-	-	-	4	4
TOTAL		4	8	12	16	16

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	-	-	-	-	-
7th Grade	Middle School	-	-	-	-	-
8th Grade	Middle School	-	-	-	-	-
9th Grade	High School	26	26	26	26	26
10th Grade	High School	-	26	26	26	26
11th Grade	High School	-	-	26	26	26
12th Grade	High School	-	-	-	26	26

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	105	210	315	420	420
Total Enrollment	105	210	315	420	420
Change in Net Enrollment from Prior Year (Count)	105	105	105	105	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	33.3%	0.0%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

Grade Span: The Urban Assembly Charter School for Computer Science (UACS) is proposed as a grades 9-12 high school. This aligns with the traditional grade span for high schools in New York City and its matching system for rising 8th grade students. The school will open in fall 2017 with a 9th grade class and add one grade per year until it spans grades 9-12 in 2020-21, when its first cohort will graduate. This slow growth model has been shown to be successful in many charter

Urban Assembly Charter School for Computer Science: Enrollment

schools, as it allows the school to develop capacity as it adds staff, curriculum, and programs each year.

We have elected to open a high school because of The Urban Assembly's expertise and success with this type of school. While we recognize the challenge of teaching students who may not have benefited from a strong education for 9+ years prior to enrolling, we believe high school is a critical transition period that can set students on a course for higher education and/or solid careers. Our school model is designed to quickly remediate students in the first years and provide computer science-related experiential opportunities to engage and accelerate them.

School and Class Size: The school will open with 105 students configured as four classes of approximately 26 students. The school will grow to serve 420 students in four years. This number was selected to maximize the use of teachers across subjects, provide adequate per pupil revenue to support the staffing model and academic program, maintain relatively small class sizes for a high school, and create an overall small high school where students are known by and develop strong relationships with adults.

Research suggests that the optimum size for small schools is not more than 500 students, with benefits including raised student achievement, increased attendance, elevated teacher satisfaction and improved school climate (Supovitz & Christman, 2005; Howley, et al., 2000). A 2010 study of the small schools of choice (SSC) initiative in New York City found that these small schools eliminated one-third of the gap in graduation rates between white students and students of color. And although cost per-pupil is more efficient for larger schools, on a cost per-graduate basis, small schools have been shown to be more efficient (Lawrence 2002).

Large schools typically have the advantage of offering more electives and extra-curricular opportunities to students and more with-in subject collaboration for faculty. However, as an affiliate of the network of Urban Assembly schools and as a CTE school with significant industry and higher education partners, we believe UACS will provide ample opportunities for our students and staff to explore their interests and collaborate with others.

Attrition and Replacement: Based on conversations with other charter school operators and our experience with the network of Urban Assembly district schools, we anticipate approximately 5% attrition per year, mostly due to the mobility of our low-income student population and their families. We intend to fill all empty seats from our waitlist in all grades throughout the school year.

Anticipated Requests for Expansion: Once the school reaches its desired grades 9-12 configuration we do not expect to request expansion of grades or enrollment.

Response 5 – Curriculum and Instructional Design

5. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for curriculum decisions including:

Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population;

Discussion of how the school's curriculum is aligned to New York State standards;

An explanation of how the curriculum furthers the school's specific mission and unique themes, if applicable;

Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,

Describe the process and procedures the school will use to evaluate, review and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade. Describe who will be responsible for these processes and how teachers will be involved.

Our paradigm for teaching and learning is Mike Schmoker's research-based work *FOCUS: Elevating the Essentials to Radically Improve Student Learning*. His overarching theme is less is more. Consequently, he emphasizes three things:

1. What is taught (requiring grasp of and engagement of limited but key standards),
2. How it is taught (demanding a focus on methods that work), and
3. Authentic literacy (discussing and writing about increasing complex literature in all subjects).

In this section we describe an approach to curriculum focused on specific learning targets with an emphasis on foundational literacy skills that carry over into all subjects. In section (c) we will address proven and effective instructional methods that allow all students to access the curriculum and achieve at high levels.

Curriculum Assumptions: Given that higher education and technology literacy are fast becoming a prerequisite for gainful employment in almost every field, the Urban Assembly Charter School for Computer Science (UACS) is a Career and Technical Education (CTE) school with a curriculum aligned to New York's college and career readiness standards as well as industry standards. Unlike vocational schools of the past with narrow paths to specific jobs, an education in computer science provides analytic skills that can be applied in many contexts. Therefore, complementing a technical education in Computer Science, students at UACS are exposed to a broad range of subjects, including Arts and Humanities, Mathematics and Science to give them an appreciation of the many post-secondary options available to them.

Curriculum Overview: Students at UACS will be expected to take four years of each core subject—English, Social Studies, Science and Math—plus a CTE Computer Science course, exceeding state graduation requirements. They will also take classes in Spanish, Arts, and Physical Education, as well as a four year Advisory sequence that will address social emotional development and post-secondary planning. While the school will not offer stand-alone courses in Health, the state’s Health standards will be covered by Advisory courses. Similarly, Career Development and Occupational Studies standards will be addressed in Advisory and CTE courses, including Work-based Learning Seminars that support their participation in internships.

English Language Arts: Each year students will take a literature-based English class that develops their skills in reading, writing, speaking and listening. In the 9th grade students will also take a supplemental English Foundations class to develop literacy skills that prepare them to engage with authentic literature in all subjects. Our approach to English includes:

Reading: Students read voraciously and acquire an appetite for content-rich fiction and nonfiction literature. Each year, students read:

- At least two works of literature per quarter: novels, novellas, plays, or memoirs (8 per year).
- 8-12 quality independent reading books on or appropriately above students’ reading levels.
- At least 4 poems and 2 short stories that align with themes taught.
- Each fictional text is paired with relevant non-fiction readings, e.g., articles, newspapers, essays, critiques, reviews for balanced distribution of fiction and non-fiction.

Writing: Students write frequently with strong emphasis on persuasive and expository writing.

- 6 formal expository/argument papers, about 2 per year, written in at least 2 drafts.
- 3 narratives, about 1 per year, written in at least 2 drafts.
- 1 creative piece- poetry, screen play, etc.
- At least 1 short research paper per semester with requirements for a specified number of outside sources.
- 1 longer research paper - 10-15 typewritten pages during senior year (in conjunction with another content area).
- Writing is based on close reading, analysis, and discussion of one or more fiction or nonfiction books, poems, or articles read that month.

Speaking and Listening: Students engage in civil discussion and deliver confident presentations about their reading, writing and opinions.

Urban Assembly Charter School for Computer Science: Curriculum and Instructional Design

- Collaboration: students learn to work effectively with diverse and changeable groups of peers.
- Students participate in at least three discussion per week about their reading.
- Writing should culminate in approximately one to two presentations per semester: speech, recitation, defense of an argument, presenting information.
- Protocol for academic discussion are explicitly taught and reinforced.
- Students will become masters of developing and presenting arguments, supporting claims, and using valid reasoning with relevant and sufficient evidence.

Social Studies: All UACS students will study U.S. and Global History as well as Government and Economics. Our approach to Social Studies includes:

Tasks: Students are challenged with a variety of task types to develop their historiographical and analytic skills.

- Students respond in writing to overarching essential questions for each unit. Evidence is derived from the analysis of primary and secondary sources.
- Students are taught explicitly how to respond to the unit question. Students complete short papers per theme based on reading and lectures.
- End-of-unit papers are directly related to themes represented on the Regents
- Students are taught how to conduct research utilizing the Intellectual Habits of Mind with specified numbers of articles and outside resources (two research papers per year, one per semester).
- Students are taught how to assess their response using department created rubrics.

Texts: The school exposes students to a variety of document types and diverse perspectives.

- Selected textbooks pages, primary sources, current magazine and news articles aligned to unit content are used to engage students in discussions about the past and the present at least once a week and are the basis for written analysis.
- Supplementary or primary source documents accompanying every unit taught.
- Students are taught explicitly how to read challenging non-fiction text, annotate, summarize, engage and argue with textbooks and current or historical documents.

Interaction: The school will promote the use of discussion, argument and critical feedback to hone students' skills.

- Students are clearly taught and teachers reinforce criteria and protocol for academic discussion.

Urban Assembly Charter School for Computer Science: Curriculum and Instructional Design

- Students learn both academic and social skills through collaborative projects and presentations.

Science: UACS focuses on fewer and more comprehensive essential science standards, strategically mapped across each year for depth and mastery.

Labs: directly related and reinforcing the content being learned and executed within a structured and calculated use of time. Over the year, students engage in approximately 20 periods of labs.

Resources: Carefully selected textbook pages, supplemental texts and articles (10-20% of material read includes science journals newspapers, magazine articles, and online sources) that support the units and standards.

Scientific Reading and Writing: Student read authentic scientific literature and write scientific papers.

- Reading and processing skills for non-fiction science literature. These include: close reading, annotating, Cornell note-taking, summarizing and paraphrasing.
- Science and technical writing skills for two long-term research papers each year. These include how to cite written sources to support a scientific argument, how to make a conclusion with evidence.

Mathematics: Common Core aligned curriculum culminating in NY State or Common Core Regents exams that teaches students how to:

Make sense of problems and persevere in solving them

Reason abstractly and quantitatively

Construct viable arguments and critique the reasoning of others

Model with mathematics

Use appropriate tools strategically

Attend to precision

Look for and make use of structure

Look for and express regularity in repeated reasoning

Perform real world math and problem solving

Read and take notes utilizing math textbooks as a reference guide

Read, analyze and discuss math-rich real world documents and scenarios

Computer Science: As a CTE school students will take a structured sequence of Computer Science classes that teaches them both theory and practical skills and prepares them to earn industry-recognized certification in this field. By learning specifically about computer and software design, students will develop broadly applicable skills in reasoning, computational (algorithmic) thinking, data analysis, and problem-solving. We recognize that our students come from a wide variety of academic backgrounds and come to computer science through a wide variety of interests. We offer a required core set of classes for all students based on the Academy for Software Engineering curriculum framework, and then

electives to satisfy additional credits in the program. The curricular sequence for CTE is focused on:

Providing students an education in the fundamental concepts and skills of computer science, computer programming, and software engineering, as well as the domains (web, data analysis) in which those concepts and skills are applied.

Using project-based and hands-on learning for concept and skill practice.

Engaging students in real-world examples of the applications of software engineering.

Preparing students with the skills necessary to participate in meaningful work-based learning (internships).

Aligning with national curriculum and standards (CSTA, CollegeBoard) for Computer Science.

Advisory: Our Advisory courses, a social-emotional learning and soft skills support class, will be based on the Resilient Scholars (RS) program. The Urban Assembly and the Devereux Center for Resilient Children are collaborating on a multi-year, phased implementation of RS, which would include the proposed UACS. The partnership's ultimate goal is not only to improve outcomes for the students and staff at UA schools but also to develop an exemplar of social emotional learning (SEL) best practice in an urban secondary school environment that can serve as a replicable model for NYC and other districts nationwide. The immediate goal for the UA and UACS is an evidence-based, replicable and sustainable curriculum and assessment plan for implementing social emotional learning. The skills developed in Advisory will help students to succeed in high school, productively participate in internships and college level courses, navigate the post-secondary planning process, and graduate with strong character and habit necessary for personal and career success.

Spanish: Given our target location in the South Bronx, we anticipate that many of our students will be Hispanic, but do not expect many will have had effective formal language instruction or academic vocabulary in their native language. Thus we have selected to offer Spanish as our language other than English (LOTE). Our Spanish instruction will focus on conversational language skills with as much instruction delivered in Spanish as possible. Technology has also become an increasingly important part of language instruction, including writing projects and self-paced computer-based programs.

Arts: We would like to expose students to a variety of art forms and intend to contract for arts instruction to expose students to a diverse range of arts fields. Thus we hope to offer some combination of visual arts, music, theater and/or dance, with the initial offering determined during the planning year and subsequent decisions informed by student interests and experiences. While we expect art production and aesthetics to be taught explicitly in arts classes, we also expect some elements of arts instruction to be integrated into other disciplines, such as art history in Social Studies courses, art criticism in English classes and art production in Computer Science.

Physical Education and Health: UACS will provide opportunities for physical education each year, though not necessarily each semester. These courses will be aligned to the NYS

Learning Standards for Health, Physical Education, and Family and Consumer Sciences. Some of these standards will be addressed elsewhere, such as Advisory and Work-based Learning Seminars. For this reason we do not plan to offer a stand-alone Health class.

Work-based Learning Seminar: Being a CTE schools, one of the unique aspects of UACS is the expectation that all students participate in work-based learning (WBL). All graduates are expected to complete a relevant industry internship. Students are matched with internships on the basis of interest and skill, especially as these pertain to the post-secondary plans that they have been developing in the course of direct and ongoing college and career advisement. Internships are carefully scaffolded while providing a high degree of student autonomy and opportunity to learn through high-stakes encounters with a real-world work environment. Scaffolds are managed in the school's relationship with site supervisors, who help track student attendance and performance, and collaborate with the school where supports and interventions are needed.

The primary internship scaffold is the Work-based Learning Seminar facilitated by CTE teachers and counselors that uses proactive and reactive instructional methods. Proactively, instructors teach self-management skills and cover key topics in navigating a work environment and exercising specific professional competencies. These lessons begin prior to the internship, covering what is first deemed internship preparatory. Topics that require more learning through experience and by example are introduced once internships have begun and are addressed largely through coaching around students' day to day encounters at work. Direct and explicit ties are constantly made between what students are doing in the workplace and the academic and CTE skills they have been learning throughout high school. Reactively, students are asked to bring workplace questions, dilemmas, and observations for group discussion and analysis, and for individual reflection. Guest speakers and co-facilitators from the industry appear frequently in the WBL Seminar, often to cover predetermined topics, but more substantively to participate in the coaching/reactive component, by fielding students' questions and providing protocolized sessions in small-group mentoring around aspirations, concerns, decisions, and life plans.

Career and Financial Management: A requirement of CTE programs, CFM will not be taught through a stand-alone course, but will be integrated into core courses (e.g., Economics and History), Advisory, Work-based Learning Seminars, and guidance activities. Coverage of required content and learning targets will be monitored by CTE teachers and the Director of Instruction. Topics will include: Business Systems and Economics, Career Planning, and Financial Literacy.

Intervention Curriculum: We have not identified any specific intervention curricula and intend to wait until incoming students are assessed and their needs identified. We anticipate some students will require literacy remediation, and The UA has experience supporting programs such as Wilson Reading and Wilson Just Words.

Curriculum Development and Resource Selection: When it comes to curriculum, UACS will not start from scratch. It will have a coherent curriculum framework in place when teachers arrive in the summer of 2017. The foundation for this curriculum framework will come from the UA Gateway School for Technology as well as other UA and CTE high schools and CSNYC. The Urban

Assembly recommends using a combination of tools and structures to ensure that effective curriculum is present and frequently vetted and assessed against objective criteria. These tools include curriculum mapping and lesson planning templates, along with resources to guide the development of curricula, as well as a suite of protocols and rubrics that ensure that curriculum is vetted and audited at appropriate times to ensure maximum alignment, both externally (to standards) and internally (across grades and disciplines). Instructional leaders will develop four year sequences and curriculum maps for each course, which teachers will then use to create pacing calendars and lesson plans.

Standards Alignment: Curriculum maps and lessons will be aligned to standards, including:

- Common Core Learning Standards
- NYS Learning Standards
- Next Generation Science Standards
- Industry standards for CTE strands

Curriculum Mapping: The school will adapt the Gateway School for Technology curriculum map template (see **R-23b – Supplemental Attachments**), which includes:

- Course description
- Prerequisite skills
- Course skills
- Units of study that include:
 - Daily learning targets and work products
 - Unit overview
 - Essential questions
 - Common Core and NYS standards
 - Content
 - Skills
 - Key Vocabulary
 - Formative Assessment
 - Summative Assessment
 - Modifications/Extensions
 - Texts/Resources

UACS will use the Gateway School for Technologies curriculum mapping process, which has been refined over years to focus teachers and students on key learning objectives.

Step 1: Develop your unit's learning targets based on your identified common core skill and content standards. All learning targets have a verb and are learning based as opposed to performance based. The common core provides the rigor and complexity. *Do targets demonstrate the growth of skill and acquisition of new content throughout the unit and the year? If not, refine your targets.*

I can identify the causes of imperialism
(technically a 4th grader can answer this).

vs.

I can cite strong and thorough textual evidence from Rudyard Kipling's
"White Man's Burden" to explain the rationale for British imperialism
(Common Core language and text explicitly brings the rigor).

- Step 2:** Develop your work products. *Do work products align with targets? What is the level of rigor reflected (Depth of Knowledge 2-4)?*
- Step 3:** Complete your unit overview. Ask yourself, *what was the point of this unit? How does it connect to previous units or lead into new units?*
- Step 4:** Develop the Essential Question (big questions) that students should be able to answer by the end of the unit. *What thought provoking question(s) should students be able to answer? Think of essential questions as three to four thinking questions that students should be able to answer at the end of the unit.*
- Step 5:** List the essential Common Core and NYS content standards you are expecting to teach and explore in depth. *Which Common Core and content standards are pertinent to this unit? Are they present in this unit? Clearly list them.*
- Step 6:** List pertinent content: *What knowledge is important for students to know in this unit?*
- Step 7:** List key vocabulary that will be taught: *what essential vocabulary will students need to in order to access the content in this unit?*
- Step 8:** Clearly define the skills. *What will students need to do? (ex: close read, quote interpretation and analysis, annotating, Cornell note-taking, debating, see dept. GIG page for other examples of skills)*
- Step 9:** Complete the formative. *What are you assessing along the way to make sure that students are making progress to the unit goal?*
- Step 10:** Modifications and extensions. Develop a plan for students who may experience difficulty accessing the content or demonstrating the skills. *How might you scaffold the assessments? How will you differentiate either the content, process or product so that every child is successful?*
- Step 11:** Modify and/or extend your summative assessment. *Given all of the above, what is your expectation for student mastery? How will students demonstrate their knowledge and mastery of the content and skills embedded in your unit? How will you differentiate either the content/process or product so that every student is successful?*

Step 12: Refine your targets: What do you need to move, add or take away so that your targets form a story where knowledge and skills are gradually building to their ability to demonstrate mastery in a summative task?

Step 13: Determine which resources are necessary in order for you to execute this unit to the greatest degree of success. Consider how you can introduce opportunities for authentic literacy into the unit. What kind of reading would be helpful here? Where could you find resources to support this unit?

Pacing Calendars: A key feature of the UA curriculum maps is the emphasis on clear learning targets for daily lessons to focus both students and teachers on the expected outcome of learning. Pacing calendars allow instructional leaders and teachers to monitor the depth and breadth of content coverage and ensure adequate attention to standards necessary for success on Regents, AP and/or SAT/ACT exams.

Lesson Plans: UACS will also adopt a common lesson plan format that includes:

Standards and learning targets

Vocabulary

Starter designed to high light the lesson’s learning targets and purpose

Lesson activities, which may be teacher-centered, student-directed, or a combination of both

Student work product to inform checks for understanding

Closers to summarize learning, review learning target

Assessments that may include formative or summative tools and homework

Lesson plans are differentiated based on the instructional method to be used.

Key Components of Lesson Planning Templates

Workshop	Interactive Lecture	Authentic Literacy	Problem Solving	Student Centered Discussion
<p>Starter</p> <ul style="list-style-type: none"> · Establish a purpose for reading · Background information · Text preview · Connect to previous learning · Introduce Focus Question 	<p>Starter</p> <ul style="list-style-type: none"> · Establish a purpose for reading · Background information · Text preview · Connect to previous learning · Introduce Focus Question 	<p>Starter</p> <ul style="list-style-type: none"> · Establish a purpose for reading · Background information · Text preview · Connect to previous learning · Introduce Focus Question 	<p>Starter</p> <ul style="list-style-type: none"> · Establish a purpose for reading · Background information · Text preview · Connect to previous learning · Introduce Focus Question 	<p>Starter</p> <ul style="list-style-type: none"> · Establish a purpose for reading · Background information · Text preview · Connect to previous learning · Introduce Focus Question

Urban Assembly Charter School for Computer Science: Curriculum and Instructional Design

<p>I Do (Mini Lesson)</p> <ul style="list-style-type: none"> · 5-10 minutes · Make lesson objectives (content-language-metacognitive) clear to your students · Connect to prior learning · Build background knowledge · Model skill or content interaction <p>We Do</p> <ul style="list-style-type: none"> · Practice or content knowledge to complete independent work · CFU to see if students are ready/prepared provide corrective feedback to students <p>For independent work.</p> <ul style="list-style-type: none"> · Prepare students to ask probing/clarifying questions · Assist students in processing information · Prepare student with sufficient skill <p>You Do it Together/ You Do it Yourself</p> <ul style="list-style-type: none"> · Provide students with hands-on experiences and 	<p>Guided Practice/Lecture (2-3)</p> <ul style="list-style-type: none"> · 5 -7 min Relevant content information <p>Student Work/Check For Understanding (2-3)</p> <ul style="list-style-type: none"> · Respond to probing question or task in writing · Talk about their responses to the probing question · Share findings with small/whole group <ul style="list-style-type: none"> · Practice, draw conclusion, make inferences, review notes, summarize learning, pair and share to compare · Evidence of understanding... <p>Group Discussion</p> <ul style="list-style-type: none"> · Which discussion format will you employ? · How will you build and extend your focus question? <p><u>Best Practices During Discussion</u></p> <ul style="list-style-type: none"> · Always cite the text when making argument. · When disagreeing 	<p>Close Reading (Guided)</p> <ul style="list-style-type: none"> · Model the reading, underlining and annotating of the text. · Teacher “thinks aloud” to demonstrate how to select the best quotes, facts and data; how to make lists and outlines; and how to make adjustments during the prewriting and writing process. <p>Close Reading (Independent/Pair ed)</p> <ul style="list-style-type: none"> · Circulate as students underline, annotate or take notes · CFU: What are you looking for? What should students be focusing their reading on? <p>Group Discussion</p> <ul style="list-style-type: none"> · Which discussion format will you employ? · How will you build and extend your focus question? <p><u>Best Practices</u></p>	<p>Problem Presented</p> <ul style="list-style-type: none"> · Hook/motivate students to the “core problems” they will work on during their student deduction portion of the lesson · Make sure students are in their groups with roles by this time. <p>Student Deduction /Reasoning/ Problem Solving</p> <ul style="list-style-type: none"> · Circulate as students make sense of the problems and discuss with their team on strategies they may use to solve the problems · It’s important that students work together as a group: no one works ahead of their teammates <p>Student Share Out</p> <ul style="list-style-type: none"> · Have groups share their work to the class. The rest of the class gives them cool and warm feedback on the groups’ strategies to solve the problem and their presentation <p>Closure</p>	<p>Pre-discussion Prep</p> <ul style="list-style-type: none"> · Hook/motivate students to the prompt during the student discussion. · Connect the material from the text to the student <p>Introduce Discussion protocol</p> <ul style="list-style-type: none"> · Explain the ground rules during the discussion. What is expected of them and how they will be graded. <p>Student Discussion w. Protocol</p> <ul style="list-style-type: none"> · Give the students a prompt and do not join the discussion. Pay close attention to the questions and responses posed by students and note it. <p>Share out</p> <ul style="list-style-type: none"> · Give students warm and cool feedback on their discussion. · Be specific in feedback, “Student B, it was great when you made a point on ..” “Student C, I wish I heard more from
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Urban Assembly Charter School for Computer Science: Curriculum and Instructional Design

<p>practice: DOK level 2-4 activity</p> <ul style="list-style-type: none"> · Determine grouping (pairs, groups) for this activity · Use scaffolds to help struggling students understand the lesson? · Support for ells (what scaffolds are in place) · Support students to use self-regulatory strategies <p>Share/Close/Exit Ticket</p> <ul style="list-style-type: none"> · Assess at the close of the lesson to determine who has mastered content and who needs further assistance? 	<p>with another’s conclusion, argument or solutions, briefly restate what they said, don’t interrupt and be civil and respectful.</p> <ul style="list-style-type: none"> · Be concise and stay on point · Avoid distracting verbal ties (“like” or “um” or “you know” · Maintain eye contact · Track the speaker <p>Share/Close/Exit Ticket</p> <ul style="list-style-type: none"> · Assess at the close of the lesson to determine who has mastered content and who needs further assistance? 	<p><u>During Discussion</u></p> <ul style="list-style-type: none"> · Always cite the text when making argument. · When disagreeing with another’s conclusion, argument or solutions, briefly restate what they said, don’t interrupt and be civil and respectful. · Be concise and stay on point · Avoid distracting verbal ties (“like” or “um” or “you know” · Maintain eye contact · Track the speaker <p>Notes Reflection/Comparison</p> <ul style="list-style-type: none"> · Have students pair and share · Call on random pairs to share thoughts and findings · Before/after pairing up have students quick-write explanations connecting their notes and underlined text to the prompt or question. · Which students may need additional help or 	<ul style="list-style-type: none"> · Assess at the close of the lesson to determine who has mastered content and who needs further assistance? 	<p>you.”</p> <p>Close/Exit Task</p> <ul style="list-style-type: none"> · Ask a summary question or last thoughts on the subject.
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		<p>scaffolding?</p> <p>Independent Written Response</p> <ul style="list-style-type: none"> · Students reread notes quietly · What’s the purpose of their response: to argue, to draw conclusions, problem-solve, reconcile, or synthesize conflicting views? · Do you need to model the writing process here? · Which students may need additional help or scaffolding? 		
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Curriculum Resources: UA schools do not use commercial curriculum programs as their curriculum. That said, they draw on resources from a variety of sources, which may include EngageNY modules, commercial textbooks, science lab programs, and materials from online curriculum sharing sites. We emphasize authentic literacy, so expect to purchase a variety of fictional and informational texts, such as novels, science journals, and histories. UACS will have access to the history of curriculum developed across the UA network, as well as the curriculum knowledge of the UA Instructional Team. Finally, we will seek input from our industry partners and CTE Advisory Board in selecting and developing curriculum that furthers our computer science mission. All curriculum resources will be regularly evaluated for standards alignment, instructional value, cultural relevancy, and student and teacher interest. Departments will monitor curriculum resource acquisition to ensure vertical alignment and consistency.

CTE Curriculum: CTE teachers decide what to teach through a combination of research-based bodies of work in computer science instruction based on sister tech-focused CTE schools, technology-based non-profits that push into schools or work with college-fragile high school graduates, and, primarily, the validated curricula developed and honed by CSNYC. Additionally industry partners review curricula and assessments regularly to ensure their authenticity to industry skills, expectations, and standards. Our CTE Advisory Board may also have advice and input into curriculum. We use no commercial products though teachers have the opportunity to purchase discrete learning tools and modules that fit within our objectives and core practices.

Curriculum Development Cycle: Below is a calendar indicating a timeline for effective curriculum development using the aforementioned resources and tools. Instructional leaders take initial responsibility for course sequence and maps, with departments taking over as the school grows to its full grade span. Teachers are responsible for developing lesson plans with feedback from instructional leaders and department peers.

Summer	January	July
<ul style="list-style-type: none"> ● Create/refine normed department rubrics ● Create/refine 4-year department scope and sequences ● Create/refine course maps 	<ul style="list-style-type: none"> ● Audit of 1st semester alignment to standards ● Norm expectations for students on shared rubrics 	<ul style="list-style-type: none"> ● Audit of 2nd semester alignment to standards
Ongoing		
<p><u>Develop/Refine Unit Maps and Pacing Calendars</u></p> <ul style="list-style-type: none"> ● Feedback from administrators and coaches on unit maps in advance of teaching each unit ● Units due in advance of teaching 		
<p><u>Unit Plan Feedback Cycle</u></p> <ul style="list-style-type: none"> ● Gap analysis (alignment of unit to standards) ● Alignment of assessment to unit objectives ● Analysis of student data and student work to determine if standards were mastered and adjust instruction 		
<p><u>Lesson Plan Feedback Cycle</u></p> <ul style="list-style-type: none"> ● Alignment of lesson to unit objectives ● Alignment of lesson activities to lesson objectives ● Analysis of student work to determine if lesson objectives were mastered and adjust instruction 		

In practice, vertical alignment occurs through protocolized bi-weekly department meetings led by department chairs. Grade teams also meet bi-weekly for horizontal alignment, each facilitated by a grade team leader.

Curriculum Integration: Historically, CTE knowledge and skills have been taught separately from academic coursework covered in non-CTE courses. Although the benefits of integrating

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CTE and academic content have been established and the practice of integration has been encouraged by the Perkins Act since 1990, barriers in traditional public schools continue to prevent teachers from effectively integrating both content areas in their respective curriculum. We look to the flexibility afforded a charter school to overcome those barriers and create a model curriculum integration process.

As discussed elsewhere in this application, academic skills are integrated into CTE instruction as a function of our belief that students in a CTE program, especially previously underserved students recuperating lost learning, ought to be equipped by graduation to choose from among several post-secondary options, including college, career, and additional training. This takes the form of core teachers actively participating in structured, embedded, and ongoing collaboration with CTE teachers. As a result, there is a heavy emphasis on literacy and numeracy through technical reading and writing and project-based learning in CTE classes and, where they most dovetail with Regents standards, industry concepts and skills are used to deepen and elaborate learning in the major disciplines.

For example, History classes include the history of innovation in various cultures, building on a broad definition of technology to identify moments of technological disruption and progress in history and analyze resulting social, cultural, political, and economic events. In ELA classes the technical writing in CTE classes is carried over, but students may also work with nonfiction texts with themes in technology, and analyze themes in fiction of the ethical import of technological advancement in characters' lives. Integration in Mathematics is dense given the extent of math usage in computer science, and in a subject like Living Environment, the use of medical technology to respond to various biological processes is a major theme.

In addition to collaboration by the school faculty, curriculum integration in a CTE school, especially one that maximizes use of an industry theme not only to excite students but to put them at a competitive advantage in the world with respect to peers at non-CTE schools, must look outside the school building. This involves the input not just of CTE teachers but of industry partners in planning and delivering core content. Where they most dovetail with Regents standards, industry concepts and skills are used to deepen and elaborate on learning in all major disciplines.

CTE is also integrated dynamically and naturally in Advisory by the use of workplace lenses to reinforce key social-emotional habits and skills. These habits and skills are made more concrete and relevant with the use of industry examples, and by attaching students' goals for self-management and non-cognitive skills development to careers they want and professionals they admire. Material in the Resilient Scholars program is modified at teachers' discretion to pose questions of how the industry itself answers certain questions around behavior, decision-making, and self-image, supported with the input of partners and scheduled appearances by partners in Advisory (which typically focus less on skills and more on the guests' personal journeys).

In practice, CTE teachers are considered core teachers at UACS and a member of their respective grade team, which has daily common plan time with which to collaboratively plan curriculum, instruction and interventions. CTE teachers co-plan with content teachers around curriculum integrations, with a goal of making CTE concepts and skills explicit in at least one

unit per semester. Occasionally interested teachers may also receive a mentor from industry who coaches them individually on deeper or longer-term integration goals.

It should also be noted that Computer Science courses are part of the regular five subject rotation in the schedule with a GOLD period for intervention at the end of the day (see **R-07 – Specific Populations**). CTE and content teachers plan together for the assignment of students to GOLD periods and identify overlapping concerns that they can collectively address.

Curriculum Evaluation: Curriculum documents, e.g., 4-year sequences, maps, pacing calendars and lesson plans, will all be reviewed by instructional leaders. In the first year this will be the Principal and Student Support Coordinator. Beginning in Year 2 the Director of Instruction will join the staff and play a significant role in monitoring curriculum development and refinement. In addition, The UA School Support Team will provide valuable guidance in evaluation process. As noted above, there will be bi-annual audits of alignment to standards. Summers will be used to review student performance data and identify areas to bolster or reorganize in the curriculum. We use a number of tools to support curriculum evaluation:

- Tri-State Quality Review Rubric for Lessons & Units
- Curriculum Map Rubric/Gap Analysis Protocol
- Tuning Protocol (for identifying alignment in lessons and assessments)
- Looking at Data Protocol
- Looking at Student Work Protocol

Departments will meet bi-weekly on Wednesday afternoons to, among other things, review curriculum maps using tuning protocols to ensure vertical alignment. Below are elements of a rubric we will use to evaluate curriculum maps.

Curriculum Map Rubric

Components	MEETS	APPROACHES	DOES NOT MEET
Learning Targets	All learning targets are posed in “I can” statements that have a verb and are learning based as opposed to performance based. Content and Common core language is evident and provides the rigor and complexity. Targets demonstrate the growth of skill and acquisition of new content throughout the unit and the year. Targets are understandable to students.	All learning targets are posed in “I can” statements that have a verb and are learning based as opposed to performance based. Content and Common core language is inconsistent or random. Targets may not demonstrate the growth of skill and acquisition of new content throughout the unit and the year. Targets are not understandable or are too simple.	Learning targets are not posed in I can statements. Learning targets lack a verb. Learning targets are not learning based, but are more performance based. Learning targets are not complex (hard) or are too simple.

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Work Products	Student work products and tasks are aligned with targets and reach Webb’s Depth of Knowledge (DOK) levels of rigor ranging from 2-4.	Student work products and tasks are aligned with targets and reach Webb’s Depth of Knowledge (DOK) levels of rigor ranging from 1-2.	Student work products and tasks are not aligned with targets and reach Webb’s Depth of Knowledge (DOK) levels of rigor ranging from 1-2.
Unit Overview (summary)	The point and purpose of the unit is clearly explained. It connects to previous units or lead into new units is also clear. What students should be able to do at the end of the unit is stated.	The point and purpose of the unit is clearly explained. How it connects to previous units or lead into new units is unclear. What students should be able to do at the end of the unit is unclear.	The point of the unit is unclear, or not a complete statement. The unit appears unconnected to other units. It is not clear what students will be able to do at the end of the unit.
Essential Questions	At least three to four thought provoking, open ended and “big” questions that students should be able to answer by the end of the unit are clearly listed.	There are only one-two thought provoking, open ended and “big” questions that students should be able to answer by the end of the unit clearly listed.	Three to four questions that are not thought provoking, open ended or “big” are listed.
Common Core and NYS Standards	A suitable amount of grade appropriate (Common Core) and content standards that will be explicitly taught are clearly listed. The common core standards listed are appropriate for your discipline and language can be seen in the learning targets that are listed for the unit.	The common core and content standards listed are inconsistent with grade and content expectations. The common core standards are listed are somewhat appropriate for your discipline and some language can be seen in the learning targets that are listed for the unit.	The common core and content standards listed are inconsistent with grade and content expectations. The common core standards listed are appropriate for your discipline however the language cannot be seen in the learning targets that are listed for the unit.
Content	All major content/topics/knowledge for the unit is completely listed	Some content for the unit is listed but appears incomplete	Content is unclear or not listed
Skills	The major skills that students will utilize while learning the unit is clearly listed. The skills have an action verb that explains what students will be able to do. Skills are connected to the work products, common core and assessments.	The major skills that students will utilize while learning the unit is clearly listed. The skills have an action verb that explains what students will be able to do. Skills may not clearly link to the work products, common core and assessments.	A list of understandings and not skills are provided. The major skills are not connected to the work products, common core and assessments.

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Vocabulary	The essential vocabulary that you will teach is listed. It includes content vocabulary, process vocabulary and frequently used terms that are necessary to understanding the unit and assessments for the content.	The essential vocabulary that you will teach is listed. It only includes the content vocabulary necessary to understanding the unit and assessments for the content.	An insufficient amount of essential vocabulary that you will teach is listed. It only includes the content vocabulary necessary to understanding the unit and assessments for the content.
Formatives	A reasonable number of formative assessments that are used to inform instruction are listed. The assessments are frequent, reflected in work products and aligned to the learning targets for the unit.	A reasonable number of formative assessments that are used to inform instruction are listed. The assessments are frequent however are not necessarily reflected in work products and aligned to the learning targets for the unit.	An insufficient number of formative assessments are listed. The assessments are infrequent are not reflected in work products and aligned to the learning targets for the unit
Summatives	An explanation of the summative is provided that explains not only the format but the expectation for student mastery. It is clear how students will demonstrate their knowledge and mastery of the content and skills embedded in your unit.	An explanation of the summative is provided that explains the format. The explanation of mastery is incomplete. It is somewhat clear how students will demonstrate their knowledge and mastery of the content and skills embedded in your unit	A list of the type of summative is provided without an explanation.
Modifications and Extensions	A plan for students who may experience difficulty accessing the content or demonstrating the skills is explained. This may include scaffolds, extra time, targeted GOLD, differentiation in process, content or maybe (but rarely) products. The modifications listed are specific for this unit and not repeated for all units.	A plan for students who may experience difficulty accessing the content or demonstrating the skills is listed. This may include scaffolds, extra time, targeted GOLD, differentiation in process, content or maybe (but rarely) products. The modifications may appear rote.	A plan for students who may experience difficulty accessing the content or demonstrating the skills is explained. The modifications are not specific for the unit and appear inauthentic.

<p>Text/ Resources</p>	<p>The resources necessary for the successful execution of this unit to the greatest degree of success are provided. Texts that support authentic literacy are used. Resources to help motivate the work are listed. The resources can be seen in the learning targets, assessments or work products.</p>	<p>The resources necessary for the successful execution of this unit to the greatest degree of success are provided. The resources do not reflect authentic literacy. Resources to help motivate the work are listed. The resources can somewhat be seen in the learning targets, assessments or work products but it is not clear how they will be used.</p>	<p>Resources do not support authentic literacy. Resources listed do not appear to connect to learning targets, assessments or work products</p>
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(b) Assessment System

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. This response should:

Describe each assessment’s purpose, design, format and rationale for its selection;

Describe key considerations in the selection or creation of any assessments not yet identified;

Describe how the school will collect and analyze assessment results;

Explain how the school will ensure assessment results are valid and reliable;

Describe who will be responsible for administering assessments and collecting and analyzing the results;

Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;

Explain how the following stakeholders will have access to and be able to use assessment results:

- Teachers;*
- School leaders;*
- The education corporation’s board of trustees; ,*
- Students and parents; and,*

Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency and nature of the feedback.

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Assessment at UACS is ongoing and multi-faceted. During the Summer Bridge program in August the school administers the DRP and NWEA MAP to screen students’ reading and numeracy skills and two more times during the year to measure growth. Quarterly assessments are used in all subjects to monitor students’ mastery of learning targets. And formative assessments are used frequently to inform instructional planning and target support. The table below details our range of assessments.

UACS Assessment System

Assessment	Description and Purpose	Administration
NYSITELL	<p>Description: Diagnostic screening test includes multiple choice, short written response, long written response, and oral response questions in listening, speaking, reading, and writing.</p> <p>Purpose: Designed to ascertain student eligibility for ELL services and identify proficiency level (Entering, Emerging, Transitioning, Expanding, or Commanding). Used to inform the level and format of English language support.</p>	Beginning of year based on results of Home Language Survey and staff recommendation (or when new student enters the school).
Degree of Reading Power (DRP)	<p>Description: Diagnostic and benchmark test to assess reading comprehension aligned to Common Core State Standards and text complexity. Developed by Questar Assessment, Inc. in cooperation with the Carnegie Corporation, the New York State Board of Regents, and the College Board. The reading tasks of the DRP test items require thought and analyses rather than response or reaction. 63 CLOZE questions associated with 9 informational reading passages with 7 questions per passage, passages increase in difficulty as the test progresses. Available online or in hard copy.</p> <p>Purpose: The DRP helps us understand how well students make meaning from text while they are reading it, a goal of the new Common Core State Standards. Used to inform English Foundations class and ESL interventions, and to identify students in need of support during GOLD and/or</p>	During Summer Bridge in Aug. for 9 th graders. Administered 3 times per year to measure growth in Reading.

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Assessment	Description and Purpose	Administration
	tutoring. Subsequently used for progress monitoring and program evaluation.	
NWEA Measures of Academic Progress (MAP)	<p>Description: Uses constructed measurement scales that span grades. MAP assessments use the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. Computer adaptive interim assessment; unlimited time (most students complete in ~60 minutes). Spanish-language version of MAP Mathematics available.</p> <p>Purpose: To provide an interim assessment of students' mathematical proficiency, measure growth, project performance on high-stakes test, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.</p>	During Summer Bridge in Aug. for 9 th graders. Administered 3 times per year to measure growth in Math.
Interim Assessments	<p>Description: Instructional leaders create benchmark tests based on learning targets. Teachers do not see assessments prior to administration. Formatted to reflect the types and format of questions on Regents, AP and SAT/ACT exams. Use multiple choice, short response, essay questions.</p> <p>Purpose: To assess student mastery of learning targets in curriculum maps and inform instructional planning, RTI program and interventions, program and teacher evaluation.</p>	Administered quarterly in English, Math, Social Studies, Science.
Key Cognitive Strategies Assessment	<p>Description: Performance tasks that focus on key cognitive strategies, including organization, problem-solving, analysis, precision and accuracy, and communication. Based on the work of David Conley in authentic assessment.</p>	Quarterly in Computer Science and non-core subject classes

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Assessment	Description and Purpose	Administration
	<p>Purpose: To assess student mastery of learning targets in curriculum maps and inform instructional planning, RTI program and interventions, program and teacher evaluation.</p>	
<p>Learning Target Assessments</p>	<p>Description: Teachers create formative assessments using a variety of formats that reflect high stakes external assessments. Item banks are maintain and augmented to provide a large inventory of items aligned to specific learning targets. Tuning protocols used to refine assessments.</p> <p>Purpose: To evaluate the efficacy of instruction and inform ongoing lesson planning. To identify struggling students and place in appropriate interventions.</p>	<p>Biweekly in all subjects.</p>
<p>Checks for Understanding</p>	<p>Description: Formative real-time assessment. Includes Do Nows, 54 Ways to Check for Understanding, Exit Tickets and teacher observation.</p> <p>Purpose: To gauge student access to and engagement with curriculum and make immediate adjustments to current and future instruction.</p>	<p>Daily, all teachers and subjects</p>
<p>Rubrics</p>	<p>Description: Assessment tools that describe specific attributes of levels of proficiency on various aspects of student work.</p> <p>Purpose: To provide students with a clear understanding of expectations for work products at various levels of proficiency so that can self-assess.</p>	<p>Common literacy rubrics are used across subjects.</p> <p>All performance tasks, e.g., presentations, essays, projects, lab reports, etc.</p>
<p>Devereux Student Strengths Assessment (DESSA)</p>	<p>Description: rating scales for eight key social-emotional competencies</p> <p>Purpose: To evaluate social emotional development and to screen, assess, guide intervention planning, monitor progress, and evaluate outcomes related to social-emotional competence and</p>	<p>Ongoing as part of Resilient Scholars program in Advisory.</p>

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Assessment	Description and Purpose	Administration
	resilience of students.	
Mock Regents	<p>Description: Formatted and administered like real Regents.</p> <p>Purpose: To develop stamina and expectations for test content and familiarity with format.</p>	Twice per year.
Regents Exams	<p>Description: Summative subject-specific assessments developed by New York State and required for graduation.</p> <p>Purpose: To evaluate mastery of Common Core and NYS Learning Standards and determine diploma eligibility.</p>	Upon completion of appropriate coursework. Students who fail may repeat exams as necessary.
AP Exams	<p>Description: Rigorous summative assessments designed to evaluate college level skills and knowledge.</p> <p>Purpose: To assess mastery of college level material, which some colleges and universities give credit and/or use as prerequisites for higher level courses.</p>	Completion of an AP course.
PSAT/SAT/ACT	<p>Description: Standardized measure of student progress toward college readiness,</p> <p>Purpose: Used to measure college readiness and as a requirement for many college applications</p>	10 th grade: PSAT 11 th & 12 th : SAT/ACT
NYSESLAT	<p>Description: Measures English proficiency levels</p> <p>Purpose: Used to target intervention and supports for ELL students and monitor their progress. Used to evaluate ESL teachers and programs. Used to determine student eligibility for continued English language services.</p>	Annually for all ELL students
Work-based Learning Assessments	<p>Description: Internship evaluations completed by the workplace supervisor and the school-based work-based learning coordinator.</p> <p>Purpose: Evaluation of student performance during work-based learning focused on technical skills,</p>	During internships

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Assessment	Description and Purpose	Administration
	employability skills, and social emotional development.	
Industry Certification	<p>Description: The AP Computer Science A assessment is required by all students and includes both multiple choice and code writing tasks.</p> <p>Purpose: Designed to test both students’ knowledge and skill acquisition based on industry standards.</p>	11 th or 12 th grade.
Portfolios	<p>Description: All students maintain a cumulative portfolio of their computer science performance tasks that illustrate progress and achievement.</p> <p>Purpose: As part of the post-secondary planning process, students use their portfolio to reflect on interests and goals as well as requirements and capacity to achieve them.</p>	Ongoing, culminating in 12 th grade.

Assessment Development: We use a combination of nationally norm-referenced and standardized assessments and school developed assessments to ensure validity and reliability as well as alignment to standards and our school curriculum. Our aim is to use internal assessments that accurately predict performance on high stakes tests so we can prepare our students for college and career readiness. The curriculum development process requires the creation of specific learning targets that define what students should know and be able to do at the end of a lesson and unit. Our assessments, then, are designed to evaluate student mastery of those learning targets. The school will maintain and continuously augment an assessment item bank that will contain a range of items types all aligned to specific standards and learning targets. Many will be crafted to mirror the format and expectations of key assessments, including Regents, AP, and SAT/ACT. They will evolve to reflect changes, such as recent alignment of Regents to Common Core standards and revision of the SAT to reflect authentic teaching and learning.

CTE Assessments: The assessment for CTE is meant to balance the rigorous computational thinking of programming with the collection of soft skills needed to work in a professional team environment.

Technical Assessment: We subscribe to the Academy for Software Engineering (AFSE)’s five high-level categories of objectives in the Software Engineering domain:

- Project Management
- Professional Behavior

- Computational (Algorithmic) Thinking
- Problem Solving
- Role of Computers in Society

As a part of the technical assessment students will complete third-party assessments, meant to evaluate both knowledge and skills related to the domain of software engineering. The AP Computer Science A exam replicates a college undergraduate Computer Science 101 course in the Java programming language. Students are not only expected to learn concepts, but also to engage in a minimum number of lab hours during the course. The AP Computer Science A is widely recognized by professionals in the software engineering industry and the standard curriculum gives employers an understanding of student knowledge upon course/exam completion.

CTE Portfolio: In addition, students will contribute computational artifacts to a personal portfolio that accumulates over four years in the program. The computational artifacts will be aligned to work-based learning objectives and be accompanied by reflection forms tailored to the requirements for each submission. During the four-year Computer Science sequence students will populate a portfolio demonstrating proficiency in the employability skills of:

- Project Management/General Engineering Practice
- Professional Behavior
- Computational (Algorithmic) Thinking
- Problem Solving
- Impact Analysis - Role of Computers in Society

Additionally, students will be asked to share artifacts that demonstrate their proficiency with creating web pages, using or understanding data, and software creation (programming tasks). Students' portfolios will be accompanied by a resume used by the student when applying to internships or jobs. Portfolios will be reviewed by a panel of teachers, advisory board members, and industry professionals. (Each panel will need to have at least one non-school employed representative).

Social Emotional Assessment: Versions of Resilient Scholars (RS) assessments are currently in beta at participating UA schools and a validated, comprehensive 9-12 assessment will be finalized by UACS's opening. Devereux's previous work having been primarily in K-8 schools, the current Devereux Student Strengths Assessment (DESSA) is geared toward a younger population. It is a comprehensive system comprised of two innovative rating scales designed to screen, assess, guide intervention planning, monitor progress, and evaluate outcomes related to social-emotional competence and resilience of students. The DESSA's eight key social-emotional competencies, as identified in the research literature as essential to a child's success in school and life, are:

- **Self-awareness:** A child's realistic understanding of his/ her strengths and limitations, and consistent desire for self-improvement.
- **Social awareness:** A child's capacity to interact with others in ways that show respect, tolerance, and cooperation.

- **Self-management:** A child's success in controlling his/ her emotions and behaviors, especially in new and challenging situations.
- **Relationship skills:** A child's skill at promoting and maintaining positive connections with others.
- **Goal-directed behavior:** A child's initiation of, and persistence in completing, difficult tasks.
- **Personal responsibility:** A child's tendency to be careful and reliable in his/her actions and to contribute to group efforts.
- **Decision-making:** A child's approach to problem-solving, learning from experience, using values to guide behavior and accepting responsibility
- **Optimistic thinking:** A child's attitude of confidence, hopefulness, and positive thinking.

The development of a high school assessment is a joint effort of Devereux and the UA. Pilot assessments include 72 items and, in the coming year, will be normed for meaningful results across schools. By January 2017, reporting and data analysis will have informed a next iteration high school DESSA. The DESSA's advantages are that it is:

- **Simple and easy to use:** The DESSA and DESSA-mini are easy for parents, teachers and out-of-school-time program staff to complete with no training required. (Online administration, scoring and reporting is available for the DESSA and DESSA-mini.)
- **Research-based:** Nationally standardized, with documented reliability and validity, the DESSA and DESSA-mini meet or exceed professional assessment standards.
- **Comprehensive:** The System provides a comprehensive, integrated approach to screening, assessment, progress monitoring, and outcome evaluation.
- **Inclusive:** The DESSA covers a wide range of the most important social-emotional competencies of school-aged children.
- **Standards-aligned:** The competencies measured by the DESSA are aligned with NYS educational standards in the social-emotional domain.
- **Strength-based:** The System builds the skills that are essential for children's healthy social-emotional development.
- **Promotes Collaboration:** The DESSA provides specific techniques and strategies for promoting collaboration between staff and parents.

Administration of Assessments: It takes a village to assess students, with the following staff having key responsibilities:

The **Director of Operations** in consultation with the Director of Instruction will be responsible for procuring and obtaining external assessment instruments from vendors and the DOE, installing hardware and software necessary for computer-based assessments, establishing data systems, and coordinating scoring by outside vendors.

The **Principal and Director of Instruction** are responsible for developing an annual assessment calendar, coordinating professional development on administration of assessment and use of data, creating interim assessments, and reviewing teacher-developed bi-weekly assessments. They then monitor effective implementation of standardized tests and interim assessments as well as review unit and lesson plans and observe classroom instruction and planning meetings to ensure regular checks for understanding and other formative assessment inform instructional practices.

The **Student Support Coordinator** ensures all necessary assessments are administered to evaluate progress toward IEP goals and coordinates with the CSE when special assessments are required to evaluate student needs or growth. He or she also provides the special education staff with professional development and coaching in progress monitoring.

The **Partnership Coordinator** is responsible for seeing that all students complete the work-based learning requirement to earn CTE certification. The Partnership Coordinator collects information from work-based learning partners to inform evaluations and collaborates with the CTE teachers to administer the industry-recognized assessments.

Teachers will be on the front line of assessment, designing and delivering regular learning target assessments. Teachers are required to offer re-assessment opportunities for all missed/failed summative assessments. CTE teachers will work with students to develop and maintain portfolios of performance tasks.

Counselors will work with Advisors to administer the DESSA through the Advisory program.

Use of Data: UA believes a data-driven culture is critical to continuous improvement and mission accomplishment and that all stakeholders should engage with data for implementation and accountability purposes.

Students: Goal setting, self-evaluation, and action planning are skills UACS students will learn and hone. They will be responsible for monitoring their own performance, tracking progress towards graduation requirements and post-secondary goals. For example, at the end of grading periods students will review their evidence of achievement and prepare a report to present at student-led conferences with their teachers and parent/guardians. UACS will make extensive use of rubrics and exemplars so students can understand expectations and choose the level of effort and excellence they want to demonstrate. Students will also use protocols to review tests, identify items they got wrong, analyze for trends, and plan for improvement. (See Summative Assessment Corrections & Analysis protocol in **R-23b – Supplemental Attachments**). Students will also be included some school level decision-making and be expected to base their input on carefully reviewed and analyzed evidence and data.

Families: UACS will provide families with continuous access to student data via an online system, e.g., Jupiter Grades, that allows monitoring of and communication about attendance, discipline, grades and assessment results. As noted, families will participate in quarterly student-led conferences and receive report cards. Progress reports will also

be generated to inform parents when students are struggling so they may participate in conversations about how to most effectively get their child on track.

Teachers: Key to instructional efficacy is monitoring student mastery of learning targets. During the summer teachers will review prior year's data to inform the refinement of curriculum maps and pacing calendars, paying close attention to the selection and order of learning targets. Once instruction begins they will constantly collect data about learning target mastery through formative assessments and checks for understanding, which will inform immediate classroom practice and future lesson planning. Conversations with families will be expected to focus on data that show both progress and deficiencies. Teachers will teach students self-assessment techniques and help students learn to understand and use data. Similarly, they will use data as part of their own goal setting and professional improvement practices.

Grade Team Leaders: Grade teams will regularly review performance and behavior data of their cohort to identify students in need of intervention, to assign students to appropriate GOLD sessions, and evaluate programs. Grade Team Leaders facilitate the collection and analysis of student data so their teams can target interventions as part of the RTI process. They facilitate these discussions using tuning protocols to translate data into coherent plans of action and schedule follow-up meetings for progress monitoring.

CTE Staff and Industry Partners: CTE staff and partners uses student and industry data in dynamic ways. Industry data exists in the body of knowledge employers who work with the school have about industry skills, standards, and opportunities. Labor market information indicates shifts in high-demand competencies, and partners collaborate with the school to ensure that CTE programming reflects this evolution and need. Since CTE often strives to create an early pipeline for adult work, the main task in sequencing a CTE program is back-mapping adult skills to the zone of proximal development for high school students. Where large numbers of students struggle with a set of learning targets, CTE teachers and partners revisit curricula and assessments to ensure that they are tuned to be cognitively and developmentally appropriate.

In addition, students who struggle with particular attainments receive intervention from CTE teachers but also, in some instances, additional time with partners through specialized programming, where it is perceived that direct industry exposure can help build interest, skill, or both. These qualitative and quantitative student data help CTE teachers and partners identify particular skill sets in which a student is especially strong or shows a high amount of interest and engagement. This information is shared with counselors who use it to discuss post-secondary plans with the student and guide him or her to career and higher education options that most reflect emerging interests, both those he or she states and those data and observation reveal. A student may be nominated for a certain kind of internship or other work-based learning opportunity on the basis of what's observed about his or her CTE performance, sense of flow, and level of enthusiasm. These are often best surfaced in our student-led conferences, in which a range of qualitative and quantitative data are presented.

Advisors: Advisors will regularly review achievement and behavior data with individual students and devise plans for obtaining help when necessary. Data will drive the Advisors' communication with teachers and families. The Advisory curriculum will include data-relevant topics such as self-reflection and goal-oriented behaviors and practices.

Counselors: Each grade has a counselor who will monitor indicators of academic progress and social emotional health, including discipline, attendance, punctuality, and preparation. The counselors will be members of their respective grade team, which will meet regularly to review student progress and strategize for struggling students as part of the RTI process. Data will also inform SEL programming, such as group counseling options and peer mediation.

School Leaders: The Principal and other members of the school leadership team will use data to monitor implementation of programs and practices and evaluate their impact as measured by attainment of internal and Accountability Plan goals. Disaggregated data will help them evaluate programs for subgroups, such students with disabilities and English language learners. Finally, administrators will use data to hold staff accountable, basing decisions about placement, salaries and retention on professional goals. School leaders will also report relevant data to the board in clear dashboards to inform governance practices. School leaders will use data to proactively identify areas that should be of interest or concern to the board and to recommend changes in policy or budget necessary to mission success.

Board of Trustees: The school's Board of Trustees reviews a range of high level data to establish policies and make programmatic and staffing decisions that support the achievement of all students and the school's mission. These data points will include: enrollment, attendance, student performance (e.g., assessment results, grades, graduation rates), credit accumulation, staff hiring and retention, discipline, compliance, and financials. In addition, they will review student, family and staff survey results and complaints brought to the board. The board will look at data by content area and by subgroup (e.g., linguistic, ethnic, gender, as well as high and low achievers, student with disabilities, and English language learners) to identify any gaps and ensure that school leaders are held accountable for meeting the needs of all students. Monthly dashboards will be presented at board meetings and the board will review the content of the annual report to determine whether the school is making progress towards its Accountability Plan goals. Finally, a range of data points contribute to the Board's evaluation of the school leader.

Data Management: Teachers organize assessment data and grades, and stakeholders have access to them, through a data management system, such as Jupiter Grades, which is used at the UA Gateway School for Technology. Key features of the system will include differentiated access to preserve privacy, online access for students and families from home, robust data analysis tools, and useful reporting features. The Principal will select the system and the Director of Operations will be responsible for its installation, maintenance and modifications.

Teachers will be held accountable for the timely and accurate uploading of information into the system so parents and students have real-time access to their performance information.

Reporting Data: The school will provide quarterly report cards and progress reports to families as well as post assessment results in an online data system that students and families can access at any time. Parents have additional access to data through student-led conferences, academic discussions during informal home contact, and weekly academic counselor outreach to homes to discuss an individual student's goals and progress. The school will also produce an annual report that contains school-level data and describes the school's progress towards meeting its Accountability Plan goals. This report will be posted on the school's website.

Urban Assembly Role: The Urban Assembly deploys several specialized support teams, including in the areas of academic instruction, social-emotional learning, CTE, college and career readiness, to work with appropriate staff in its schools on program goals that require the heaviest lift. The most important tool in this work is the individualized School Data Dashboard (see sample in **R-23b – Supplemental Attachments**), prepared and monitored by the UA's Research & Evaluation team, which tracks key school-level data points and informs the nature and pace of support and intervention as achievement in critical areas rises and dips. Other tools used by the UA include Individualized School Support Summaries, School Support Benchmark Worksheets, and Online School Support Logs. These provide transparent access to UA-aggregated data for coaches as well as those they coach, and indicate where schools are missing, meeting, and/or exceeding benchmarks. Benchmarks are determined in collaboration with each school at the start of a coaching and support plan. The UA may increase or change the nature and frequency of coaching based on data, and may recommend the involvement of additional stakeholders, potentially including other teachers in a discipline or on a grade team, and potentially including support staff who are driving key cultural or operational elements.

Evaluation of Assessment System: The purpose of our assessment system is to identify student needs and effectively target resources so that all students achieve grade level expectations for college and career readiness. These are defined by summative assessments, including Regents, AP, SAT/ACT and CTE certification exams. In seeking to evaluate our evaluation system, school leaders will look at how well internal diagnostic and formative assessments identify struggling students and accurately predict their performance on the summative assessments.

As a part of annual evaluation of the CTE program, professionals who review portfolios will meet with at least two members of the Computer Science department and offer comments on the quality of student work, the skills displayed by students, and overall program objectives as well as complete an online survey.

Grading Policy: Our grading policy seeks to:

- Communicate with precision about student progress to all community members (students, parents, post-secondary institutions and employers)
- Achieve and maintain academic consistency throughout classrooms
- Diagnose student strength and weakness early and accurately so that students can get the help that they need

At UACS, learning targets are clearly articulated goals for each student in a course and grades are determined by the percentage of learning targets mastered by a student. The number of learning targets in a course will depend upon the content and skills required for that course; on average a unit of study has 15-20 learning targets. For each learning target, students will be rated on a 1-4 scale and must average a 2.5 or higher to demonstrate mastery sufficient to earn a passing grade. Though students may not master specific targets during a certain marking period, they will still have the opportunity to continuing learning and subsequently master all targets.

We wish to promote professional work habits through 10% of our grade. We believe that communication and recognition of these habits is important to our school community and is integral to preparing students for college and careers. These professional behaviors will be broken down into the following categories:

1. Accountability (adhering to rules of the workplace)
2. Punctuality (submitting assignments on time)
3. Participation (classroom activities/discussions)
4. Completion (of required tasks, notebooks, homework, rough drafts, peer editing)
5. Collaboration (working with others)

Clear expectations and indicators will be established in rubrics to help teachers evaluate professional work habits with consistency.

(c) Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum, including:

The instructional methods or techniques to be employed in the proposed school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;

Research or existing models that support the use of these instructional methods, especially considering the school's target population; and,

How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.

In section (a) we outlined "What We Teach" as the first of three components of the UACS approach as informed by Mike Schmoker's *Focus*. Also stemming from this work are "How We Teach" and our implementation of "Authentic Literacy," as outlined below.

How We Teach: Instruction is based on a couple of simple principles:

- Deliver sound lessons daily

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- Design engaging lessons
- Employ clear objectives, guided practices, specific models, checks for understanding, and deep questioning

Instructional Values: UACS will adopt a set of instructional values that inform planning, execution and evaluation.

Value 1: Explicit and purposeful curriculum development is the first step and necessary step towards rigor and excellence.

Value 2: Consistency and alignment across all grade level classrooms and in departments reinforces standards, skills leads to greater student success.

Value 3: Because not all students learn in the same way we provide multiple options for skill building, taking in information and making sense of concepts.

Value 4: A safe school culture, tone and environment that exemplifies the UA Gateway Core Values maximizes each student’s potential to learn.

Value 5: Consistently using data, assessments and feedback is the single most important way improve student achievement.

Value 6: All teachers have the responsibility of supporting student literacy.

Value 7: Teachers use technology for content, process and products.

Instructional Models: We do not to adhere to a single overarching model of instruction given the variety of possible objectives, but do believe a small set of well-defined models should be purposefully used to deliver instruction. Below are the models that have been honed at UA Gateway School for Technology and other UA schools and will play significant role at UACS.

UACS Instructional Models

Literacy-Based	Workshop	Interactive Lecture	Problem-Based	Student-Centered Discussion
Require a lengthier treatment of texts and would be used more often than the lecture template in most subjects. It consists of close reading and underlining or annotating the text, followed by discussion about the text, and finally writing about it—	A student centered model whereby students learn by doing, through a great deal of participation among themselves and their peers they grapple with challenging problems and work together to arrive at creative solutions.	Focus is on the teacher's words and directions, but students take part in lots of pair-sharing, note-taking, or quick writing. Lecturing should last no more than five to seven minutes before teachers give students a chance to process the	Studies of students studying mathematics or science from first grade through college show that students retain more knowledge when they are taught using problem-based learning than when they are simply being told a rule or	With this teaching strategy, teachers allow students to control the discussion through reflection. The focus is on the students and teaching them how to lead and participate in engaging and enriching discussions. This eventually frees you

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<p>informed by the reading and discussion.</p>		<p>information through writing or interacting with peers. The interactive processes—taking notes, reviewing notes, annotating, summarizing, and so on—needs to be periodically modeled and assessed by the teacher in a variety of contexts.</p>	<p>procedure.</p>	<p>up to hold individual conferences with students, who may need additional support.</p>
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Based on the nature of subject-specific skills and content different disciplines will rely more heavily on some models more than others, and at UACS the prevailing approach by subject is as follows:

- **Math:** Problem-Based Model
- **Science:** Workshop Model
- **Humanities, Social Studies:** Student-Centered Discussion Model
- **AP Courses, Economics:** Interactive Lecture Model
- **CTE Courses:** Workshop Model
- **PE, Arts:** Workshop Model
- **Advisory:** Student-Centered Discussion Model

Teachers will be trained in the use of all models and how they relate to their subject area. They will be required to select models with purpose based on specific essential questions and learning targets. We have also identified a set of best practices that will inform lesson planning.

General

- Design clear pacing calendar with essential topics and standards to be taught
- Develop overarching themes and essential questions for each unit
- Identify areas for CTE integration
- Utilize interactive lecture, workshop, problem based, student-centered discussion or literacy based lesson model with clear learning targets to maximize instruction
- Use formative assessments to inform instruction daily
- Engage students in self-reflection process after assessments
- Develop summative assessments DOK level 2-4 assessments in teams to be administered every two-three weeks.

English

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Provide vocabulary instruction prior to or embedded within a lesson
Clearly establish a purpose for reading selected text
Teach and model how to annotate/underline/take notes using the Cornell note taking format
Provide students with major assessment/essay question(s) before they begin a unit/reading an assigned novel.
Use student and professional exemplars as teaching tool for writing instruction.
Use department created rubrics to assess, analyze and discuss student work and progress.
Teach students how to use rubric-based checklists to self-assess before they hand in their work
Teach conscientious peer editing

Social Sciences

Utilize interactive lecture, workshop, problem based, student-centered discussion or literacy based lesson model with clear learning targets to maximize instruction
Employ an abundant use of primary sources and work in teams to create a bank of selected textbook pages and external resources aligned to units and topics
Develop end-of-unit papers/essay assignments in teams
Provide students with major assessment/essay question(s) before beginning a unit.
Use department created rubrics to assess, analyze and discuss student work and progress
Teach and model how to annotate/underline/take notes using the Cornell note taking format through close reading and think-aloud of challenging texts.
Work as a team to design at least one Common Core research paper per semester.
Provide Summative Assessments every two – three weeks (DOK Level 2-4) that are approximately 50 % multiple choice and 50% essay response to explain argue, infer, draw conclusions or synthesize key historical content.

Science

Engage students 1-2 times weekly in reading and discussion of science textbooks and current science articles.
Teach and model how to annotate/underline/take notes using the Cornell note-taking format through close reading and think-aloud of selected portions of science textbooks.
Strategically plan 20 periods of labs related directly to the content for increased student understanding.
Common planning in departmental teams to create motivations, focus questions and relevant background information for introduction to text and content.
Pose inquiry/essential questions at the beginning of the unit and assess mastery through short answer Summative Assessments. Grade them with department created rubrics.
Provide Regents style Summative Assessments every two – three weeks (DOK Level 2-4) that are approximately 50 % multiple choice and 50% free response to explain argue, infer, draw conclusions or synthesize key science concepts.

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Work as a team to design at least one Common Core aligned science research paper per semester

Mathematics

Design lessons to have frequent intervals of modeling, guided practice and checking for understanding

Provide essential background for the context of a problem, review vocabulary words that may impede understanding

Encourage students through department-created prompts and sentence starters to explain conceptual relationships and unravel misconceptions through written reflections

Teach and model how to annotate/underline/take notes using the Cornell note-taking format

Engage students in self-reflection process after assessments

Engage students in discussions about math: students regularly explain why one answer or approach to a math problem is superior to another.

Design Summative Assessments every two weeks (DOK Level 2-4) that are approximately 50% multiple choice and 50% constructed response to explain the problem solving process.

Work as a team to design at least one Common Core aligned math project per semester.

Computer Science

Create motivation that links the technology content to prior knowledge and/or some provocative issues within the industry.

Manage work time that allows for students to apply skills on Depth of Knowledge Level 2-4.

Engage in meaningful discussion about the applied skills or related to current articles from the industry using teacher posed HOT (Higher Order Thinking) questions at least one day a week.

Reinforce students' practice of Cornell note-taking to record class note and capture material from lesson and/or readings.

Engage students in performance task assessments each term where students are asked to formulate a problem within the industry, research and communicate an argument.

This is a typed paper of 2-3 pages in 9th grade.

Design Summative Assessments every two weeks (DOK Level 2-4) that are approximately 50% multiple choice and 50% constructed response / project driven assessment.

Develop real-world relevant simulations to help students develop the skills necessary to become college and career ready.

Utilize industry certification objectives, labor market trends, and a thriving advisory board to create rigorous and relevant learning targets.

Arts

Design lessons to have frequent intervals of modeling, guided practice and checking for understanding.

Manage work time that allows for students to apply skills on Depth of Knowledge Level 2-4

Engage in meaningful discussion about the applied skills or current articles related to the discipline using teacher posed HOT (Higher Order Thinking) questions at least one day a week.

Provide Summative Assessments every two – three weeks (DOK Level 2-4)

Work with a team to design at least one Common Core aligned project per semester

Foreign Language

Design lessons to have frequent intervals of modeling, guided practice and checking for understanding.

Manage work time that allows for students to apply skills on Depth of Knowledge Level 2-4

Engage students in meaningful discussion about texts which authentically connect to language studies using teacher posed HOT (Higher Order Thinking) questions at least several times a week.

Provide clear, explicit and engaging vocabulary instruction within a lesson

Clearly establish a purpose for reading selected text

Teach and model how to annotate/underline/take notes using the Cornell note taking format

Provide Summative Assessments every two – three weeks (DOK Level 2-4)

Work with a team to design at least one Common Core aligned project per semester.

Authentic Literacy: We believe that reading and experiencing literature that is authentic to each discipline is critical to student comprehension and engagement. Authentic literacy is the reading and writing of real-life texts for real-life purposes in the classroom. Authentic reading can include: reading that is meaningful, relevant, and useful to the reader; providing choice within a variety of forms and genres in a print-rich environment; and having the opportunity to interact with others in response to the text. When students are involved in authentic literacy activities in school, they are reading or writing texts that people outside of school read and write. To this end, it is a requirement that students:

- Engage in abundant amounts of purposeful reading, writing and discussion in every discipline - at least 60 minutes of reading and 40 minutes of writing a day across the curriculum.
- Read deeply and purposefully to answer thought provoking and challenging questions. Through reading, writing and discussion, students become masters of argument in their ability to:
 - Employ argument in its varying forms
 - Analyze and assess facts and evidence

- Support assertions/solutions
- Defend interpretations and recommendations

Targeted Instruction: In addition to the strategies described above for general education instruction, UACS also employs targeted instruction focused on specific learning needs. The primary structure is called Goal Oriented Learning Development (GOLD), which allows all core teachers to identify and provide support in specific areas where a student might be struggling. After teaching a lesson or throughout the course of a week, teachers identify between one and eight students who are not mastering learning targets to remain after class for supplemental assistance. Our schedule is designed so that each core class occurs once per week during the last period of the day so that GOLD can occur immediately after. (See **R-06 – Calendar and Schedules** and **R-07 – Specific Populations** for more detailed description of the GOLD program.) Having teachers who know both the curriculum and the students is key to this intervention approach and sets it apart from other remediation and tutoring models that rely on disconnected instructors. In addition, a struggling student should not go for more than one week without targeted teacher support.

Core teachers teach four sections of their subject and thus provide each with one GOLD period per week. On the fifth day, they are available during the GOLD period for open office hours that encourage students to seek more informal assistance. Students who do not require targeted support during GOLD are also able to read quietly, work on homework, receive peer tutoring, or work on small group projects.

Outside of the formal times described above, our faculty will be accessible to students, be it before or after school, during lunch, or via phone or e-mail.

Classroom Expectations: Fundamental to effective instruction is an environment that is conducive to learning. UACS creates such an environment by articulating and teaching clear expectations for behaviors directly related to learning. These are tied to our school’s core values—Empathy, Accountability, Aspiration, Collaboration, Reflection, Scholarship and Grit. (See **R-09 – Culture and Discipline** for more explanation of culture creation.)

Student Behaviors

STUDENT BEHAVIOR	THE UACS WAY	THE OTHER WAY
<i>Talking</i>	Talking to peers: Problem solving,	Having private conversations

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	Proving, Creating, Justifying, Synthesizing information	unrelated to the work
<i>Reading</i>	Reading Deeply and Annotating relevant Text	Not asked to read and engage with text
<i>Writing</i>	Writing: Synthesizing information into their own notes with UACS notebooks for each class	Copying notes for more than two minutes
<i>Listening</i>	Actively listening to the teacher or speaker (asking questions, nodding, leaning in, taking notes)	Passively listening to the teacher
<i>Tone</i>	Students physically representing engagement – raising hands, tight transitions, actively moving the lesson along, supporting peers, using tools and space efficiently	Daydreaming and spaced out Multiple students going to the bathroom Heads down/sleeping

Teacher Actions

THE UACS WAY	THE OTHER WAY
Posted learning targets that use Depth of Knowledge and Common Core. Target must be visible all day.	Old targets that has been posted for days and does not address the specific skills covered for that day. Depth of Knowledge level one
Use of UACS lesson plan templates using one of the five formats.	Unplanned, untimed, winged lesson plan. PowerPoint lesson plan. Ignoring what students and teachers are doing. Not asking students to read, write and speak for the majority of the lesson.
BEAUTIFUL Bulletin Boards: Current, with feedback and next steps, and rubric	Old, torn and incomplete bulletin boards. Missing student work with feedback.
Maintaining 100%: Heads up, on task behavior and VOICE, VOICE, VOICE. All students sitting up front, no gaps between teacher and students.	Allowing things to slip, ignoring what you know is wrong.
Threshold/Hallway presence: Welcoming students in, clearing halls. Unlocked	Unaware of students entering and leaving the classroom, staying seated at teacher

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doors/ uncovered windows.	desk, and not positively greeting/dismissing students.
Awareness and Confidence!	Pleading and begging students.

(d) Course or Subject Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course; essential course specific assessments (e.g., the state’s 3-8 assessments/Regents exams, end of course portfolios or performances, etc.), and, if serving students in 12th grade, provide an outline of course sequences leading to graduation.

Required Course Sequences: As a college preparatory CTE high school, our students will be expected to take four years of each core subject: English, Math, Social Studies, Science and Computer Science. All students will take the same sequence in English, Social Studies and Computer Science. However, in Math and Science the sequence of courses may vary for individual students based on course completion prior to enrollment. For instance, some students may have already taken Algebra and Living Environment in 8th grade and even passed Regents exams in those subjects. Therefore, they would start further along the sequence in 9th grade than other students.

UACS Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9 English Foundations	English 10	English 11	English 12
Algebra I Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Statistics Calculus
US History	Global History I	Global History II	Perspectives in Government (.5) Economics (.5)
Living Environment Earth Science	Earth Science Chemistry	Chemistry Physics	AP Chemistry AP Physics
Introduction to Computer Science	Programming in Java	AP Computer Science A	Computer Science Electives
	Spanish 1	Spanish 2 Spanish 1	Spanish 2
Arts (.5)	Arts (.5)	Arts (.5)	Arts (.5)
Physical Education(.5)	Physical Education(.5)	Physical Education(.5)	Physical Education(.5)
Advisory 9	Advisory 10	Advisory 11	Advisory 12

Course Overviews: The following course descriptions are based on the UA Gateway School for Technology curriculum maps and provide a basic course overview as well as the content, skills, assessments, resources and materials for each unit of study. Some sections are intentionally blank to allow teachers and students to influence the unit’s direction based in interests and assessed needs.

English Foundations:

This is a skill development class that will align primarily with the content of the English 9 course and other core subjects as well. Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Assessments will include regular reading comprehension and spelling tests as well as writing prompts and tasks.

English 9	
Course Description	
This course is designed with the specific purpose of assisting students who have demonstrated above grade level English skills in completing the English Regents one year ahead of expectation, as well as providing them with a good foundation for potentially entering an AP English course in the future.	
Unit 0: Foundations of English Class	
Description: This is a foundational unit for English 9, which emphasizes the basic skills necessary for reading and writing for English 9. Students will explore basic sentence structure, grammar and punctuation, which contributes to the overall cohesiveness of the English language. It will also introduce the fundamentals of close reading, including annotation, questioning the text, summarizing, and determining the meaning of vocabulary in context.	
Content: Sentence structure Proofreading and editing symbols Revision Punctuation Annotation and active reading	Skills: Determine the type of sentences which exist in the English language Identify and create appropriate length sentences that are not run-ons • Revise and proofread Insert/Delete punctuation as necessary Annotate while reading
Assessments: Revise and edit a piece of work. Determine the best sentences and insert/delete punctuation as necessary. Quiz: Determining types of sentences and the meanings of proofreading symbols. Read and annotate a section of text.	Curriculum Resources: “Teaching Basic Writing Skills” by Hochman “Elements of Style” by Strunk & White “Master the Basics” by Yates Document camera Highlighters, post-it notes, colored pens

Unit 1: Survey of the Short Story	
<p>Description: This unit will be a compilation of popular and appropriate short stories for the average ninth grade student. Students will be introduced to authors such as Chekov, Poe, Tolstoy, and Dahl through some of their most accessible, brief, and interesting tales. The learning goals stressed during this unit are essentially the major learning goals for the ninth grade year in English. Pacing will be modified as necessary for students to keep up and firmly grasp the learning goals with 80% mastery or more. Active reading, Cornell Notes, and other essential skills will be stressed during this unit as well.</p>	
<p>Content: Element of Literature/Literary Terms</p>	<p>Skills: Note-taking Listening Participating in discussion Locating relevant textual evidence Outlining and composing an essay</p>
<p>Assessments: Short answer quizzes Notebook checks Essays Weekly comprehension, elements of literature exams</p>	<p>Curriculum Resources: "The Beggar" by Anton Chekov "God Sees the Truth, but Waits" by Leo Tolstoy "Papito's Story" by Luisa Valenzuela "The Filipino and the Drunkard" by William Saroyan "The Tell-Tale Heart" by Edgar Allen Poe "Lamb to the Slaughter" by Roald Dahl</p>
Unit 2: Creation Myths & Selections from Mythology by Hamilton	
<p>Description: This unit gives students an overview of many of the popular mythological characters and the narratives that they are typically associated with. Students will recognize these characters and their stories when they are alluded to in Shakespeare and others' works.</p>	
<p>Content: Mythological characters and stories Genesis account of the way the world began</p>	<p>Skills: Note-taking Listening Participating in discussion Integrating visuals to assist in comprehension of a text Locating relevant textual evidence Outlining and composing an essay in a timed setting Comparing two different accounts of the same event</p>
<p>Assessments: Short answer questions Quick reading quiz questions Notebook check Discussion In-class essay on controlling idea</p>	<p>Curriculum Resources: Edith Hamilton's Mythology http://mythicjourneys.org/bigmyth/2_eng_myths.htm (for creation myths) The Genesis account of creation</p>
Unit 3: Flowers for Algernon	
<p>Description: The subject matter of Flowers for Algernon pulls students out of their comfort zones and asks them to put themselves in the shoes of someone whose life experience is very different from their own. Students will use Keyes's clever delivery as a way of exploring point of view and will see portions of the movie Charly (based on Flowers for Algernon) and compare it to what is in the written text.</p>	
<p>Content: Annotated Bibliography Daniel Keyes's background</p>	<p>Skills: Note-taking Participating in discussion</p>

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	<p>Integrating visuals to assist in comprehension of a text</p> <p>Locating relevant textual evidence</p> <p>Evaluating the validity of a source of information</p> <p>Comparing two different accounts of the same event</p>
<p>Assessments:</p> <p>Short answer questions</p> <p>Quick reading quiz questions</p> <p>Annotated bibliography check-in</p> <p>Discussion</p> <p>Weekly exams testing comprehension, incorporation of elements of literature, real world application, and establishing controlling idea.</p>	<p>Curriculum Resources:</p> <p>Flowers for Algernon by Daniel Keyes</p> <p>Charly (the movie)</p>
<p>Unit 4: A Midsummer Night's Dream by Shakespeare</p>	
<p>Description: This unit will be the students' first introduction to Shakespeare in high school. A Midsummer Night's Dream is one of Shakespeare's shorter, more comical, and more accessible works. Students will have the opportunity to act out particular scenes from the play as well as to discuss what is lost when Shakespeare's plays are made into a film.</p>	
<p>Content:</p> <p>Background of Shakespeare</p> <p>Shakespeare's contributions to literature</p> <p>Trickster trope</p> <p>Allusion</p> <p>verse/line/poetry/prose</p> <p>iambic pentameter</p> <p>act/scene</p> <p>monologue</p> <p>selected words from text</p> <p>controlling idea</p> <p>theme</p>	<p>Skills:</p> <p>Note-taking</p> <p>Participating in discussion</p> <p>Comparing video adaptation to written play</p> <p>Making inferences</p>
<p>Assessments:</p> <p>short answer questions</p> <p>multiple choice questions</p> <p>role play/discussion</p> <p>Weekly exams testing comprehension, incorporation of elements of literature, real world application, and establishing controlling idea.</p>	<p>Curriculum Resources:</p> <p><i>A Midsummer Night's Dream</i> by Shakespeare</p> <p>Shakespeare Made Easy: A Midsummer Night's Dream</p> <p><i>A Midsummer Night's Dream</i> (film adaptation)</p> <p>No Fear Shakespeare (sparknotes.com)</p>
<p>Unit 5: Poetry</p>	
<p>Description: This unit will give students 1 week with songs, 1 week with pastoral poems, and 1 week with nationalistic poems. This will give them more than enough practice with locating the elements of poetry when reading poems.</p>	
<p>Content:</p> <p>Elements of Poetry</p> <p>Background of Whitman and Frost</p> <p>Pastoral poetry</p> <p>Nationalist songs/poems</p>	<p>Skills:</p> <p>Note-taking</p> <p>Participating in discussion</p> <p>Visualizing to aid in comprehension</p> <p>Locating relevant textual evidence</p> <p>Categorizing literature into genres</p>

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<p>Assessments:</p> <ul style="list-style-type: none"> Multiple choice fill in the blank Finding relevant texts for the genre Music as poetry project Weekly exams testing comprehension, incorporation of elements of literature, real world application, and establishing controlling idea. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> selected songs from Lauryn Hill, Tracy Chapman, and the Avett Brothers selected poems from Robert Frost, Walt Whitman, and Claude McKay
Unit 6: Science Fiction	
<p>Description: This science fiction unit will focus on literary analysis through various works by Bradbury. Students will learn to examine text for the elements of literature, make appropriate thesis statements and use evidence to support their claims. Students will generate an appreciation for the elements of science fiction and identify the characteristics of this genre.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Trope Foreshadowing Repetition Imagery Metaphor Simile Setting Dialogue 	<p>Skills:</p> <ul style="list-style-type: none"> Create a specific thesis statement. Use evidence to support a claim. Write a literary analysis paper.
<p>Assessments:</p> <ul style="list-style-type: none"> Literary Analysis Paper 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Works by Bradbury (“The Veldt,” “All Summer in a Day,” “August 2026: There Will Come Soft Rains”) Video of “The Veldt” and “All Summer in a Day” Graphic organizers
Unit 7: Nonfiction	
<p>Description:</p>	
<p>Content:</p>	<p>Skills:</p>
<p>Assessments:</p>	<p>Curriculum Resources:</p>
Unit 8: Research Paper	
<p>Description: This unit will allow students to explore a subject of their choice and delve into the research process entirely. Students will specify parameters around a specific topic. Students will develop and solicit research questions to help further develop the paper. MLA style bibliography/works cited page will be included in the final product, and students will be encouraged to incorporate graphic representations of numerical data.</p>	
<p>Content:</p>	<p>Skills:</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Students will complete a 5-7 page research paper on the topic of their choice. The paper must include: title page, at least 5 compelling research questions, bibliography/works cited page, incorporation of relevant and appropriate citations 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Mentor research papers student selected articles, videos, and interviews laptop use short videos on research writing

Unit 9: Drown by Diaz	
Description: Drown will allow students to engage with literature that speaks to the inherent issues of local culture. Students will become experts in the author’s personal background and apply what is learned about that background to the short stories in the text. Students will engage in provocative discussion about race, class, gender, and immigration rights & reform.	
Content:	Skills:
Assessments: Students will compose an essay that responds to one (1) of the following questions: 1. Some of Diaz’s Dominican readership believe that his text is untrue to Dominican culture and offensive to women. Do you agree or disagree? Use both explicit and implicit details from Drown to support your response. 2. Which type of conflict is most difficult for those immigrating to the United States? Support your response with evidence from Drown. 3. Should people from other countries be allowed to immigrate to the United States at will, or should our country close its gates to people born in other countries? Use evidence from Drown to support your opinion(s).	Curriculum Resources: <i>Drown</i> by Diaz short bio information on Diaz audio of Diaz reading the short stories clips of Diaz talking about his life growing up
Unit 10: Metamorphosis by Kafka	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:

English 10	
Course Description	
This course is designed with the specific purpose of assisting students who have demonstrated above grade level English skills in completing the English Regents one year ahead of expectation, as well as providing them with a good foundation for potentially entering an AP English course in the future.	
Unit 1: The Book of Job & selected Psalms	
Description: This unit will provide students with the opportunity to discover where to go for more information about the historical setting of an ancient religious texts and to learn a little bit about how authors characterize a nation through a tragic hero or protagonist. Because this is a book from the Bible, students will also get the opportunity to explore features such as annotations, footnotes, and the way that one excerpt, chapter, or section of a work can be related to the work as a whole.	
Content: Elements of Literature Reading religious texts for author’s purpose Poetry	Skills: Cornell note-taking Active Reading Notes Identifying evidence

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<p>Characterizing a nation Supporting ideas with evidence Using Context Clues when reading about new cultures Listening</p>	<p>“Showing what you know” regarding background and evidence</p>
<p>Assessments: Modeling/completion of short answer questions that mimic Regents questions on controlling idea and element of literature Multiple choice questions that mimic those on Regents to assist in making inferences regarding vocabulary, nuance and word choice Students will listen to a Psalm that is played for them on the Smartboard speakers (or read to them). They will then answer multiple choice questions modeled after those on the Regents exam. Students will also complete two short answer questions, citing strong and thorough textual evidence for their ideas.</p>	<p>Curriculum Resources: The Book of Job Selected psalms Articles explaining the background/historical setting of the book of Job Argument pieces that share ideas on why Job suffered the way that he did</p>

Unit 2: A Creative Narrative: Composing an Alternate Ending

Description: Keeping in mind that ancient religious texts were written to help people understand and relate to the world around them, students will push through the process of composing a clear and coherent alternate ending to The Book of Job that will be completed in multiple drafts. Special attention will be given to stylistics pertaining to the genre and the incorporation of a psalm. Students will develop multiple plot lines by writing in the voice of both God and Job and/or Job’s friends during the course of the narrative.

<p>Content: Writing Cycle Religion in Literature</p>	<p>Skills: Cornell Note-taking Identifying what makes a text unique Revision and Editing Developing a narrative that incorporates multiple plot lines, dialogue, and description</p>
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<p>Assessments: Reflection writing detailing reactions and expectations for the end of the work Basic grammar skill drill around use of commas, independent and dependent clauses, colons, and semi-colons Drafts 1 and 2 of the proposed alternate ending & evaluation of peers’ writing 2-3 page alternate ending to The Book of Job.</p>	<p>Curriculum Resources: Article on questioning God Selected imprecation psalms Portions of grammar texts explaining why certain punctuation is used</p>
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Unit 3: The Pearl by Steinbeck

Description: *The Pearl* is a great book for exploring good vs evil in a way that is very tangible and applicable to both modern day and ancient civilizations. Students will have the opportunity to explore the roles and thought processes of both the oppressors and the oppressed and to think about what happens when need is usurped or ignored as a result of greed. Students will see how humanity is changed by greed over time.

<p>Content: Civil Rights movement & MLK Jr.’s role Steinbeck’s contributions to literature</p>	<p>Skills: Cornell Note taking Active Reading Notes</p>
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<p>Elements of Literature Theme</p>	<p>Thorough analysis of themes within a text Evidencing arguments verbally and in written form</p>
<p>Assessments: Writing Responses Multiple Choice Starter Questions Discussion Cumulative paper analyzing how the theme of arbitrary evil pops up in The Pearl, The Book of Job, MLK Jr’s “Letter from Birmingham Jail”, and our everyday lives in modern America. Weekly short answer exams that measure students’ ability to cite evidence for ideas and integrate elements of literature into their responses (modeled after Regents exams)</p>	<p>Curriculum Resources: selected scenes from Mel Gibson’s “Apocolypto” The Pearl Letter from Birmingham Jail by MLK, Jr. “The Pearl” (a song) by Fleming and John parables (3 examples) excerpts from Lord of the Rings (Gollum)</p>
<p>Unit 4: The Research Paper</p>	
<p>Description: This unit will provide students with an in-depth look at the research process. Students will engage in selecting a response to the research question (Who holds the power in our society?), considering plausible sources of information to support their response to the question, and meeting with the teacher to defend their response. Students will be given a brief overview of Turabian’s Manual for Writers so that they are able to use the text as a resource for future projects. Students will be encouraged to think carefully through the ways that they might structure their papers and will be provided with necessary support to this end.</p>	
<p>Content: Writing a research paper Preparing for writing conferences Purpose of Research Guides as reference materials Appropriate use of a mentor text</p>	<p>Skills: Struggling through the fluidity of the writing process Using dictionary/thesaurus Using research guides/manuals Evaluating efficiency, precision throughout a process</p>
<p>Assessments: Students progress on their own research paper (ie formulating their response to the research question, outline, second draft of outline, graphic, etc.) Final research paper, which will be typed, 5-7 pages not including the reference page</p>	<p>Curriculum Resources: Excerpts from Turabian’s Manual for Writers Sample research papers with proper formatting and use of references Articles on preparing a thesis/defense of dissertation and what that is like</p>
<p>Unit 5: Short Stories from Around the World</p>	
<p>Description: This unit will introduce students to four very different stories from four very different areas of the world. It will also afford them the opportunity to take note of some of the hallmarks of world literature that they will be seeing throughout the school year, such as words written in another language and an explanation or coloring of social norms for the culture. Students will also discuss how elements of tension, mystery and surprise make the story interesting and accessible to people from any background.</p>	
<p>Content: Theme Background of selected authors Basic grammatical conventions Expectations for complete and thorough paragraph</p>	<p>Skills:</p>
<p>Assessments: Multiple choice questions modeled after</p>	<p>Curriculum Resources: Hope, Despair, and Memory by Elie Wiesel</p>

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<p>Regents for examination Short answer response questions modeled after Regents question on literary terms Short answer questions modeled after Regents on controlling idea 2-3 page paper on the way that an author establishes and develops a theme throughout the course of a text (students select the text)</p>	<p>“Aguantando” by Junot Diaz (Dominican Republic) “The Magic Chalk” by Abe (Japan) “Who Will Stop the Dark” by Mungoshi (Africa) “The Interview” by Jhabvala (India)</p>
<p>Unit 6: <i>The Kite Runner</i> by Hosseini</p>	
<p>Description: Exploring Afghanistan through <i>The Kite Runner</i> is designed to push students to expand their concept of and empathy for the Afghani and Iranian people. The novel lends itself well to deeper thinking around what it is like for those who immigrate from these countries and come to the United States.</p>	
<p>Content: Hosseini’s background cultural aspects of Farsi/Hazara people Elements of Literature Parts of a Book Review</p>	<p>Skills: Active Reading Notes Context Clues Comparison/Contrasting</p>
<p>Assessments: Short answer responses, discussion participation, and cornell notes, and written responses to H.O.T. questions. Students will complete regularly scheduled exams with short answer questions requiring them to cite specific and thorough evidence for their responses. Students will complete a review of the novel, taking into account the point of view of those who did not appreciate the text as well as those who did.</p>	<p>Curriculum Resources: <i>The Kite Runner</i> by Hosseini Responses/Critiques of <i>The Kite Runner</i> Newspaper clippings concerning Afghanistan/Iran/Taliban</p>
<p>Unit 7: Mastering the Critical Lens Essay</p>	
<p>Description: This unit will give students an in depth look at the Critical Lens essay and what is necessary to master the essay. Students will be exposed to the rubric for the essay that is used when the Regents exams are scored. Students will also be walked through the editing process more slowly than typical for the Regents English class. They will have the opportunity to read exemplary Critical Lens Essay responses as well as to help to revise and edit their peers work. Students will need to draw on readings from the earlier in the year as well as the prior school year to make their argument.</p>	
<p>Content: Reading/interpreting quotes Supporting an argument Basic grammatical conventions knowledge of some canonical texts Structure of Regents exam</p>	<p>Skills: Editing a draft Evaluating an argument for clarity and focus</p>
<p>Assessments: First draft of intro paragraph First draft of body paragraphs Revised draft A completed Critical Lens essay that has been written in at least two drafts</p>	<p>Curriculum Resources: Critical Lens Essay Rubric Quotes from former Regents for Analysis Sample student responses to Critical Lens Essays Excerpts on transitions words, colons, and semi-colons from Turabian and Strunk & White</p>
<p>Unit 8: <i>Othello</i> by Shakespeare</p>	

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<p>Description: This unit will allow students to explore culture as it appears in works such as Shakespeare’s “Othello.” Students will be exposed to the origin of the work as well as contrasting views from literary scholars on whether Shakespeare meant to implicate race as a dominant character in the play.</p>	
<p>Content: Booker’s five-part tragedy plot Shakespeare’s background origins of “Othello”</p>	<p>Skills: selecting significant portions of a text Using elements of a play to aid in comprehension Using context clues for to aid in comprehension Using supplementary texts to help with difficult literature</p>
<p>Assessments: Multiple choice measuring ability to use context to decipher words and connotation A completed Critical Lens essay written during the class period Recitation of a memorized monologue of choice from “Othello”</p>	<p>Curriculum Resources: Videos of people reciting monologues from “Othello” sample critical lens essays previous critical lens essays with rubrics glossary of figurative terms</p>
<p>Unit 9: Analyzing a Literary Critique</p>	
<p>Description: This unit will allow students the opportunity to essentially respond to a critique of Shakespeare’s work. Students’ writing does not have to express appreciation or gratitude for Shakespeare’s work, nor does it have to denigrate his contributions to literature. However, students do have to take a critical look at what has been written about the icon and his writing (particularly in relation to “Othello”) and use produce their own abstract of a literary critique of their choosing. The abstract will contain both objective and subjective elements where appropriate. Students will also push through the process of finding and addressing the holes in an argument, where they typically might take printed information at face value.</p>	
<p>Content: purpose and function of an abstract</p>	<p>Skills: Active Reading Validating sources Finding weak arguments</p>
<p>Assessments: Active Reading Notes on literary critiques Draft of abstract Final draft of abstract on literary critique of choice</p>	<p>Curriculum Resources: Literary Critique of Shakespeare’s Othello (3 examples)</p>
<p>Unit 10: Things Fall Apart by Achebe</p>	
<p>Description: This unit gives students a glimpse of village life and a perspective very different from their own. Students will be exposed to life in a polygamist, polytheistic society, and yet highly ordered society. The story also moves students to Nigeria, which is very different from any of the places they will have read about thus far in the course.</p>	
<p>Content: Regents Exam Format/Short answer questions Achebe’s background Trope/Theme/Characterization/Creating a solid argument</p>	<p>Skills: Supporting an argument Relevant textual evidence Cross checking research</p>
<p>Assessments: Short answer responses calling for integration of elements of literature, high level vocabulary and well evidenced responses Students will complete a critical lens essay in which they must choose <i>Things Fall Apart</i> as</p>	<p>Curriculum Resources: <i>Things Fall Apart</i> by Achebe Non-fiction pieces on Achebe Articles about Nigerian government List of high level vocabulary found in the text, dispersed to students in sections</p>

one of the texts that they write about. The essay will be written in class.	
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English 11	
Course Description	
<p>The aim of this course is to engage students in critical reading and writing that will help them prepare for both the Regents and English 12. The students will engage in inquiry that is based on the principles and practices of college-level English courses. The course will deepen students analysis, expanding the repertoire of concepts that students explore when approaching a text. Students will also strengthen their skills in close reading, particularly in selecting relevant evidence that illuminates the author’s thesis or purpose and supports a specific position when writing. Students will explore both complex texts and concepts. Students will consider the role of the individual in society, reflecting on the limits and possibilities of people in a complex world. Students will reflect on and refine their own position in relationship to these theoretical concepts. Students will go beyond superficial analysis to examine the relationship between the specific choices an author makes and the intended and unintended purposes of an author. Students will also seek to understand how a particular social context shapes a literary work.</p>	
Unit 1: <i>Fences</i>	
Description:	
<p>Content:</p> <ul style="list-style-type: none"> Dramatic structure Tragedy structure Characterization Theme Point of View Socio-historical context Setting 	<p>Skills:</p> <ul style="list-style-type: none"> Analyze the relationship between a socio-historical context and a literary work. Analyze how authors employ literary elements to develop a particular theme(s) Analyze the relationship between internal and external conflicts Compose narrative pieces that reflect structural elements of a mentor text.
<p>Assessments:</p> <p>Students compose an “after-ending” for the play in which a chosen character delivers a eulogy for the character of Troy. Students must include a reflective piece in which they address how the maintained the integrity of the original play.</p>	<p>Curriculum Resources:</p> <p><i>Fences</i> by August Wilson</p>
Unit 2: <i>Death of a Salesman</i>	
Description:	
<p>Content:</p> <ul style="list-style-type: none"> Existentialism Drama Characterization, narrative technique, imagery, and symbolism. Foil characters 	<p>Skills:</p> <ul style="list-style-type: none"> Analyze how two texts develop a particular theme. Analyze how an author employs imagery and symbolism to develop a particular them.
<p>Assessments:</p> <p>Write comparative analysis theme paper on <i>Fences</i> and</p>	<p>Curriculum Resources:</p> <p><i>Death of a Salesman</i> by Arthur Miller <i>“Sonny’s Blues”</i> by James Baldwin</p>

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<p><i>Death of a Salesman</i>. Use what you have learned from the readings to write an essay that analyzes the relationship between the social and cultural history and the tragic hero.</p>	
<p>Unit 3: <i>The Great Gatsby</i></p>	
<p>Description:</p>	
<p>Content:</p> <ul style="list-style-type: none"> Symbolism Character development Marxist lens Feminist lens 	<p>Skills:</p> <ul style="list-style-type: none"> Analyze symbolism Apply critical lens of Marxism and Feminism as entry point for reading novel
<p>Assessments:</p> <p>Timed on-demand close reading of excerpt in which students analyze how Fitzgerald employs symbolism for a desired effect.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> “Winter Dreams” by Fitzgerald Excerpt from Success Chapter in “Society and Solitude”
<p>Unit 4: Argumentative/Analytic Paper 1: The Pursuit of Happiness</p>	
<p>Description:</p>	
<p>Content:</p>	<p>Skills:</p>
<p>Assessments:</p> <p>Compose an argumentative and analytic paper of 7-10 pages in at least two drafts that addresses the following questions: To what extent does material wealth contribute to happiness? Other than material wealth, what is the most significant factor that leads to happiness? In what way does Gatsby illustrate or challenge your belief?</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> “Winter Dreams” by Fitzgerald
<p>Unit 5: <i>Macbeth</i></p>	
<p>Description:</p>	
<p>Content:</p> <ul style="list-style-type: none"> Tragic hero Structure of tragedy Determinism and fatalism Denouement Catharsis monologue Psychoanalytic, Marxist and feminist lenses 	<p>Skills:</p> <ul style="list-style-type: none"> Analyze Shakespeare’s use of symbolism and monologue throughout the text Analyze the tragic structure Apply Psychoanalytic and Marxist lenses as entry point for reading play
<p>Assessments:</p>	<p>Curriculum Resources:</p>

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<p>Critical Lens essay Short literary element paragraphs</p>	<p><i>Macbeth</i> by Shakespeare <i>Psychoanalytic and Feminist Lenses</i></p>
<p>Unit 6: <i>The Autobiography of Malcolm X</i></p>	
<p>Description: While much of the course has focused on literary analysis through fiction, this unit will shift to rhetorical analysis of nonfiction texts. Students will examine the themes present in Autobiography and make connections to other texts of the same time period, as well as contemporary texts. Students will move from analyzing and evaluating to arguments to gathering information to make their own arguments in the next unit on Research Papers.</p>	
<p>Content:</p> <p>Tone, tonal shift Narrative techniques The rhetorical situation (SOAPStone): Speaker, Occasion, Audience, Purpose, Subject, Tone Persuasive Appeals: logos, ethos, pathos Modes of exposition: narrative, anecdote, cause and effect</p>	<p>Skills:</p> <p>Synthesize historical, political, economical, and cultural background knowledge of both fictional and nonfiction texts to create connections and be insightful</p>
<p>Assessments:</p> <p>Mini Regents Style Exam with: Nonfiction multiple choice and selection for multiple choice. Compose three paragraph short writing responses in which students choose one effect of the author and explain how the use of a literary term contributes to that effect.</p>	<p>Curriculum Resources:</p> <p><i>The Autobiography of Malcolm X</i> as told by Alex Haley "Just Walk on By: Black Men and Public Space" by Brent Staples "Notes of a Native Son" by James Baldwin (advanced learners) "My name is Malcolm" by Nikki Giovanni Various hip-hop songs that allude to Malcolm X "The Idiot"- Dudley Randall "Ballad of a Landlord"- Langston Hughes "A Dream Deferred"- Langston Hughes "Sympathy"- Paul Laurence Dunbar "i sing of Olaf glad and big"- e.e. cummings "A Relative Thing"- W.D. Ehrhart Malcolm X Project by Columbia University: http://www.columbia.edu/cu/ccbh/html/ccbh_proj_mxp.html</p>
<p>Unit 7: Research Paper</p>	
<p>Description:</p>	
<p>Content:</p>	<p>Skills:</p>
<p>Assessments:</p> <p>Independently compose a 10- 15 page research paper that includes MLA or APA citation on a topic of choice and present the implications of this research; include at least 2 sources from online databases</p>	<p>Curriculum Resources:</p>
<p>Unit 8: Brave New World</p>	

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Description: This unit will build upon previous units, examining the individual in the society. This unit, however, will take it a step further by looking at a whole system and it’s impact on all individuals. Students will look the society rather than the individual.	
Content: Dystopia	Skills: Analyze the author’s use of the genre of dystopia Analyze the relationship between a text and it’s socio-historical context. Compose critical lens essays in on-demand context.
Assessments: Critical Lens Essay	Curriculum Resources: <i>Brave New World</i> by Aldous Huxley “Harrison Bergeron” by Kurt Vonnegut “The Machine Stops” by E.M. Forster (technology) (Technology, individualism) “Where I lived and What I Lived For” “Tyranny of the Majority” by John Stuart Mill
Unit 9: Argumentative/Analytic Paper 2: Free Will vs. Determinism	
Description:	
Content:	Skills:
Assessments: Compose an argumentative and analytic paper of 7-10 pages in at least two drafts that addresses the following question: Which critique of <i>Brave New World</i> is most relevant to our society today?	Curriculum Resources:

English 12	
Course Description	
The AP English Language and Composition course introduces advanced high school students to “college-level rhetoric and writing curriculum, which requires students to develop evidence based analytic and argumentative essays that proceed through several stages or drafts” (The College Board, <i>AP® English Course Description</i> , Updated June 2014). Students will develop the habits of mind necessary to think critically, to read critically, to analyze texts and language, to construct logical arguments, and to write effectively for a range of audiences and for various prompts. Additionally, students rhetorically analyze a variety of non-fiction texts and primary and secondary sources such as essays, journals, letters, and other forms of prose. Students will also analyze images as text including: political cartoons, comic strips, advertisements, and photographs. Students will also be able to “evaluate, synthesize, and cite research to support their arguments” (The College Board). In the course, students’ writing is expected to demonstrate mastery of the standard conventions of language. As critical readers, students will imitate the writing style of others as they develop a unique and personal style of their own. Through reading across many disciplines, historical periods, and genres, students will emerge well-prepared for introductory college-level coursework.	
Unit 1: Introduction to AP Language & Composition and Rhetoric	
Description: Students engage in a four-week introductory AP English Language and Composition unit that explores the foundations of rhetoric (including the rhetorical triangle and Aristotle’s five canons) and builds	

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<p>rhetorical analysis skills. This unit introduces the habits of mind that are vital to this course: metacognition, critical thinking, close reading, and observation. In addition, this unit will emphasize the methods that enhance and lead to critical reading and analysis: annotating, talking with the text, analyzing rhetorical situations and determining effective and ineffective rhetoric. Students will write on-demand in response to previous AP exam prompts. By the end of the unit, students will analyze a series of related texts for their rhetorical purposes, appeals, strategies, and effectiveness.</p>	
<p>Content:</p> <ul style="list-style-type: none"> President Nixon’s Speech Some early 20th century nonfiction Dated materials Modern nonfiction 	<p>Skills:</p> <ul style="list-style-type: none"> Reading Closely Annotating a text to improve comprehension and understanding Analyzing for rhetorical purpose, strategies, and effectiveness Selecting textual evidence and important information to support analysis
<p>Assessments:</p> <p>In 1969, the <i>Apollo 11</i> mission landed the first humans on the moon. Examine the following texts that are related to the mission:</p> <ul style="list-style-type: none"> - News Article from the <i>The Times</i> of London - A speech by President Nixon - Commentary by Ayn Rand - A Political Cartoon <p>In a 500 word essay, discuss the purpose of each text and how the interaction among speaker, audience, and subject affects the text. Identify how each text appeals to ethos, pathos, and logos. Finally, determine how effective each text is in achieving its purpose.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Kirszner’s and Mandell’s <i>Patterns for College Writing</i> <i>The Language of Composition: Reading, Writing, and Rhetoric</i> Various College Board AP Prompts Document Camera
<p>Unit 2: Building Rhetorical Awareness and Analysis Through Close Reading</p>	
<p>Description: In this unit, students continue to explore rhetoric. Students will build upon the foundations in the first unit and learn to read closely to better determine the rhetorical strategies used in a piece. This unit places emphasis on syntax, sentence structure, and arrangement. Students will closely examine a writer/author’s style and methods of organization. In addition, this unit will expose students to “dated” material and provide them with strategies for reading and interpreting what they say. Students will write a rhetorical précis to strengthen the analysis skills. By mimicking the writing style of others, students will enhance their skills and further enhance their personal style of writing. By the end of the unit, students will be equipped to complete a timed-write as a rhetorical analysis an AP passage.</p>	
<p>Content:</p> <p><i>Narrative of the Life of Frederick Douglass</i> excerpt</p>	<p>Skills:</p> <ul style="list-style-type: none"> Reading Closely Annotating a text to improve comprehension and understanding Analyzing for rhetorical purpose, strategies, and effectiveness Selecting textual evidence and important information to support analysis Deconstructing dated materials Using the arch method to analyze a passage.
<p>Assessments:</p> <p>Students will use the arch method to analyze each of the following AP prompts:</p> <ul style="list-style-type: none"> - Excerpt from the Autobiography of 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Kirszner’s and Mandell’s <i>Patterns for College Writing</i> <i>The Language of Composition: Reading,</i>

<p>Frederick Douglass (1997 – Q2)</p> <ul style="list-style-type: none"> - Richard Rodriguez’ attitude toward family <p>After analyzing both passages, students will select one passage to complete a rhetorical analysis. The essay (at least 500 words) should closely examine the writer’s rhetorical strategies. In addition, students will analyze the style, syntax, and tone of the piece. The essay must be written in class under a simulated testing environment.</p>	<p><i>Writing, and Rhetoric</i></p> <p>Various College Board AP Prompts</p> <p>Document Camera</p>
<p>Unit 3: Rhetorical Analysis of MLK’s “Letter from a Birmingham Jail”</p>	
<p>Description: Building upon the skills from previous units, students will delve into a deep analysis of Dr. Martin Luther King’s “Letter from a Birmingham Jail.” This unit requires students to engage in a close reading of the text, which will be given to them in parts due to its breadth. As students read each section, they are expected to annotate and look critically at how King structures his argument. Additionally, students will be able to see each of the five canons of rhetoric at work King’s letter. This unit requires the habits of mind and critical thinking that are expected during the AP Lang exam. Students will complete writings on-demand, through process writing, and through multi-draft writing. Peer edits and “read-arounds” will be effective in the revision process. By the end of the unit, students will analyze a series of related texts for their rhetorical purposes, appeals, strategies, and effectiveness.</p>	
<p>Content:</p> <p>“Letter from a Birmingham Jail” – Dr. Martin Luther King</p>	<p>Skills:</p> <ul style="list-style-type: none"> Reading Closely Annotating a text to improve comprehension and understanding Analyzing for rhetorical purpose, strategies, and effectiveness Selecting textual evidence and important information to support analysis Peer editing and revising
<p>Assessments:</p> <p>In 1963, Martin Luther King, Jr. was arrested and jailed for eight days after campaigning against segregation in Birmingham, Alabama. While imprisoned, he wrote his “Letter from a Birmingham Jail” to explain his actions and answer those who urged him to call off his demonstrations. After closely reading and critically analyzing the letter, examine MLK’s rhetorical strategies as well as the style and structure of the letter. Pay close attention to:</p> <ul style="list-style-type: none"> - Periodic structure - Arrangement and Organization <p>Discuss the purpose of King’s letter and its overall effectiveness (500 words).</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Kirszner’s and Mandell’s <i>Patterns for College Writing</i> <i>The Language of Composition: Reading, Writing, and Rhetoric</i> Document Camera
<p>Unit 4: Multiple Choice Immersion Unit</p>	
<p>Description: Students will engage in a two-week Multiple-Choice immersion unit. This unit introduces students to the bracketing and stem methods for reading and analyzing multiple-choice passages. Students will also be able to identify wrong answer types such as “au contraire” and “outside of scope” answer choices. In addition, students will be introduced to the most common types of AP multiple-choice questions. This unit will provide will provide the students with numerous opportunities to practice with various AP questions from past exams. This unit will place emphasis on the strategies that students can use to help them decipher the right answer.</p>	

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Bracketing and using the stem method will be required on each practice test. Students will complete two full-length multiple-choice tests. One will serve as a practice activity and the final practice test will count as a summative grade. Students will then reflect on the strategies they used to answer the questions.	
Content: 20 th century writings from Zora Neale Hurston “Dated” materials including Queen Elizabeth	Skills: Reading Closely Annotating a text to improve comprehension Bracketing a passage Using the stem method for a passage
Assessments: Students will take a Multiple Choice Test from a previous AP exam. Students are expected to use either: - The bracketing method - The stem method Discuss the purpose of each text and how the interaction among speaker, audience, and subject affects the text. Identify how each text appeals to ethos, pathos, and logos. Finally, students will determine how effective each text is in achieving its purpose. After completion, students will complete a reflection on which strategy they used to answer the questions and whether it was effective for them.	Curriculum Resources: Kirszner’s and Mandell’s <i>Patterns for College Writing</i> <i>The Language of Composition: Reading, Writing, and Rhetoric</i> Various College Board AP Prompts Document Camera
Unit 5: Modes of Development & Semester Finals	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 6: Modes of Development Continued	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 7: Everything’s an Argument	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 8: Synthesis: Documented Argument	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 9: Multiple Choice Boot Camp	
Description:	

Content:	Skills:
Assessments:	Curriculum Resources:
Unit 10: AP Lang Boot Camp Review	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 11: Fulfillment and Disillusionment in America	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 12: Short Story, Poetry, and Film	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:

Algebra 1	
Course Description	
<p>At the end of this Integrated Algebra curriculum, students will be able to apply concepts involving simplifying expressions and solving equations. They will also be able to make connections among topics within these various units. For example, they will be able to develop a logical argument regarding the relationship between multiplying and factoring expressions. Students will be able make connections to topics from the first half of the course: simplifying expressions and solving equations. They will extend their knowledge in order to manipulate equations and represent them graphically. In addition, students will also learn to analyze data and outcomes in order to make predictions. The culmination of this class is students taking the Integrated Algebra Regents.</p>	
Unit 1: Simplifying Algebraic Expressions	
<p>Description: In this unit, students will simplify all types of algebraic expressions. They will understand that simplifying is combining as many like terms as possible. They will be able to recognize skills from the previous unit when working with coefficients.</p>	
<p>Content: HSA-SSE. A.1-2. Interpret the structure of expressions. Interpret parts of an expression, such as terms, factors, and coefficients Use the structure of an expression to identify ways to rewrite HAS-SSE. B.3-4. Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of</p>	<p>Skills: Simplifying expressions by adding or subtracting Distributive property and multiplying binomials Dividing a polynomial by a monomial</p>

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the quantity represented by the expression	
Assessments: Tests Individual Quizzes Participation Quizzes Projects	Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper
Unit 2: Factoring Algebraic Expressions	
Description: In this unit, students will factor all types of algebraic expressions. They will understand that factoring is simply breaking down an expression into its parts. As a result, they will be able to recognize skills from the previous unit (multiplying, distributive property, F.O.I.L) as the opposite to factoring. They will also be able to use these previous skills to verify/check their answers when factoring.	
Content: HSA-SSE. A.1-2. Interpret the structure of expressions. Interpret parts of an expression, such as terms, factors, and coefficients Use the structure of an expression to identify ways to rewrite HAS-SSE. B.3-4. Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression Factor a quadratic expression	Skills: Factor Integers Find the G.C.F. of algebraic terms Define and give examples of monomials, polynomials, and quadratics Factor a polynomial into a monomial and a polynomial Use the distributive property to verify answers when factoring Factor quadratic expressions
Assessments: Tests Individual Quizzes Participation Quizzes Projects	Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper
Unit 3: Simplifying Rational Expressions	
Description: This unit will combine student knowledge of factoring all types of algebraic expressions. The will be required to simplify algebraic expressions that involve a numerator and a denominator, so they will make connections to operation with fractions.	
Content: HSA-SSE. A.1-2. Interpret the structure of expressions. Interpret complicated expressions by viewing one or more of their parts as a single entity. HAS-APR.D.6-7. Rewrite rational expressions Rewrite rational expressions in different forms Add, subtract, multiply, and divide rational expressions	Skills: Simplify Rational Expressions involving multiple factorable polynomials Taking a complex problem and breaking it into smaller parts Analyze errors and critique students work
Assessments: Tests	Curriculum Resources: CPM Algebra (text)

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<p>Individual Quizzes Participation Quizzes Projects</p>	<p>Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
Unit 4: Solving Equations	
<p>Description: This unit will explore the concepts of inverse operations and balance in order to solve linear equations. By the end of this unit, students will be able to explain the process of solving an equation as a way to undo operations in order to isolate a variable and find its value.</p>	
<p>Content: HSA.CED.A.1-4. Create equations that describe numbers or relationships. Create equations and use them to solve problems Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations – “solve literal equations” HSA.REI.A.1-2. Understand solving equations as a process of reasoning and explain the reasoning. Construct a viable argument to justify a solution method HAS.REI.C.5-9. Solve systems of equations.</p>	<p>Skills: Solve Equations: one-step, two-step, multi-step Solve Systems of Equations Model situations with linear equations Substitute and Eliminate to Solve Systems of Equations Solve Literal Equations Analyze errors and critique students work</p>
<p>Assessments: Tests Individual Quizzes Participation Quizzes Projects</p>	<p>Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
Unit 5: Solving Inequalities	
<p>Description: This unit will make connections to exploring inverse operations and balance in order to solve linear inequalities.</p>	
<p>Content: HSA.CED.A.1-4. Create equations that describe numbers or relationships. Create equations and use them to solve problems Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations – “solve literal equations” HSA.REI.A.1-2. Understand solving equations as a process of reasoning and explain the reasoning. Construct a viable argument to justify a solution method HSA.REI.B.3-4. Solve equations and inequalities in one variable.</p>	<p>Skills: Solve linear inequalities: one-step, two-step, multi-step Model situations with linear inequalities Substitute values to verify answers Analyze errors and critique students work</p>
<p>Assessments:</p>	<p>Curriculum Resources:</p>

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<p>Tests Individual Quizzes Participation Quizzes Projects</p>	<p>CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
Unit 6: Solving Quadratic Equations	
<p>Description: Students will make connections to factoring quadratics and solving linear equations in order to solve quadratic equations. At the end of this unit, they will be able to answer the questions: How can I make connections to previous topics covered? and Is it necessary to follow an order when applying inverse operations to solve an equation?</p>	
<p>Content: HSA-REI.B.3-4. Solve equations and inequalities in one variable. Solve quadratic equations in one variable HSA-SSE. A.1-2. Interpret the structure of expressions. Interpret parts of an expression, such as terms, factors, and coefficients Use the structure of an expression to identify ways to rewrite HAS-SSE. B.3-4. Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression Factor a quadratic expression</p>	<p>Skills: Solve quadratic equations</p>
<p>Assessments: Tests Individual Quizzes Participation Quizzes Projects</p>	<p>Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
Unit 7: Solving Equations Using Rational Expressions	
<p>Description: Students will combine their knowledge of fractions and solving all types of equations in order to solve equations involving rational expressions.</p>	
<p>Content: HAS-SSE. B.3-4. Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression Factor a quadratic expression HSA-SSE. A.1-2. Interpret the structure of expressions. Interpret complicated expressions by viewing one or more of their parts as a single entity. HAS-APR.D.6-7. Rewrite rational expressions</p>	<p>Skills: Solve rational expressions with the same and different denominators Strengthen skills when working with fractions Strengthen skills when factoring polynomials</p>

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<p>Rewrite rational expressions in different forms Add, subtract, multiply, and divide rational expressions</p>	
<p>Assessments: Tests Individual Quizzes Participation Quizzes Projects</p>	<p>Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
Unit 8: Graphing Linear Functions	
<p>Description: In this unit, students will move from discrete values in tables to the continuous representation of linear functions. Initially, they will analyze graphs by describing and comparing points, slope, y-intercept. As the unit progresses, students will use these parameters to create the equation of a line and graph lines. By the end of this chapter, students will be able to graph linear functions, systems of linear functions, put linear equations in slope-intercept form, and use lines to model real world situations.</p>	
<p>Content: HSF-IF.C.7-9. Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	<p>Skills: Describe a point using coordinates Compare Slope of lines Create the equation of a line (from a graph or 2 points) Graph Linear Functions Graph Systems of linear functions Transform linear functions into slope-intercept form</p>
<p>Assessments: Tests Individual Quizzes Participation Quizzes Projects</p>	<p>Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
Unit 9: Graphing Inequalities	
<p>Description: In this unit, students will make connections to graphing linear equations to graph inequalities. They will talk about how two concepts are the same and different.</p>	
<p>Content: HSF-IF.C.7-9. Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	<p>Skills: Graph linear inequalities Use technology to verify answers Substitute values to verify answers Transform linear inequalities into slope-intercept form</p>
<p>Assessments: Tests</p>	<p>Curriculum Resources: CPM Algebra (text)</p>

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<p>Individual Quizzes Participation Quizzes Projects</p>	<p>Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
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Unit 10: Graphing Quadratics

Description: In this unit students will graph quadratics using a table and technology. They will all be able to describe the shape of the graph based on the equation. After graphing, students will be able to list characteristics of the graph: roots, axis of symmetry, vertex. They will also explore how to find these characteristics of the graph by using algebra. After modeling real world situations by graphing quadratics, students will then answer the question: Can all real world situations be described by numbers (graphs)?

<p>Content: HSF-IF.C.7-9. Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>	<p>Skills:</p> <p>Graph Quadratics Make connections to factoring Quadratics Find the roots, vertex, axis of symmetry Recognize a quadratic from an equation</p>
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<p>Assessments:</p> <p>Tests Individual Quizzes Participation Quizzes Projects</p>	<p>Curriculum Resources:</p> <p>CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
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Unit 11: Modeling With Equations

Description: This unit will combine students' knowledge of graphing, to help them make sense of graphs. They will make connections to real world situations and graphs, and they will create their own graphs to model situations. By the end of this unit, students will be able to decide which types of graphs best describe the growth/change of a given situation. They will also be able to have a more well rounded answer to the essential question: *Can all real world situations be described by a numbers?*

<p>Content: HSF-IF.C.7-9. Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	<p>Skills:</p> <p>Model situations with systems of equations Substitute values to verify answers Analyze errors and critique students work Determine the best graphical representation for a situation Explain Exponential Growth Draw conclusions based on analysis of exponential growth and different saving</p>
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<p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>HSA.REI.B.3-4. Solve equations and inequalities in one variable.</p> <p>HSF-LE.A.1-4. Construct and compare linear, quadratic, and models and solve problems exponential models</p>	<p>methods</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Tests Individual Quizzes Participation Quizzes Projects 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper

Unit 12: Probability

Description: Students will measure/estimate the likeliness of something happening. By the end of this unit, students will answer the questions: Can all real world situations be described by numbers (probability)? Can we trust numbers to make predictions?

<p>Content:</p> <p>HSS-CP.A.1-5. Understand independence and conditional probability and use them to interpret data</p> <ul style="list-style-type: none"> Describe events as subsets of a sample space Understand the conditional probability of A given B Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations <p>HSS-CP.B.6-9. Use the rules of probability to compute probabilities of compound events</p> <ul style="list-style-type: none"> Use permutations and combinations to compute probabilities of compound events and solve problems <p>HSS-MD.B.5-7. Use probability to evaluate outcomes of decisions</p> <ul style="list-style-type: none"> Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values 	<p>Skills:</p> <ul style="list-style-type: none"> Use Set Notation Create a representation to display possible outcomes of an event (tree diagram, sample space) Determine the probability of an outcome occurring Calculate Factorial Describe the difference between and calculate combinations and permutations Use probability to draw conclusions
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<p>Assessments:</p> <ul style="list-style-type: none"> Tests Individual Quizzes Participation Quizzes Projects 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper
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Unit 13: Statistics and Data Analysis

Description: Students will understand statistics as a process for making inferences about population parameters based on a random sample from that population. They will make these inferences based on representing data graphically and making predictions. They will also represent data with numerical parameters: mean, spread, quartiles, range, etc. Students will also discuss and defend the randomness of a sample.

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<p>Content: HSS-ID.A.1-4. Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots) HSS-ID.B.5-6. Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models Fit a linear function for a scatter plot that suggests a linear association HSS-IC.A.1-2. Understand and evaluate random processes underlying statistical experiments Understand statistics as a process for making inferences about population parameters based on a random sample from that population</p>	<p>Skills: Qualitative vs. Quantitative Defining and Eliminating Bias Creating scatterplots and drawing conclusions about correlation Creating Histograms Calculate Relative Error Make predictions based on data</p>
<p>Assessments: Tests Individual Quizzes Participation Quizzes Projects</p>	<p>Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper</p>
<p>Unit 14: Working With Right Triangles</p>	
<p>Description: In this unit, students will work with right triangles using the Pythagorean Theorem and Trigonometry. More importantly, they will be able to determine whether to use the Pyth Th. or Trig when given a problem involving right triangles. In addition, students will also be able to make connections in order to apply these skills to composite figures.</p>	
<p>Content: HSG-SRT.C.6-8. Define trigonometric ratios and solve problems involving right triangles Use trig ratios and the Pythagorean Theorem to solve right triangles in applied problems HSG-MG.A.1-3. Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects</p>	<p>Skills: Model situations using trig ratios and the Pyth. Th, Determine when given a right triangle whether to use trig or the Pythagorean theorem. Find missing aspects of triangles using trig ratios and the Pyth. Thm.</p>
<p>Assessments: Tests Individual Quizzes</p>	<p>Curriculum Resources: CPM Algebra (text) Calculators</p>

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Participation Quizzes Projects	Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper
Unit 15: Making Connections Between Algebra and Geometry	
Description: This unit is an introduction to concepts in geometry. Students will be able to describe 1-D, 2-D, and 3-D figures numerically. In addition, they will also be able to describe the differences among these measurements and how to determine which to find given the shape.	
Content: HSG-MG.A.1-3. Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects Apply concepts of density based on area and volume in modeling situations	Skills: Calculate Perimeter/Circumference and Area of 2-D shapes Make connections to derive formulas for Surface Area and Volume of 3-D shapes and apply these formulas Compare Area and Volume
Assessments: Tests Individual Quizzes Participation Quizzes Projects	Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper
Unit 16: Regents Prep	
Description: This unit will be catered to students. The goal is to reinforce topics students need help with for the Regents. In addition, this unit it to teach any topics that we may not have gotten to during the school year.	
Content: HSG-MG.A.1-3. Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects Apply concepts of density based on area and volume in modeling situations	Skills:
Assessments: Tests Individual Quizzes Participation Quizzes Projects	Curriculum Resources: CPM Algebra (text) Calculators Document Camera Projector Laptop/Internet Access Other: Algebra Tiles, Markers, Chart Paper, Reflection + Conferencing Sheet, Colored Paper

Geometry

Course Description	
<p>Although there are many types of geometry, in this course we will be studying plane Euclidean geometry, both synthetically (without coordinates) and analytically (with coordinates). Thorough out the year, students will begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms. The concepts of congruence, similarity, and symmetry will be taught from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations. We will use available technology to provide students with experimental and modeling tools that allow them to investigate geometric phenomena an allow them to experiment with and make the connection to algebraic phenomena. Throughout this course we will emphasize the connection between geometry and other disciplines of mathematics as well as the relevance our units have to the world outside the classroom. Every lesson should incite the student to consider how the content can apply in a more general sense to the world around us.</p>	
Unit 1: Tools of Geometry	
<p>Description: Students are introduced to the vocabulary and basic theorems of Euclidian geometry. Using a variety of strategies to extend solution methods to other problems, students will see the connection between algebra and geometry and be able to represent their solutions using numeric, graphical and algebraic methods. This unit is meant to introduce students to the basic tenets of geometry as well as familiarize with them with the tools necessary to gain a deeper understanding of the subject. These tools include, compasses, protractors and interactive modeling software.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Constructing nets Planes, points and lines Collinear vs. coplanar Isometric vs. orthographic Properties of parallel lines 	<p>Skills:</p> <ul style="list-style-type: none"> Identify three dimensional shapes from nets Choose an effective approach to solve a problem from a variety of strategies (numeric, graphic, algebraic) Use multiple representations to represent and explain problem situations (e.g., spatial, geometric, verbal, numeric, algebraic, and graphical representations)
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions On Folded Wings project – check-in Weekly learning standard quizzes Unit 1 Exam, aligned with regents standards Unit Project: On Folded Wings This is the culmination of a four-part project consisting of folding triangles, creating an original design, devising a set of instructions in order to have your original design reproduced by another member of the class and research to improve or innovate your design. Students will focus on creating clear 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors

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<p>diagrams and instructions that incorporate geometric terms appropriately and correctly. Each student will receive a comprehensive rubric for evaluating their work</p>	
Unit 2: Reasoning and Proof	
<p>Description: Students will learn to construct various types of reasoning, arguments, justifications and methods of proof for solving problems. We will focus on acquiring methods to determine information required to solve a problem, choose methods for obtaining the information, and define parameters for acceptable solutions. We will strengthen our literacy by evaluating written arguments for validity.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Compound statements Logical Equivalences Properties of parallel lines 	<p>Skills:</p> <ul style="list-style-type: none"> Identify and validate compound statements Determine what information is necessary to solve a given problem Justify your argument or invalidate another’s argument using logical methods of reasoning and proof
<p>Assessments:</p> <ul style="list-style-type: none"> Unit Project: If You Advertise, They Will Buy – check in Weekly learning standard quizzes GeoGebra constructions Unit 2 Exam, aligned with regents standards Unit Project: If You Advertise, They Will Buy <p>In this project, students will present a creative advertisement using conditional statements and converses, all correctly identified and the truth-values suitably justified. Presentations will be 1 minutes each and may be print, audio or visual. Each student will receive a comprehensive rubric for evaluating their work</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors
Unit 3: Parallel and Perpendicular	
<p>Description: Geometry is the foundation of architecture and civil engineering. The properties of parallel and perpendicular lines assist the technical artist in creating precise work that can be easily understood and reproduced. In this unit, we will explore the theorems that govern parallel and perpendicular lines. This investigation will help us make sense of the architecture and engineering marvels around us. We will also discover perspective drawings role in the world of art.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Determine parallelism Theorem justification Technical drawing Constructing lines Geometric inequalities 	<p>Skills:</p> <ul style="list-style-type: none"> Construct various types of reasoning, arguments, justifications and methods of proof for problems Determine information required to solve a problem, choose methods for obtaining the information, and define parameters for acceptable solutions Recognize and verify, where appropriate, geometric relationships of perpendicularity, parallelism, congruence, and similarity, using algebraic strategies
<p>Assessments:</p> <ul style="list-style-type: none"> Unit Project: Perspective Drawings-check in 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry

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<p>Weekly learning standard quizzes GeoGebra constructions Technical drawing submissions Unit 3 Exam, aligned with regents standards Unit Project: Perspective Drawings Students will investigate, research and choose a photo to replicate using the drafting techniques of perspective drawings. Drawings should be well constructed with a written explanation using clear language with appropriate geometric vocabulary.</p>	<p>GeoGebra, TI Graphing Calculator Compass, straight edge, scissors</p>
<p>Unit 4: Congruent Triangles</p>	
<p>Description: This unit introduces the process of formal proofs of triangles given a hypothesis to a given conclusion. We will build our critical thinking skills while increasing our knowledge of geometric theorems. Congruence will be the overriding theme of the lesson as we call upon our skills in pattern recognition and logical thinking to prove that two shapes are the same.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Formal proof of triangle congruence Congruence techniques Identify parts of triangles Isosceles triangle theorem 	<p>Skills:</p> <ul style="list-style-type: none"> Choose an effective approach to solve a problem from a variety of strategies (numeric, graphic, algebraic) Use multiple representations to represent and explain problem situations (e.g., spatial, geometric, verbal, numeric, algebraic, and graphical representations)
<p>Assessments:</p> <ul style="list-style-type: none"> Unit Project: Tri, Tri, Again-check in Weekly learning standard quizzes Written Proofs Unit 4 Exam, aligned with regents standards Unit Project: Tri, Tri, Again Students will explore how engineers use triangles to construct safe, strong, stable structures. You then will have a chance to apply these ideas as you design and build your own bridge with toothpicks or craft sticks. You will see how a simple shape often can be the strongest one. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors
<p>Unit 5: Relationships Within Triangles</p>	
<p>Description: As in the last unit, students will begin this unit with vocabulary and an understanding of the different categories of triangles and what makes each of them different from others. The unit is anchored in the relationships between the sides and angles of triangles and primes the path for other polygons. Afterwards the focus will shift to learning about the conditions that guarantee when two triangles are congruent.</p>	
<p>Content:</p> <ul style="list-style-type: none"> identifying parts of a line segment Constructions Logical Proofs 	<p>Skills:</p> <ul style="list-style-type: none"> Applying logic to the proof of triangles Constructing triangles using a compass and a straight edge Identifying different types of constructions based on incomplete diagrams
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Weekly learning standard quizzes 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator

Unit 5 Exam, aligned with regents standards	Compass, straight edge, scissors
Unit 6: Polygons and Quadrilaterals	
<p>Description: With a thorough understanding of triangles, students start to build a relationship between triangles and other polygons. Students study properties of polygons in general and then the specific properties of special quadrilaterals: parallelograms, rectangles, rhombi, squares, isosceles trapezoids, and kites. The unit examines these polygons synthetically, and provides the basis to study them analytically towards the end of the course.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Properties of polygons, particularly quadrilaterals Proof-writing 	<p>Skills:</p> <ul style="list-style-type: none"> Describing properties of polygons, especially special quadrilaterals Solving for missing values involving the interior/exterior sum of a polygon Solving for missing values of special quadrilaterals (lengths/angles) based on their properties Construct a persuasive argument to determine a specific aspect of a quadrilateral
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Go Fly a Kite project – check-in Weekly learning standard quizzes Unit 6 Exam, aligned with regents standards Unit Project: Go Fly a Kite Students will make a fully functioning kite using a sheet of paper and two staples. Then, they will explore how the weight and form of a kite affect its ability to fly. Finally, students will design, build, and fly their own kites. Projects will be graded based on a published rubric that emphasizes construction, analysis and research. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors
Unit 7: Similarity	
<p>Description: Through the use of conventional constructions aided with the technology of GeoGebra and the TI Graphing Calculator, students will understand similarity in terms of transformations and use this knowledge to prove theorems involving similarity. This unit will engage students by using technology to access a series of different entry points into the discipline of formal proofs. Students will engage in inductive reasoning and logically arrive at conclusions based on given theorems.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Properties of similar figures Proportions 	<p>Skills:</p> <ul style="list-style-type: none"> Identify when two figures are similar Set up a proportion to solve for a missing length in a pair of similar figures Be able to sketch appropriate diagrams to show what similar figures that are embedded within each other look like separately Set up a proportion to show the relationship between length and area of similar figures
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Weekly learning standard quizzes Unit 7 Exam, aligned with regents standards 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors
Unit 8: Right Triangles and Trigonometry	
<p>Description: Students will discover that the definitions of sine, cosine, and tangent for acute angles are founded</p>	

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<p>on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. Furthermore, students will discover through the investigation of the Law of Sines and The Law of Cosines that two possible solutions exist in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Pythagorean Theorem Law of SINES Law of COSINES 	<p>Skills:</p> <ul style="list-style-type: none"> Choose between trigonometric functions to find which one is the most applicable to a given situation Use the similarity properties of triangles to solve common triangle problems
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Measure for Measure project – check-in Weekly learning standard quizzes Unit 8 Exam, aligned with regents standards Unit Project: Measure for Measure Students will construct clinometers and use them to measure the heights of objects in the schoolyard. Students will then use their clinometers to measure the angle of elevation height of skyscrapers. Projects will be graded based on a published rubric that emphasizes building, measuring, comparing and researching. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors

Unit 9: Transformations

<p>Description: The study of transformations allows us to manipulate and study the movement of points and shapes in space. There are far reaching implications for this branch of geometry that stretch from art and culture all the way to animation and computer programming. In this unit, students will learn how to identify and create transformations. The capstone project will give students an insight into the historical relevance of transformations in art and culture.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Translations Reflections Rotations Dilations 	<p>Skills:</p> <ul style="list-style-type: none"> Compose all forms of translations using graph paper and given coordinates Identify all types of transformations
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Frieze Frame project – check-in Weekly learning standard quizzes Unit 9 Exam, aligned with regents standards Unit Project: Frieze Frames Students will identify frieze patterns that were produced using reflections, translations, rotations, and glide reflections. Students will learn how to classify the patterns by their symmetries. They will also design their own patterns. Projects will be graded based on a published rubric that emphasizes investigation, classification and design. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors

Unit 10: Area

Description: In this unit students will learn to find the area of two-dimensional figures. All types of polygons

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and circles will be considered as well as a combination of several distinct shapes. The unit requires heavy use of algebraic substitution.	
<p>Content:</p> <ul style="list-style-type: none"> Area Trigonometric Functions Arc Measurement 	<p>Skills:</p> <ul style="list-style-type: none"> Substitute values into formulas Calculate area of regular/irregular 2D polygons and area and circumference of circles Solve for and relate trigonometric identities
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Weekly learning standard quizzes Unit 10 Exam, aligned with regents standards 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors
Unit 11: Surface Area and Volume	
<p>Description: In this unit students will learn to find lateral areas, surface areas, and volumes of various solid figures. The unit requires heavy use of algebraic substitution.</p>	
<p>Content:</p> <ul style="list-style-type: none"> 3D solids Area and Volume Formulas 	<p>Skills:</p> <ul style="list-style-type: none"> Substitute values into formulas Calculate area of regular/irregular 2D polygons and area and circumference of circles Calculate volume of 3D solids Solve for parts of 2D or 3D figures by using algebraic manipulation
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions This Place is Packed project – check-in Weekly learning standard quizzes Unit 11 Exam, aligned with regents standards Unit Project: The Place is Packed Students will explore package design and uncover reasons for the shapes that manufacturers have chosen. Students will design and construct their own package and shipping container. They will see how spatial sense and business go hand in hand to determine the shapes of things you use every day. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors
Unit 12: Circles	
<p>Description: Students will use hand constructions as well as GeoGebra to discover and apply theorem based on the property of circles. Using these basic theorems students will find arc lengths and areas of sectors. Students will realize the real word application of these theorems through the use of 3D modeling software.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Relationships between radii, chords, tangents, secants, and angles 	<p>Skills:</p> <ul style="list-style-type: none"> Solve for missing arc, angle, and lengths Identify the appropriate equation for the graph of a circle Identify/sketch the appropriate diagram for a given equation of a circle.
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Going in Circles project – check-in Weekly learning standard quizzes 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Geometry GeoGebra, TI Graphing Calculator Compass, straight edge, scissors

<p>Unit 12 Exam, aligned with regents standards Unit Project: Going in Circles Students will explore some of the techniques used through the ages to produce circular art. They then will apply their discoveries to craft a unique, dizzying design. The design will show though and effort and all diagrams and proofs will be clearly and accurately articulated.</p>	
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Algebra 2	
Course Description	
<p>Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Learning Targets apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Throughout the course, students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this course is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers. Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena. In addition, students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling. Finally, through the use of technology, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.</p>	
Unit 1: Expressions, Equations and Inequalities	
<p>Description: Students are introduced to the vocabulary and basic manipulations of algebra. Using a variety of strategies to extend solution methods to other problems, students will see the connection between expressions and equations and be able to represent their solutions using numeric, graphical and algebraic methods. This unit is meant to review the algebraic skills necessary to move forward in advanced algebra and introduce the student to some of the technology we will use to gain a deeper understanding of the subject.</p>	
<p>Content: Solving equations</p>	<p>Skills: Choose an effective approach to solve a</p>

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<p>Solving inequalities Finding probabilities</p>	<p>problem from a variety of strategies (numeric, graphic, algebraic) Use multiple representations to represent and explain problem situations (e.g., spatial, geometric, verbal, numeric, algebraic, and graphical representations)</p>
<p>Assessments: GeoGebra constructions Buy the Hour project – check-in Weekly learning standard quizzes Unit 1 Exam, aligned with regents standards Unit Project: Buy the Hour Students will write expressions that model amounts of money earned in a given job. Students will write equations and inequalities to determine the number of hours that must be worked to satisfy certain conditions. Students will also research the current federal and state minimum wage laws. Each student will receive a comprehensive rubric for evaluating their work.</p>	<p>Curriculum Resources: Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Graph paper, straight edge</p>
<p>Unit 2: Functions, Equations and Graphs</p>	
<p>Description: In this unit we will introduce functions and investigate their uses in modeling a variety of situations. Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. A graphing calculator and GeoGebra, a computer algebra system, will be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.</p>	
<p>Content: Linear equations Inequalities Functions Relations</p>	<p>Skills: Graph linear equations on a coordinate plane Determine what information is necessary to solve a given problem Differentiate between equations and inequalities</p>
<p>Assessments: Unit Project: Time Squeeze – check in Weekly learning standard quizzes GeoGebra constructions Unit 2 Exam, aligned with regents standards Unit Project: Time Squeeze Students will apply mathematics to analyze assembly line production. They will use graphs and equations to help you make decisions about how to make production faster and more efficient. Students will describe their methods and conclusions in a presentation to the class. Each student will receive a comprehensive rubric for evaluating their work</p>	<p>Curriculum Resources: Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Graph paper, straight edge</p>
<p>Unit 3: Linear Systems</p>	
<p>Description: In this unit we will investigate the relationship between expressions and systems of equations or</p>	

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<p>inequalities. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling. These models inform all facets of business and engineering.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Systems of equations Systems of inequalities Substitution Elimination Three dimensional coordinate systems 	<p>Skills:</p> <ul style="list-style-type: none"> Determine information required to solve a problem, choose methods for obtaining the information, and define parameters for acceptable solutions Solving systems of equations or inequalities with one or two variables Visualize a three dimensional coordinate system
<p>Assessments:</p> <ul style="list-style-type: none"> Weekly learning standard quizzes GeoGebra constructions Technical drawing submissions Unit 3 Exam, aligned with regents standards 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Graph paper, straight edge
<p>Unit 4: Quadratic Equations and Functions</p>	
<p>Description: In this unit we will begin or study of polynomial equations, beginning with quadratic functions. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models. The quadratic functions and the methods we use to study them will form a basis for how we view other conic sections and lay the foundation for real world modeling.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Factoring Completing the Square Quadratic Formula Circles 	<p>Skills:</p> <ul style="list-style-type: none"> Applying logic to the proof of triangles Constructing triangles using a compass and a straight edge Identifying different types of constructions based on incomplete diagrams
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Weekly learning standard quizzes Unit 4 Exam, aligned with regents standards 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Compass, straight edge, graph paper
<p>Unit 5: Polynomials and Polynomial Functions</p>	
<p>Description: In this unit, we will explore deeper the world of polynomials. Students will gain the skills that will allow them to create complex models. By gaining a basic understanding of Root Theorems and the Fundamental Theorem of Algebra, students will be able to uncover the connections polynomial algebra has to probability and statistics. Pascal's Theorem will provide a historical perspective to the depth of this topic.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Polynomials Binomial Distributions Pascal's Triangle 	<p>Skills:</p> <ul style="list-style-type: none"> Describe the properties of polynomials, especially higher degree polynomials Using the binomial theorem or Pascal's Triangle to complete a binomial expansion Be able to analyze a polynomial equation algebraically as well as graphically
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Unit project – check-in Weekly learning standard quizzes 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Protractor, straight edge, graph paper

Unit 6: Radical Functions and Rational Exponents	
<p>Description: In this unit we will learn how to manipulate and simplify radical expression to include exponential form using rational powers. It is important to realize the using radical notation allows us to achieve exact values that would not otherwise be possible due to the irrational nature of the expression. We will also begin our investigation into powers that are not whole numbers which will prove useful in subsequent chapters.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Radical Expressions Rational Exponents 	<p>Skills:</p> <ul style="list-style-type: none"> Graphing the family of exponential functions Solving radical equations Rationalizing the denominator Performing addition and subtraction of radical expressions
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Weekly learning standard quizzes Swing Time project – check-in Unit 6 Exam, aligned with regents standards Unit Project: Swing Time Students will construct pendulums using strings and weights and use your pendulums to investigate whether the length of the string or the amount of weight attached to a pendulum affects the time it takes the pendulum to make one full swing. Projects will be graded based on a published rubric that emphasizes building, measuring, comparing and researching. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Graph paper, straight edge
Unit 7: Exponential and Logarithmic Functions	
<p>Description: In this unit we will look at functions as they relate to exponential and logarithmic functions. Understanding the content of this lesson opens the door to the investigation of complex economic models and scientific exploration in the areas of growth and decay. Using our prior knowledge of scientific notation and linear functions this student will discover that we can not only model growth at a constant rate but at a constant percent rate.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Logarithms Exponential functions Natural logarithms Growth and decay 	<p>Skills:</p> <ul style="list-style-type: none"> Choose between exponential functions to find which one is the most applicable to a given situation Use the logarithmic properties to solve common logarithm problems Evaluate exponential expressions with base e.
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Crime Time project – check-in Weekly learning standard quizzes Unit 7 Exam, aligned with regents standards Unit Project: Crime Time This project gives students the opportunity to explore how mathematics is used in forensic science. Students investigate the validity of the alibi of a suspect of a crime by using Newton’s Law of Cooling. They verify formulas by using natural logarithms to solve 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Compass, straight edge, scissors

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<p>equations. Students use these equations to calculate information that will help them prove or disprove the suspect’s alibi. They present their conclusions in an investigative report that emphasizes investigating, solving, writing and calculating.</p>	
Unit 8: Rational Functions	
<p>Description: Students will draw on their knowledge of fractions and operations with fractions in order to master complex rational expressions. Building on the knowledge we gained in evaluating polynomials and common factors, the unit gets to the heart of advanced algebra and challenges students to solve or simplify problems that contain multiple terms and operations.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Complex Fractions Inverse Variation Rational Inequalities 	<p>Skills:</p> <ul style="list-style-type: none"> Performing addition and subtraction with rational expressions Simplifying complex fractional expressions Calculating theoretical probabilities
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Under Pressure project – check-in Weekly learning standard quizzes Unit 8 Exam, aligned with regents standards Unit Project: Under Pressure The Chapter Project gives students an opportunity to explore safety issues related to scuba diving. They use inverse proportions to find volumes of air in lungs and to find the sizes of tanks needed to hold enough air to dive to various depths. Projects will be graded based on a published rubric that emphasizes graphing, writing and solving. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Compass, straight edge, graph paper
Unit 9: Sequence and Series	
<p>Description: In this unit students will learn to analyze sequence and series. We will emphasize pattern recognition and deductive reasoning while approaching the unit from a problem solving perspective. Student will be encouraged to create their own sequences and challenge their classmates to discover the pattern that holds it together.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Sigma Notation Geometric Series Arithmetic Series 	<p>Skills:</p> <ul style="list-style-type: none"> Specify the terms of a sequence Identify the arithmetic or geometric sequence Find the sum of a finite arithmetic sequence Use Sigma Notation to evaluate a summation
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions Get the Picture project – check-in Weekly learning standard quizzes Unit 9 Exam, aligned with regents standards Unit Project: Get the Picture The Chapter Project gives students an opportunity to use sequences, explicit formulas, and recursive formulas to change the sizes of drawings and photos. They 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Compass, straight edge

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<p>investigate perspective, the use of grids to enlarge and reduce, and ways to crop, enlarge, and reduce photographs. Each student will receive a comprehensive rubric for evaluating their work</p>	
<p>Unit 10: Probability and Statistics</p>	
<p>Description: This unit will conclude our study on statistics and probability. We will take a broad approach to the topic, covering as many concepts as we can hoping to inspire the students to pursue their own investigating into the topics they find most interesting. We will emphasize the use of technology in this unit as it plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Standard deviation Central tendency Binomial probability 	<p>Skills:</p> <ul style="list-style-type: none"> Calculate measures of central tendency and dispersion to include standard deviation Use standard deviation to model real-world situation. Use available technology to model large samples of data and derive an equation that measures the trend
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions On the Move project – check-in Weekly learning standard quizzes Unit 10 Exam, aligned with regents standards Unit Project: On the Move The Chapter Project gives students an opportunity to conduct research to identify transportation problems. They develop products or processes to solve these problems. They conduct marketing surveys to see how their inventions meet the market’s needs and they make marketing decisions based on the results of the surveys. Then they develop presentations that introduce their new products. Each student will receive a comprehensive rubric for evaluating their work 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Compass, straight edge
<p>Unit 11: Periodic Functions and Trigonometry</p>	
<p>Description: In this unit we will begin an investigation into the deeper implications of trigonometric functions. Using the prior knowledge gained in Algebra and Geometry, we delve deeper into the graphical representation of periodic functions and predict their behavior through the lens of transformations. Students will have the opportunity to use algebraic modeling software to construct and confirm functions derived in class.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Periodic Functions Arc Measure Radian Measure 	<p>Skills:</p> <ul style="list-style-type: none"> Sketching and using the reference angle for angle in standard position Be able to convert an angle from degrees to radians and radians to degrees Use the available technology to graph and evaluate a periodic function
<p>Assessments:</p> <ul style="list-style-type: none"> GeoGebra constructions 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Prentice Hall New York Algebra 2

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<p>The Wave of the Future project – check-in Weekly learning standard quizzes Unit 11 Exam, aligned with regents standards Unit Project: The wave of the Future The Chapter Project gives students an opportunity to explore periodic functions by examining tides. Students consider how the periodic nature of tides creates special problems in the design of power plants. They determine amplitude and period of a function that models tidal cycles and graph a periodic function. They discuss whether tidal power plants are practical sources of electricity. Each student will receive a comprehensive rubric for evaluating their work</p>	<p>GeoGebra, TI Graphing Calculator Compass, straight edge, protractor</p>
<p>Unit 12: Trigonometric Identities and Equations</p>	
<p>Description: In this unit we will combine our knowledge of trigonometric identities with our skills in writing logical proofs to confirm and verify functions and identities. Students will also be introduced to the Law of Sines and the Law of Cosines in order to solve for the missing components in any triangle. Once again, technology will be at the forefront of this lesson, confirming our ideas and assisting in visualizing the process of evaluating trigonometric identities and equations.</p>	
<p>Content: Pythagorean Identities Angle Identities Law of Sines Law of Cosines</p>	<p>Skills: Use trigonometric identities to simplify and manipulate expressions. Apply the half-angle and double-angle theorem to verify identities. Calculate angle and side measures by implementing the Law of Sines and the Law of Cosines.</p>
<p>Assessments: GeoGebra constructions Weekly learning standard quizzes Unit 12 Exam, aligned with regents standards</p>	<p>Curriculum Resources: Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Compass, straight edge</p>
<p>Unit 13: Regents Test Prep</p>	
<p>Description: This unit combines several short test prep topics into one, end-of-year unit. The unit covers subtopics that will be determined based on an analysis of the data gathered from the previous unit tests.</p>	
<p>Content:</p>	<p>Skills:</p>
<p>Assessments:</p>	<p>Curriculum Resources: Prentice Hall New York Algebra 2 GeoGebra, TI Graphing Calculator Compass, straight edge, protractor, scissors</p>

<p>Precalculus</p>
<p>Course Description</p>
<p>Precalculus is a course designed to prepare students for topics covered in an elementary Calculus course at the college level. It begins with a comprehensive study of functions and moves into an analysis of rudimentary</p>

<p>calculus concepts such as the difference quotient and the notion of “taking a limit.” In addition to introducing students to terminology and concepts essential to the study of Calculus, this course should also help students develop reasoning and analytical skills which may be applied to problems outside the typical realm of mathematics. An additional goal of this course is to introduce students to the graphing calculator and its wide range of useful functionality.</p>	
<p>Unit 1: Analyzing Trigonometric Functions</p>	
<p>Content:</p> <ul style="list-style-type: none"> The Cosine and Sine Functions Other Trigonometric Functions Sinusoidal Functions and Their Graphs Unit vocabulary and notation 	<p>Skills:</p> <ul style="list-style-type: none"> Understand the relationship between degree and radian measure as the length of an arc on the unit circle subtended by a central angle Relate the motion of an object around a circle to the graphs of the cosine and sine functions Solve equations involving cosine and sine Estimate the slope of graphs of cosine and sine functions at a given point Understand relationships between tangent function and unit circle Sketch and describe graph of tangent function Define inverse of cosine, sine and tangent Recognize secant, cosecant and cotangent functions Make sense of sinusoidal functions Model with sinusoidal functions
<p>Assessments:</p> <ul style="list-style-type: none"> Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencecehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments
<p>Unit 2: Complex Numbers and Trigonometry</p>	
<p>Content:</p> <ul style="list-style-type: none"> Graphing Complex Numbers Trigonometric Identities De Moivre’s Theorem 	<p>Skills:</p> <ul style="list-style-type: none"> Determine magnitude and argument of complex numbers Represent complex numbers using rectangular and polar coordinates Decide when to use each representation of complex numbers

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	<p>Show the basic addition rules for cosine and sine using Multiplication Law for complex numbers</p> <p>Test trig equations to predict whether they are identities</p> <p>Use Pythagorean identities and algebra to prove a trig equation is an identity</p> <p>Calculate powers of complex numbers using De Moivre's Theorem</p> <p>Understand the geometry of roots of unity, and connection to roots of equations of the form $x^2 - 1 = 0$</p> <p>Find exact algebraic expressions for certain trigonometric values</p> <p>Apply roots of unity</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments
Unit 3: Analysis of Functions	
<p>Content:</p> <ul style="list-style-type: none"> Polynomial Functions Rational Functions Exponential and Logarithmic Functions 	<p>Skills:</p> <ul style="list-style-type: none"> State the Change of Sign Theorem and the Intermediate Value Theorem for Polynomials and use them to analyze graphs of polynomial functions Find the equation of a line secant to a polynomial function and the average rate of change of a function between two points Write the Taylor expansion for a polynomial function about a point Find the equation of the tangent to a polynomial curve at a point Sketch the graph of a rational function w/ asymptotes and holes Evaluate limits of rational expressions Find the equation of the tangent to the graph

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	<p>of a rational function at a point Use matrices to write linear fractional transformations of the function $f(x)=1/x$ State and use the limit definitions of e and e^x State and use the factorial definitions of e and e^x Use the inverse relationship between e^x and $\ln x$ to solve equations</p>
<p>Assessments: Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Curriculum Resources: CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
Unit 4: Combinatorics	
<p>Content: Learning to Count Permutations and Combinations Making Connections</p>	<p>Skills: Recognize the kinds of problems you can solve using combinatorics Develop their own strategies for systematic counting Develop and use formulas for finding the number of permutations of n objects, taken k at a time Develop and use formulas for finding the number of combinations of n objects, taken k at a time Find the number of anagrams for a word Explain why the coefficients of a binomial expansion are found in Pascal's Triangle See the entries of Pascal's Triangle from a variety of perspectives</p>
<p>Assessments: Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks</p>	<p>Curriculum Resources: CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website:</p>

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<p>Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
<p>Unit 5: Functions and Tables</p>	
<p>Content:</p> <p>A New Method of Proof Fitting Functions to Tables Closed-Form and Recursive Definitions</p>	<p>Skills:</p> <p>Construct closed-form and recursive function definitions to fit a table Compare the efficiency of different recursive definitions that generate the same function Analyze multistep recursive definitions of functions Verify that a closed-form and recursive definition agree at the first few inputs in a domain Prove by induction that two function definitions agree for all inputs in an infinite domain Apply induction to geometric proofs Find a polynomial function that fits a difference table Explain how the up-and-over rule of difference tables relates to Pascal’s Triangle Quickly find rules for summations, like the sum of the first n squares Find general classes of functions that fit a recurrence Relate a solution for a two term recurrence to a quadratic polynomial Calculate the monthly payment for a car loan and write a general rule for similar problems</p>
<p>Assessments:</p> <p>Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations</p>	<p>Curriculum Resources:</p> <p>CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice</p>

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<p>Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
Unit 6: Analytic Geometry	
<p>Content:</p> <p>Coordinate Geometry Conic Sections Vector Algebra and Geometry</p>	<p>Skills:</p> <p>Sketch the graphs of equations in two variables Use distance and slope relationships to prove geometric results Evaluate and use the signed power of a point with respect to a circle Visualize each of the conic sections as the intersection of a plane with an infinite double cone Give a locus definition for each of the conic sections Identify the equations for the graphs of the conic sections, and sketch their graphs Interpret sums and scalar multiples of ordered pairs geometrically Express lines with vector equations and solve for intersections and other useful information using these equations Use convex and affine combinations to locate specific points, such as midpoint and trisection points of a line segment</p>
<p>Assessments:</p> <p>Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Curriculum Resources:</p> <p>CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
Unit 7: Probability and Statistics	
<p>Content:</p>	<p>Skills:</p>

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<p>Probability and Polynomials Expectation and Variation The Normal Distribution</p>	<p>Calculate probabilities of simple random events Build a set of equally likely outcomes for a probability experiment Find a polynomial to model a probability experiment and interpret expansions of its powers Calculate the expected value of a random variable Define conditional probability; use it to develop informal test for independence of 2 events Complete two-way tables probabilities Determine whether two events are independent in the context of a scientific experiment Calculate expected value, mean absolute deviation, variance & standard deviation Calculate statistics for compound events Calculate statistics for repeated experiments Identify Bernoulli trials and compute related statistics Write an equation for a normal distribution given mean and standard deviation Use appropriate normal distribution to find approximate probabilities Recognize biased and unbiased samples and sampling techniques</p>
<p>Assessments: Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Curriculum Resources: CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencecehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
<p>Unit 8: Ideas of Calculus</p>	
<p>Content: Finding Areas of Shapes</p>	<p>Skills: Estimate areas of irregularlyshaped objects</p>

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<p>Finding Areas Under Curves A Function Emerges</p>	<p>Estimate the area under the graph of $y=x$ for $0 \leq x \leq 1$ Calculate the area under the graph of $y=x$ for $0 \leq x \leq 1$ Calculate the area under the graph of $y=x^m$ for $0 \leq x \leq 1$ for any positive integer m Develop formulas for calculating $S[1,a]^m$ for any positive integer m Investigate the famously familiar function $\zeta(a)$ Find the area under the graph of $y=e^x$ for $0 \leq x \leq 1$</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> CME Precalculus Text LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments

<h2 style="margin: 0;">Calculus</h2>	
<h3 style="margin: 0;">Course Description</h3>	
<p>Calculus is a challenging in-depth study of functions, graphs, limits, derivatives, definite integrals, antiderivatives, and real-world applications of differentiation and anti-differentiation. Students will work with functions graphically, numerically, analytically, and verbally and understand the connections among these representations. Some of the topics covered include limits, continuity, derivatives, applications of derivatives (rates of change, rectilinear motion, related rates, curve-sketching, optimization), integrals, applications of integrals (area, volumes, accumulation of change, differential equations), and techniques of integration.</p>	
<h3 style="margin: 0;">Unit 1: Limits and Derivatives</h3>	
<p>Content:</p> <ul style="list-style-type: none"> What is a limit? What is a derivative? What role do derivatives and limits play as a foundation for the calculus and in practical applications? 	<p>Skills:</p> <ul style="list-style-type: none"> Apply the definition of the derivative Use limit theorems to find limits of functions Apply the definition of the derivative correctly to find derivatives of functions without resorting to derivative theorems Take derivatives of polynomials via the sum

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	and power rules
<p>Assessments:</p> <ul style="list-style-type: none"> Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments
Unit 2: Differentiation	
<p>Content:</p> <ul style="list-style-type: none"> In what types of problems do the various differentiation rules apply? How can a function be transformed prior to differentiation in to apply a simpler differentiation rule? How can derivatives be applied to solving motion problems? 	<p>Skills:</p> <ul style="list-style-type: none"> Use the power, quotient, sum, product and chain rules to find the derivatives of composite functions, and use these rules appropriately while differentiating implicitly Set up and solve equations in related rates problems
<p>Assessments:</p> <ul style="list-style-type: none"> Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments
Unit 3: Functions and Estimation Problems	
<p>Content:</p> <ul style="list-style-type: none"> What information do the first and second derivatives of a function give one about the function itself? 	<p>Skills:</p> <ul style="list-style-type: none"> Sketch curves of functions after identifying all asymptotes and intercepts and after using the first and second derivative to identify

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<p>How can differentiation techniques be used in estimation problems? What information does calculus give us concerning graphs of functions?</p>	<p>intervals over which function is increase/decreasing, concave up/down, extrema, and inflection points Use the above listed techniques to find antiderivatives for a wide variety of functions Compute definite integrals by taking limits of Riemann sums, checking there work with the fundamental theorem of calculus</p>
<p>Assessments: Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Curriculum Resources: LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
<p>Unit 4: Integrals</p>	
<p>Content: What is an integral? How are integrals related to derivatives? ● What is the relationship between an integral and area How can one apply numerical techniques to compute an integral without knowing the associated antiderivative?</p>	<p>Skills: Integrate complex trigonometric, polynomial functions Set up and solve differential equations that model a variety of phenomena in science, business, and population dynamics “Linearize” functions, set up and solve optimization problems, and approximate zeros of functions via Newton's method (on paper and using recursive operations on a graphing calculator) Approximate the area under curves by hand and via calculators using all the methods listed above</p>
<p>Assessments: Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students</p>	<p>Curriculum Resources: LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical</p>

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<p>Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
<p>Unit 5: Logarithms and e</p>	
<p>Content:</p> <p>What is a logarithm and how can a natural log be defined in terms of an integral? What is so special about the number e? What is a differential equation? How can one use differential equations to model real world problems? How does one deal with exponential and logarithmic functions in derivatives and integrals?</p>	<p>Skills:</p> <p>Derive various properties of exponential and logarithmic functions Integrate complex trigonometric, polynomial, exponential, and logarithmic functions Set up and solve differential equations that model a variety of phenomena in science, business, and population dynamics</p>
<p>Assessments:</p> <p>Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Curriculum Resources:</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
<p>Unit 6: Integration and Slope Fields</p>	
<p>Content:</p> <p>What role do inverse trigonometric and hyperbolic functions play in calculus? How can one approximate solutions to differential equations numerically? What is a slope field and how can it be used to find solutions to differential equations?</p>	<p>Skills:</p> <p>Identify integrals that involve inverse trig, make the appropriate substitutions, integrate, and convert back to the original variable of integration Draw slope fields and graphical solutions to differential equation Interpret the meaning of an initial condition</p>
<p>Assessments:</p> <p>Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter)</p>	<p>Curriculum Resources:</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p>

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<p>Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
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Unit 7: Integrals and Area

<p>Content:</p> <p>How can integrals be used to find areas of complex figures? What are the practical applications of finding such areas? What is an improper integral and under what circumstances do they arise?</p>	<p>Skills:</p> <p>Integrate a wide range of functions, require a broad spectrum of techniques Graph two curves, find their intersections, set up an integral for the area between the curves, and compute the area</p>
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<p>Assessments:</p> <p>Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Curriculum Resources:</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
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Unit 8: Integrals and Volume

<p>Content:</p> <p>How can integrals be used to find volumes of complex figures? What are the practical applications of finding such volumes? What is about certain functions that lend themselves naturally to one method but not another?</p>	<p>Skills:</p> <p>Students will explain the difference between the disc, washer, and shell methods Determine which method is preferred in particular cases and explain why only one method will work in certain cases</p>
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<p>Assessments:</p> <p>Chapter Assessment Common Mid-year & Final Exams</p>	<p>Curriculum Resources:</p> <p>LHS Math Website (includes resources for planning, instruction and assessment):</p>
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<p>Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>
<p>Unit 9: Applying the Tools of Calculus</p>	
<p>Content: How is calculus useful in science, business, and other fields? What is the relationship between derivatives and integrals?</p>	<p>Skills: Demonstrate the ability to make use of all the main concepts acquired throughout the school year</p>
<p>Assessments: Chapter Assessment Common Mid-year & Final Exams Regular (weekly) assessments/quizzes Performance tasks (semester/quarter) Presentation of student work Student notebooks Facilitated student discourse Questioning (T>S, S>S) of randomly called students Open Response questions, writing prompts Probing for multiple representations Peer assessment Student-developed problems and solutions Exit ticket/poll question</p>	<p>Curriculum Resources: LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/ CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com Common Core Standards of Mathematical Practice Illustrative Mathematics Project Common Core Standards of Mathematical Practice Problem solving strategy: Noticing and Wondering For intervention and remediation: Khan Academy videos and assessments</p>

<p>Statistics</p>
<p>Course Description</p>
<p>In UAG's AP Statistics class, students will take a college-level introduction to statistics course over one year. Students will be prepared to take the AP Statistics exam at the end of the course, which could lead to college credit depending on the student's score. Students will be exposed to four broad conceptual themes: exploring data, sampling and experimentation, probability and simulation, and statistical inference. The purpose of the AP course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing</p>

conclusions from data. Students will explain their understanding of mathematics and acquire tools that will help them to be effective problem solvers in a variety of fields.

Unit 1: Exploring Data

Description: In this unit, students will work on understanding the core concepts of analyzing univariate data. Students will be able to understand data using various methods of graphs and data. Graphical displays will be created for the intent of analysis and communication, where the interpretation of the data is dependent upon the graphical displays and numerical summaries that the students have created. Additionally, students will be able to identify the key characteristics of distribution (the “who, what, where, why, and how”) using terms such as shape, center, and spread. Lastly, students will be aware that statistical analysis and data displays often reveal patterns what were not initially apparent. At the end of the unit, students will be able to take any given set of data and construct an appropriate visual display of the data and a writing of how the display will be created.

Content:

- Bar Graphs & Pie Charts
- Graphs: Good & Bad
- Two-Way Tables & Marginal Distributions
- Conditional Distributions
- Organizing a Statistical Problem
- Simpson’s Paradox
- Dotplots
- Describing Shape
- Comparing Distributions
- Stemplots
- Histograms
- Using Histograms Wisely
- Measuring Center: Mean & Median
- Comparing the Mean & the Median
- Measure Spread: The Interquartile Range
- The Five-Number Summary & Boxplots
- Measuring Spread: Standard Deviation
- Choosing Measures of Center & Spread

Skills:

- Classify variables as categorical or quantitative
- Identify units of measurements for quantitative data
- Identify what makes a graph deceptive
- Make a bar graph of the distribution of a categorical variable
- Recognize when a pie chart can and cannot be used
- Answer questions involving marginal and conditional distributions from a two-way table of counts
- Describe the relationship between two categorical variables in context by comparing the appropriate conditional distributions
- Construct bar graphs to display the relationship between two categorical variables
- Make a dotplot or stemplot to display small sets of data
- Describe the overall shape, center, and spread of a distribution and identify any departures from that pattern, such as outliers
- Identify the shape of a distribution from a dotplot, stemplot, or histogram as roughly symmetric or skewed and identify the number of modes
- Make a histogram with a reasonable choice of classes
- Interpret histograms
- Calculate and interpret measures of center and spread in context
- Identify outliers using the 1.5*IQR rule
- Make a boxplot
- Calculate and interpret the standard deviation
- Select appropriate measures of center and spread

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	Use appropriate graphs and numerical summaries to compare distributions of quantitative variables
<p>Assessments:</p> <p>Students will complete an exam to show their gained knowledge and skills in this unit. The exam will have both multiple choice and short answer questions, as the same format as the AP Exam in May. Through the exam, students will demonstrate the gained content and skills as listed above.</p>	<p>Curriculum Resources:</p> <p>Stats: Modeling the World, 4E (Bock, Velleman, De Veaux) Laptop with internet access Graphing calculators MyStatsLab (online tool) M&Ms 2 Decks of Cards Wrapping Paper Box</p>
Unit 2: Collecting Data	
<p>Description: Throughout the AP Statistics course, students will need to analyze data. However, it is essential that students understand the context of the data. Doing an analysis of bad data is worthless and therefore we will discuss careful planning to obtain valid data. We will work to understand what makes a good sample and how we can collect data accurately while avoiding bias. Clarifying the question will lead to an appropriate methodology. By running a well-designed experiment, we can reach appropriate cause-and-effect statements.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Observational studies vs. experiments Populations vs. Samples Sampling vs. Census Bad Sampling Voluntary response & convenience Simple random sample (SRS) Stratified Sampling Cluster Sampling Systematic Sampling Multi-stage Sampling Questions: wording, type, order Administration of surveys Undercoverage, nonresponse, and bias Basics & principles of experimental design 	<p>Skills:</p> <ul style="list-style-type: none"> Identify the population and sample in a sample survey Identify voluntary response samples and convenience samples. Explain how these bad sampling methods may lead to bias Describe how to create a simple random sample (using random number tables or your graphing calculator) Distinguish a simple random sample from a stratified random sample or cluster sample. Give advantages and disadvantages of each sampling method Explain how undercoverage, nonresponse, and question wording can lead to bias in a sample survey Distinguish between an observational study and an experiment Explain how a lurking variable in an observational study can lead to confounding Identify the experimental units or subjects, explanatory variables, treatments, and response variables in an experiment Describe a completely randomized design for an experiment Explain why random assignment is an important experimental design principle Distinguish between a completely randomized design and a randomized block design Know when a match pairs experimental design is appropriate and how to implement

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	<p>such a design Determine the scope of inference for a statistical study Evaluate whether a statistical study has been carried out in an ethical</p>
<p>Assessments: Project: Students work in teams of 3-4 to design and carry out a survey project on a topic of their selection, write a summary report, and give a 6-8 minute oral presentation to their classmates. Students will have to explain how they chose the participants in their survey and how they avoided bias during the survey process. A full rubric and assignment will be given, with some items depending on the progress of the classroom.</p>	<p>Curriculum Resources: Stats: Modeling the World, 4E (Bock, Velleman, De Veaux) Laptop with internet access Graphing calculators MyStatsLab (online tool) Random Number Table</p>
<p>Unit 3: Bivariate Data</p>	
<p>Description: The bivariate data unit is the first time we compare two sets of data, which is what we will do for the rest of the year. Throughout the unit, we will use various tools that will allow us to move forward in our statistical analysis. An emphasis will be put on the idea that there is a difference between causation and correlation and that the way that data is collected, organized, and displayed influences interpretation. We will analyze data to understand relationships more clearly and to verify the truth. Students will use regression to model predictions and utilize visuals, such as scatterplots, to illustrate solutions and solve problems. We will use linear models to represent the relationships that exist between data.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Explanatory & Response Variables Displaying Relationships: Scatterplots Interpreting Scatterplots Measuring Linear Association: Correlation Facts about correlation Interpreting a regression line Prediction Residuals & the least-squares regression line Calculating the equation of the least-squares line How well the line fits the data: residual plots How well the line fits the data: the role of r^2 in regression Interpreting Computer Regression Output Transforming data 	<p>Skills:</p> <ul style="list-style-type: none"> Describe why it is important to investigate relationship between variables Identify explanatory and response variables in situations where one variable helps to explain or influence the other Make a scatterplot to display the relationship between two quantitative variables Describe the direction, form, and strength of the overall pattern of a scatterplot Recognize outliers in a scatterplot Know the basic properties of correlation Calculate and interpret correlation in context Explain how the correlation is influence by extreme observations Interpret the slope and y-intercept of a least-squares regression line in context Use the least-squares regression line to predict y for a given x Explain the dangers of extrapolation Calculate and interpret residuals in context Explain the concept of least squares Use technology to find a least-squares regression line Find the slope and intercept of the least-squares regression line from the means and

	<p>standard deviations of x and y and their correlation</p> <p>Construct and interpret residual plots to assess if a linear model is appropriate</p> <p>Use the standard deviation of the residuals to assess how well the line fits the data</p> <p>Use r^2 to assess how well the line fits the data</p> <p>Interpret the standard deviation of the residuals and r^2 in context</p> <p>Identify the equation of a least-squares regression line from computer output</p> <p>Explain why association doesn't imply causation</p> <p>Recognize how the slope, y-intercept, standard deviation of the residuals, and r^2 are influenced by extreme observations</p> <p>Transform data using exponential and power models to achieve linearity</p>
<p>Assessments:</p> <p>Unit 3 Exam</p>	<p>Curriculum Resources:</p> <p>Stats: Modeling the World, 4E (Bock, Velleman, De Veaux)</p> <p>Laptop with internet access</p> <p>Graphing calculators</p> <p>MyStatsLab (online tool)</p> <p>Statistical Computer Software</p> <p>Regression computer output</p>
<p>Unit 4: Normal Distribution</p>	
<p>Description: The normal distribution is a fundamental component of statistical inference and thus we will make sure we understand it fully before moving on. To successfully analyze samples of data, we must understand both the normal distribution and the Central Limit Theorem. This is because density curves are used to mimic probability whereas the normal distribution is used to model the spread of data. We will work to understand how this distribution will be of assistance as we move forward.</p>	
<p>Content:</p> <p>Measuring position: percentiles</p> <p>Cumulative Relative Frequency Graphs</p> <p>Measuring position: z-scores</p> <p>Density Curves</p> <p>The 65-95-99.7 Rule</p> <p>The Standard Normal Distribution</p> <p>Assessing Normality</p>	<p>Skills:</p> <p>Use percentiles to locate individual values within distribution of data</p> <p>Interpret a cumulative relative frequency graph</p> <p>Find the standardized value (z-score) of an observation and interpret z-score in context</p> <p>Describe the effect of adding, subtracting, multiplying by, or dividing by a constant on the shape, center, and spread of a distribution of data</p> <p>Approximately locate the median (equal-areas point) and the mean (balance point) on a density curve</p> <p>Use the 68-95-99.7 rule to estimate the percent of observations from a Normal Distribution that fall in an interval involving points one, two, or three standard deviations on either side of the mean</p>

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	<p>Use the Standard Normal Distribution to calculate the proportion of values in a specified interval</p> <p>Use the Standard Normal Distribution to determine a z-score from a percentile</p> <p>Make an appropriate graph to determine if a distribution is bell-shaped</p> <p>Use the 68-95-99.7 rule to assess the normality of a data set</p> <p>Interpret a normal probability plot</p>
<p>Assessments:</p> <p>Students will put their skills of surveying and normal distribution together to complete a normal distribution. This project will include tasks on reading and understanding the normal distribution.</p> <p><u>Step 1:</u> Pick a topic you would like to further investigate/research that you believe is normally distributed. Why do you believe your topic will be normally distributed?</p> <p><u>Step 2:</u> Gather 30 pieces of data about your selected topic. Be sure to explain how you used a proper sample.</p> <p><u>Step 3:</u> Organized your data by determining the necessary statistics</p> <p><u>Step 4:</u> Explain what your statistics mean in the context of your sample.</p> <p><u>Step 5:</u> Is your data normally distributed? Using your knowledge of sampling and the normal distribution, determine if this is a normally distributed data set. Before you begin your justification, you should show your work to prepare. Please explain your thinking. Be sure to draw what your distribution should look like.</p>	<p>Curriculum Resources:</p> <p>Stats: Modeling the World, 4E (Bock, Velleman, De Veaux)</p> <p>SAT Scores: When another 50 (or 100) points makes no difference, Article Excerpt</p> <p>Graphing calculators</p> <p>MyStatsLab (online tool)</p> <p>Internet Access- Online Research</p>
<p>Unit 5: Probability and Simulation</p>	
<p>Description: Throughout this unit, we will explore how probability models are useful tools for making decisions and predictions. Since probability is the basis for statistical inference, we will lay down the groundwork for the rest of the year. Additionally, we will discover the notion and behavior of a random variable, which is the foundation to understanding probability distributions, and will explore random variables more in the next year. Since probability is based on relative frequencies, we will continue to compare various scenarios. Lastly, we will look at the law of large numbers as it is an important concept when simulating probability experiments.</p>	
<p>Content:</p> <ul style="list-style-type: none"> The Idea of Probability Myths about Randomness Simulation Probability Models Basic Rules of Probability Two-Way Tables and Probability Venn Diagrams and Probability What is Conditional Probability Conditional Probability and Independence 	<p>Skills:</p> <ul style="list-style-type: none"> Interpret probability as a long-run relative frequency in context Use simulation to model chance behavior Describe a probability model for a chance process Use basic probability rules including the complement rule and the addition rule for mutually exclusive events Use a Venn Diagram to model a chance process involving two events

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<p>Tree Diagrams and the General Multiplication Rule Independence: A special multiplication rule Calculating conditional probability</p>	<p>Use the general addition rule to calculate the probability of A union B When appropriate, use a tree diagram to describe chance behavior Use the general multiplication rule to solve probability questions Determine whether two events are independent Find the probability that an event occurs using a two-way table When appropriate, use the multiplication rule for independent events to compute probabilities Compute conditional probabilities</p>
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<p>Assessments: Unit 5 Exam</p>	<p>Curriculum Resources: Stats: Modeling the World, 4E (Bock, Velleman, De Veaux) SAT Scores: When another 50 (or 100) points makes no difference, Article Excerpt Graphing calculators MyStatsLab (online tool) Internet Access- Online Research Custom spinners Dice Cards</p>
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Unit 6: Random Variables

Description: Random variables are generally a challenging concept for students to grasp, and thus this unit will allow students to have the ample time to grapple with the new concept. Throughout the unit, students will gain the idea that randomness and probability are the theoretical bases of statistics. As the course moves forward, it is essential that students understand that probability models are useful tools for making decisions and predictions and that probability is the basis of statistical inference. The goal is that students' understand the notion and behavior of a random variable, since this is the foundation to understanding probability distributions.

<p>Content:</p> <ul style="list-style-type: none"> Discrete Random Variables Mean (expected value) of a discrete random variable Standard Deviation (and variance) of a discrete random variable Continuous Random Variables Linear Transformations Combining Random Variables Combining Normal Random Variables Binomial and Geometric Random Variables Binomial Settings and Binomial Random Variables Binomial probabilities Mean and Standard Deviation of a Binomial Distribution Binomial Distributions in Statistical Sampling Geometric Random Variables 	<p>Skills:</p> <ul style="list-style-type: none"> Use a probability distribution to answer questions about possible values of a random variable Calculate the mean of a discrete random variable Interpret the mean of a random variable in context Calculate the standard deviation of a discrete random variable Interpret the standard deviation of a random variable in context Describe the effects of transforming a random variable by adding or subtracting a constant and multiplying or dividing by a constant Find the mean and standard deviation of the sum or difference of independent random
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	<p>variables</p> <p>Find the mean and standard deviation of the sum or difference of independent random variables</p> <p>Determine whether two random variables are independent</p> <p>Find probabilities involving the sum or difference of independent Normal random variables</p> <p>Determine whether the conditions for a binomial random variable are met</p> <p>Compute and interpret probabilities involving binomial distributions</p> <p>Calculate the mean and standard deviation of a binomial random variable. Interpret these values in context</p> <p>Find probabilities involving geometric random variables</p>
<p>Assessments:</p> <p>Unit 6 Exam</p>	<p>Curriculum Resources:</p> <p>Stats: Modeling the World, 4E (Bock, Velleman, De Veaux)</p> <p>SAT Scores: When another 50 (or 100) points makes no difference, Article Excerpt</p> <p>Graphing calculators</p> <ul style="list-style-type: none"> • MyStatsLab (online tool) <p>Internet Access- Online Research</p>
<p>Unit 7: Sampling Distributions</p>	
<p>Description: Sampling Distributions are used often while doing inferential tests, and thus students must fully understand the concept in order to proceed. As we study sampling distributions, there are very specific types we will discuss, such as the binomial and geometric models, where many discrete phenomena in the world may be described and thus be predicted by the binomial and geometric models. Additionally, the normal distribution and the Central Limit Theorem are essential to analyzing samples of data. Lastly, students will understand that variation can be expected in the results of random samples and is affected by the design of the sample or experiment.</p>	
<p>Content:</p> <p>Parameters & Statistics</p> <p>Sampling Variability</p> <p>Describing Sampling Distributions</p> <p>The Sampling Distribution of p</p> <p>Using the Normal Approximation of p</p> <p>The Sample distribution of x: Mean and Standard Deviation</p> <p>The Central Limit Theorem</p>	<p>Skills:</p> <p>Distinguish between a parameter and a statistic</p> <p>Understand the definition of a sampling distribution</p> <p>Distinguish between population distribution, sampling distribution, and the distribution of a sample data</p> <p>Determine whether a statistic is an unbiased estimator of a population parameter</p> <p>Understand the relationship between sample size and the variability of an estimator</p> <p>Find the mean and standard deviation of the sampling distribution of sample proportion \hat{p} for an SRS of size n from a population having proportion p of successes</p> <p>Check whether the 10% and Normal</p>

	<p>conditions are met in a given setting</p> <p>Use normal approximation to calculate the probabilities involving \hat{p}</p> <p>Use the sampling distribution of \hat{p} to evaluate a claim about a population proportion</p> <p>Find the mean and standard deviation of the sampling distribution of a sample mean \bar{x} from an SRS of size n</p> <p>Calculate probabilities involving a sample mean \bar{x} when the population distribution is normal</p> <p>Explain how the shape of the sampling distribution of \bar{x} is related to the shape of the population distribution</p> <p>Use the central limit theorem to help find probabilities involving a sample mean \bar{x}</p>
<p>Assessments:</p> <p>Project:</p> <p>Part 1: Create and Examine a Theoretical Population</p> <p>Part 2: Simulation</p> <p>Part 3: Putting it all together</p> <p>The goal of this project is for students to see a population which is not a normal distribution but whose sampling distribution is. Students will explain the process and utilize the tools from previous units.</p>	<p>Curriculum Resources:</p> <p>Stats: Modeling the World, 4E (Bock, Velleman, De Veaux)</p> <p>Graphing calculators</p> <p>MyStatsLab (online tool)</p> <p>Internet Access- Online Research</p>
<p>Unit 8: Introduction to Inference</p>	
<p>Description: Many students struggle with inferential testing because there are so many various tests. However, if students have a fundamental grasp on inferential tests, it will be easier to see where the similarities and differences lie. In this unit, we will learn how statistical inference guides the selection of appropriate models. Inference, of course, is based upon chance and we can use confidence intervals are effective tools for estimation. Thus, test of significance and confidence intervals drive decision making in our world. However, we will also discover how error analysis is a critical component of significance testing.</p>	
<p>Content:</p> <p>The idea of a confidence interval</p> <p>Interpreting confidence levels and confidence intervals</p> <p>Constructing a confidence interval</p> <p>Using confidence intervals wisely</p> <p>Conditions for estimating p</p> <p>Construct a Confidence Interval for p</p> <p>Putting It All Together: The Four-Step Process</p> <p>Choosing the Sample Size</p> <p>When σ is known: The One-Sample z interval for a population mean</p> <p>Choosing the sample size</p> <p>When σ is unknown: the t distributions</p> <p>Constructing a Confidence interval for μ</p> <p>Using t procedures wisely</p>	<p>Skills:</p> <p>Interpret a confidence level in context</p> <p>Interpret a confidence interval in context</p> <p>Understand that a confidence interval gives a range of plausible values for the parameter</p> <p>Understand why each of the three inference conditions (Random, Normal, Independent) is important</p> <p>Explain how practical issues like nonresponse, undercoverage, and response bias can affect the interpretation of a confidence interval</p> <p>Construct and interpret a confidence interval for a population proportion</p> <p>Determine critical values for calculating a confidence interval using a table or your calculator</p> <p>Carry out the steps in constructing a</p>

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	<p>confidence interval: define the parameter, check conditions, perform calculations, and interpret results in context</p> <p>Determine the sample size required to obtain a level C confidence interval for a population proportion with a specified margin of error</p> <p>Understand how the margin of error of a confidence interval changes with the sample size and the level of confidence C</p>
<p>Assessments:</p> <p>Unit 8 Exam</p>	<p>Curriculum Resources:</p> <p>Stats: Modeling the World, 4E (Bock, Velleman, De Veaux)</p> <p>Graphing calculators</p> <p>MyStatsLab (online tool)</p> <p>Internet Access- Online Research</p>
<p>Unit 9: Testing a Claim</p>	
<p>Description: In the previous unit, we discovered that creating a confidence interval is an effective tool for estimating the mean of a population. However, throughout this unit, we will also spend time looking at samples and understanding the significance tests determine the likelihood of an occurrence in a sample. We will focus on the idea that the analysis is only as good as the data, and thus we must emphasize the importance of running an excellent study.</p>	
<p>Content:</p> <p>The Reasoning of Significance Tests</p> <p>Stating hypothesis</p> <p>Interpreting p-values</p> <p>Statistical Significance</p> <p>Type I and Type II Errors</p> <p>Planning Studies: The Power of a Statistical Test</p> <p>Carrying out a Significance Test</p> <p>The one-sample z test for a proportion</p> <p>Two-sided tests</p> <p>Why Confidence Intervals give more information?</p> <p>Carrying out a significance test on the population mean</p> <p>The one-sample t test</p> <p>Two-sided tests and confidence intervals</p> <p>Inference for means: paired data</p> <p>Using tests wisely</p>	<p>Skills:</p> <p>State correct hypotheses for significance test about a population proportion or mean</p> <p>Interpret p-values in context</p> <p>Interpret a Type I error and a Type II error in context, and give the consequences of each</p> <p>Understand the relationship between the significance level of a test, p (Type II error), and power</p> <p>Check conditions for carrying out various tests</p> <p>If conditions are met, conduct a significance test about a population proportion</p> <p>Use a confidence interval to draw a conclusion for a two-sided test about a population proportion or a population mean</p> <p>Conducting a one-sample t-test about a population mean</p> <p>Recognize paired data and use one-sample t procedures to perform significance tests for such data</p>
<p>Assessments:</p> <p>Unit 9 Exam</p>	<p>Curriculum Resources:</p> <p>Stats: Modeling the World, 4E (Bock, Velleman, De Veaux)</p> <p>Graphing calculators</p> <p>MyStatsLab (online tool)</p> <p>Internet Access- Online Research</p>
<p>Unit 10: Comparing Two Populations or Groups</p>	
<p>Description: This unit will once again explore inferential tests. Students will see that significance tests determine the likelihood of a sample and thus the analysis is only as good as the data. Additionally, students will</p>	

<p>use confidence intervals as an effective tool for estimating the proportion or the mean of the population. Lastly, students will explore inference as a tool for both validating a claim about a population parameter and estimating an unknown population parameter.</p>	
<p>Content:</p> <ul style="list-style-type: none"> The Sampling Distribution of a Difference between Two Proportions Confidence Intervals for $p_1 - p_2$ Significance test for $p_1 - p_2$ Inference for Experiments The sampling distribution of a difference between two means The two-sample t-Statistic Confidence Intervals for $\mu_1 - \mu_2$ Significance tests for $\mu_1 - \mu_2$ Using two-sample t procedures wisely 	<p>Skills:</p> <ul style="list-style-type: none"> Describe the characteristics of the sampling distribution of $\hat{p}_1 - \hat{p}_2$ Calculate probabilities using the sampling distribution of $\hat{p}_1 - \hat{p}_2$ Determine whether the conditions for performing inferences are met Construct and interpret a confidence interval to compare two proportions Perform a significance test to compare two proportions Interpret the results of inference procedures in a randomized experiment Describe the characteristics of the sampling distribution of $\bar{x}_1 - \bar{x}_2$ Calculate probabilities using the sampling distribution of $\bar{x}_1 - \bar{x}_2$ Determine whether the conditions for performing inference are met Use two-sample t procedures to compare two means based on summary statistics Use two-sample t procedures to compare two means from raw data Interpret standard computer output for two-sample t procedures Perform a significance test to compare two means Check conditions for using two-sample t procedures in a randomized experiment Interpret the results of inference procedures in a randomized experiment
<p>Assessments:</p> <ul style="list-style-type: none"> Unit 10 Exam 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Stats: Modeling the World, 4E (Bock, Velleman, De Veaux) Graphing calculators MyStatsLab (online tool) Internet Access- Online Research
<p>Unit 11: Inference for Categorical Data-Chi Square & Regression</p>	
<p>Description: In this last inferential test unit, we will wrap together loose ends. We will see how the use of standardized residuals can be examined to divulge more about the data. The significance test can determine the likelihood of a sample from a series of proportions and that significance tests can also determine whether two variables are independent. We will learn how to make inferential tests on categorical data and that inference is a tool for validating a claim about a population parameter.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Comparing observed and expected counts: the chi-square statistic 	<p>Skills:</p> <ul style="list-style-type: none"> Know how to compute expected counts, conditional distributions, and contributions to

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<p>The Chi-square distribution and p-values Carrying out a test Follow-up analysis Comparing distributions of a categorical data Expected counts and the chi-square statistic The Chi-Square Test for Homogeneity Follow-up analysis Comparing several proportions Relationships between two categorical variables The chi-square test for association independence Using chi-square tests wisely</p>	<p>the chi-square statistic Check the random, large sample size, and independent conditions before performing a chi-square test Use a chi-square goodness-of-fit test to determine whether sample data are consistent with a specified distribution of a categorical variable Examine individual components of the chi-square statistic as part of a follow-up analysis Check the random, large sample size, and independent conditions before performing a chi-square test Use a chi-square test for homogeneity to determine whether the distribution of a categorical variable differs for several populations or treatments Interpret computer output for a chi-square test based on a two-way table Examine individual components of the chi-square statistic as part of a follow-up analysis Show that the two-sample z test for comparing two proportions and the chi-square test for a 2-by-2 two-way table give equivalent results Check the random, large sample size, and independent conditions before performing a chi-square test Use a chi-square test of association/independence to determine whether there is a convincing evidence of an association between two categorical variables Interpret computer output for a chi-square test based on a two-way table Examine individual components of the chi-square statistic as part of a follow-up analysis</p>
<p>Assessments: Unit 11 Exam</p>	<p>Curriculum Resources: Stats: Modeling the World, 4E (Bock, Velleman, De Veaux) Graphing calculators MyStatsLab (online tool) Internet Access- Online Research</p>
<p>Unit 12: Review for AP Exam</p>	
<p>Description: In this unit, students will have the opportunity to review the material that we have learned over the year. Often times, students better understand material from one another, and thus this unit will be student led. Students will have the opportunity to work in groups to create a lesson for the day(s) they are leading, in a way that they believe will be most efficient for the students in the class. Guidelines will be provided and a framework, as well as the teacher availability in assisting to plan. However, the bulk of the work will be left to the students to decide the best use of their time.</p>	
<p>Content: AP Statistics Coursework</p>	<p>Skills: AP Statistics Coursework</p>

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<p>Assessments: Student Teacher Project & Reflection AP Exam</p>	<p>Curriculum Resources: Stats: Modeling the World, 4E (Bock, Velleman, De Veaux) Graphing calculators MyStatsLab (online tool) Internet Access- Online Research</p>
<p>Unit 13: Data Collection Project</p>	
<p>Description: In this unit, students will be asked to bring all their knowledge from the year together to design, implement, and analyze a specific research question. Students will use their various skills from the AP Statistics course to collect data in an unbiased manner and then analyze it. Students will be asked to work with a partner and utilize time management skills.</p>	
<p>Content: AP Statistics Coursework</p>	<p>Skills: AP Statistics Coursework</p>
<p>Assessments: Project: Students will complete a final group project on a topic of their choice. The purpose of the project is for students to demonstrate an understanding of the major conceptual themes of statistics. Students will form a hypothesis, design a study, conduct the study, collect the data, describe the data, and make conclusions using the data. Students may do the study on any topic, but they must be able to do all 6 steps listed above. Students will be graded on the following tasks: <u>Topic/Study Design Proposal</u>--Detailed research question, rationale, proposed study design and methods of data analysis. <u>Progress Report</u>--Summary of project progress after first week. <u>Participation</u>--Use of class time, daily effort on completing project. <u>Written Report</u>--Final report including written descriptions of the research question, rationale, study design, raw data summary, exploratory data analysis, inferential procedure, interpretation, conclusion, obstacles encountered and suggestions for further analysis. <u>Presentation</u>--10-15 minute class presentation of the project.</p>	<p>Curriculum Resources: Stats: Modeling the World, 4E (Bock, Velleman, De Veaux) Graphing calculators MyStatsLab (online tool) Internet Access- Online Research</p>

<p>Living Environment</p>
<p>Course Description</p>
<p>The course focuses on conceptual understanding that emphasizes relationships, processes, mechanisms, and application of concepts. The Regents exam assesses students' ability to explain, analyze, and interpret biological</p>

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processes and phenomena more than students' ability to recall specific facts.	
Unit 0: How to Be Successful at UAG	
Description: Unit zero is intended to give students a foundation for executing daily tasks in their Living Environment class including organizational skills, note-taking strategies, summary writing, group work and basic data visualization skills.	
Content: Graphing Data Interpreting Graphs	Skills: Protocols Organization Note-taking Visualizing Data Cornell Notes Active Reading
Assessments: Protocol Step-by-Step Group work Reflection Summaries Rubric Note-keeping Step-by-Step Cornell Notes Rubric Active Reading Rubric Graphing Rubric Independent assessment of summary-writing Cornell note-taking, active reading, & graphing. Small group assessment of group work and protocol.	Curriculum Resources: Articles for Cornell Notes & Active Reading Regents Graphing Packet
Unit 1: Foundations of Scientific Inquiry	
Description: Unit 1 provides students with a foundational basis for scientific inquiry. They will learn basic skills of measurement using a ruler in conjunction with converting between metric units. They will collect data, organize data, visualize that data in a variety of ways, and draw inferences from that data. The essential components valid experimentation will be illustrated, demonstrated and evaluated. Additionally, the state-mandated lab, "Making Connections" will be completed in tandem with creating a formal lab report.	
Content: Metric System Hypotheses Observation v. Inference Control & Experimental Groups Independent & Dependent Variables STATE LAB: Making Connections	Skills: Metric measurement Metric conversion Hypothesis forming Observation Inferring Experimentation Experimental critique
Assessments: Evaluative measurement questions. Metric conversion worksheet. Experimental design critiques Lab report peer review Regents-based multiple choice & free response assessment. Making Connections State Lab Lab report	Curriculum Resources: Making Connections State Lab Measurement practice problems Metric conversion practice problems Lab report rubric
Unit 2: Ecology, Biodiversity & Populations	
Description: Unit 2 establishes the basic components and defining factors of life and living things. It allows	

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<p>students to establish, identify, recognize and categorize various ecological roles in an ecosystem. They also learn how distinct life forms are connected to others. Students discover how the diversity of life on earth is a crucial component to its development, interdependence and survival.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Characteristics of Life Materials Cycles Nutritional Relationships Populations Ecological Succession 	<p>Skills:</p> <ul style="list-style-type: none"> Cornell Notes Active Reading Summary-writing
<p>Assessments:</p> <ul style="list-style-type: none"> Regents-based exit tasks & starters Nutritional relationship example Active Reading First-person perspective material cycle Persuasive mini-essay Regents-based multiple choice and free response assessment. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Active Reading Rubric Cornell Notes Rubric Nutritional Relationship Rubric Articles about biodiversity, niches & overpopulation Articles about material cycles
<p>Unit 3: Human Impact on Ecosystems</p>	
<p>Description: The purpose of Unit 3: Human Impact on Ecosystems is to extend students learning about the global environment and connect it to their interaction with it and effect on it. Students explore concepts regarding sustainable interaction with the environment, renewable energy, the effects of pollution, the greenhouse effect, global warming and direct harvesting. Concepts of sustainability and positive interactions with the environment are also addressed in the discussion of environmental human interactions.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Renewable v. Non-renewable energy sources Pollution Ecological Succession Greenhouse Effect Global Warming Direct Harvesting Invasive Species 	<p>Skills:</p> <ul style="list-style-type: none"> Cornell Notes Active Reading Argumentation Scientific Modeling
<p>Assessments:</p> <ul style="list-style-type: none"> Alternative energy Cornell Notes Pollution active reading Ecological Succession Cornell Notes Greenhouse effect lab Alternative energy debate rubric Regents-based multiple choice and free response 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> 3 Alternative energy articles Research guidelines for alternative energy debate 3 Pollution articles “Life After People” video Greenhouse Effect Lab Global Warming article Invasive species article
<p>Unit 4: Cells</p>	
<p>Description: Unit 4 allows students the opportunity to delve further in the inner-workings of living things and their intrinsic connection to the environment in which they live. Students specifically look at the movement and transformation of molecules crucial to life cycles on the planet such as oxygen, carbon dioxide, glucose, water and others. They continue by connecting inorganic molecules to the functioning of organic ones in living things and thereby illuminating the crucial balances between the living and the non-living, the organic and the inorganic. By exploring the minutia of life, students gain a broader worldview of how living things begin, grow develop and contribute to the various cycles that maintain a living planet Earth.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Microscopes Cell structure 	<p>Skills:</p> <ul style="list-style-type: none"> Preparing a wet mount Using an analogy

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Plant cell Animal cell Enzymes Photosynthesis Cellular respiration	Collecting data from an experiment Inference-making Visually displaying data (graphing)
Assessments: Cell organelle analogy Wet mount lab Regents-based multiple choice and free response	Curriculum Resources: Organelle readings Cellular transport animations
Unit 5: Diffusion Through a Membrane (State Lab)	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 6: Body Systems	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 7: Reproduction	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 8: Genetics	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 9: Relationships & Biodiversity (State Lab)	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 10: Evolution	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:
Unit 11: Regents Preparation - Part 1	
Description:	
Content:	Skills:

Assessments:	Curriculum Resources:
Unit 12: Regents Preparation - Part 2	
Description:	
Content:	Skills:
Assessments:	Curriculum Resources:

Earth Science	
Course Description	
<p>Earth Science is a year-long course that seeks to answer questions on the origin of the universe, the earth, and the phenomena that shape and affect it. Specifically, students master topics in geology, astronomy, and meteorology in preparation for the Earth Science Regents test in June. Students are expected to engage with texts and author constructed responses and extended writing assignments that synthesize and analyze non-fiction scientific texts to create well-substantiated arguments. These writing exercises will count for labs and summative assessments. In addition, students will complete over 1200 minutes of lab time in accordance with Regents standards in preparation for the Earth Science Regents test. During these activities, students will use the factual information they have mastered throughout the unit to answer a question and explain phenomena with scientific explanations.</p>	
Unit 0: Active Reading, Summarizing, and Graphs	
<p>Description: After introducing the behavioral expectations and norms in Orientation, students will learn the strategies and protocols for the year and apply them to understanding the common core standards, the role of literacy, and the claim that technology is linked to a decline in literacy among youth.</p>	
<p>Content:</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence.</p> <p>Analyze a textbook page for claims and evidence.</p> <p>Analyze a statement for validity based on a document.</p> <p>Form an argument from evidence and documents.</p> <p>Analyze mathematical relationships based on graphs.</p>
<p>Assessments:</p> <p>In class discussion</p> <p>Paragraph responses to textual summary/ homework prompts</p> <p>Student notes/notebook</p> <p>Starter Quizzes</p> <p>Completed Problem Sets</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science</p> <p>Glencoe Earth Science</p> <p>Article from New York Times and other news sources</p> <p>Documents from various sources for DBQ</p> <p>Document camera</p>

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<p>Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information.</p> <p>Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 2: Redshift and the Expanding Universe</p>	
<p>Description: After understanding the templates and protocols introduced in Unit Zero, students will apply the strategies and protocols to learning about observations that scientists make about the universe and apply this understanding.</p>	
<p>Content:</p> <p>1.2a The universe is vast and estimated to be over ten billion years old. The current theory is that the universe was created from an explosion called the Big Bang. Evidence for this theory includes: cosmic background radiation, and a red-shift (the Doppler effect) in the light from very distant galaxies.</p> <p>1.2b Stars form when gravity causes clouds of molecules to contract until nuclear fusion of light elements into heavier ones occurs. Fusion releases great amounts of energy over millions of years.</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>
<p>Assessments:</p> <p>In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>

<p>this same information.</p> <p>Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	
<p>Unit 3: The Solar System and Planetary Motions</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>1.1a Most objects in the solar system are in regular and predictable motion.</p> <p>1.1b Nine planets move around the Sun in nearly circular orbits.</p> <p>1.2c Our solar system formed about five billion years ago from a giant cloud of gas and debris. Gravity caused Earth and the other planets to become layered according to density differences in their materials. The characteristics of the planets of the solar system are affected by each planet’s location in relationship to the Sun. The terrestrial planets are small, rocky, and dense. The Jovian planets are large, gaseous, and of low density.</p> <p>1.2d Asteroids, comets, and meteors are components of our solar system.</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence.</p> <p>Analyze a textbook page for claims and evidence.</p> <p>Analyze a statement for validity based on a document.</p> <p>Form an argument from evidence and documents.</p> <p>Analyze mathematical relationships based on graphs.</p>
<p>Assessments:</p> <p>In class discussion</p> <p>Paragraph responses to textual summary/ homework prompts</p> <p>Student notes/notebook</p> <p>Starter Quizzes</p> <p>Completed Problem Sets</p> <p>Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information.</p> <p>Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice,</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science</p> <p>Glencoe Earth Science</p> <p>Article from New York Times and other news sources</p> <p>Documents from various sources for DBQ</p> <p>Document camera</p> <p>SMART Board and SMART Response Controllers</p> <p>colored pencils, balloons, magic markers, rulers, tape measures</p>

<p>and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	
<p>Unit 4: Earth-Sun-Moon System, Tides, and Phases</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>1.1d Earth rotates on an imaginary axis at a rate of 15 degrees per hour. To people on Earth, this turning of the planet makes it seem as though the Sun, the moon, and the stars are moving around Earth once a day. Rotation provides a basis for our system of local time; meridians of longitude are the basis for time zones.</p> <p>1.1e The Foucault pendulum and the Coriolis effect provide evidence of Earth’s rotation.</p> <p>1.1f Earth’s changing position with regard to the Sun and the moon has noticeable effects.</p> <p>1.1g Seasonal changes in the apparent positions of constellations provide evidence of Earth’s revolution.</p> <p>1.1i Approximately 70 percent of Earth’s surface is covered by a relatively thin layer of water, which responds to the gravitational attraction of the moon and the Sun with a daily cycle of high and low tides.</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence.</p> <p>Analyze a textbook page for claims and evidence.</p> <p>Analyze a statement for validity based on a document.</p> <p>Form an argument from evidence and documents.</p> <p>Analyze mathematical relationships based on graphs.</p>
<p>Assessments:</p> <p>In class discussion</p> <p>Paragraph responses to textual summary/ homework prompts</p> <p>Student notes/notebook</p> <p>Starter Quizzes</p> <p>Completed Problem Sets</p> <p>Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information.</p> <p>Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science</p> <p>Glencoe Earth Science</p> <p>Article from New York Times and other news sources</p> <p>Documents from various sources for DBQ</p> <p>Document camera</p> <p>SMART Board and SMART Response Controllers</p> <p>colored pencils, balloons, magic markers, rulers, tape measures</p>

<p>questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	
<p>Unit 5: Maps of Earth and The Angle of Insolation</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>1.1c Earth’s coordinate system of latitude and longitude, with the equator and prime meridian as reference lines, is based upon Earth’s rotation and our observation of the Sun and stars.</p> <p>2.2a Insolation (solar radiation) heats Earth’s surface and atmosphere unequally due to variations in: the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude, and season characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat duration, which varies with seasons and latitude.</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence.</p> <p>Analyze a textbook page for claims and evidence.</p> <p>Analyze a statement for validity based on a document.</p> <p>Form an argument from evidence and documents.</p> <p>Analyze mathematical relationships based on graphs.</p>
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<p>Unit 6: Apparent Solar Motion and Earth’s Seasons</p>	

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<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>1.1h The Sun’s apparent path through the sky varies with latitude and season.</p> <p>2.2a Insolation (solar radiation) heats Earth’s surface and atmosphere unequally due to variations in: the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude, and season characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat duration, which varies with seasons and latitude.</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence.</p> <p>Analyze a textbook page for claims and evidence.</p> <p>Analyze a statement for validity based on a document.</p> <p>Form an argument from evidence and documents.</p> <p>Analyze mathematical relationships based on graphs.</p>
<p>Assessments:</p> <p>In class discussion</p> <p>Paragraph responses to textual summary/ homework prompts</p> <p>Student notes/notebook</p> <p>Starter Quizzes</p> <p>Completed Problem Sets</p> <p>Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information.</p> <p>Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science</p> <p>Glencoe Earth Science</p> <p>Article from New York Times and other news sources</p> <p>Documents from various sources for DBQ</p> <p>Document camera</p> <p>SMART Board and SMART Response Controllers</p> <p>colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 7: Contour Maps, Landscapes, and Gradient</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>2.1q Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence.</p> <p>Analyze a textbook page for claims and evidence.</p> <p>Analyze a statement for validity based on a</p>

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<p>distance.</p>	<p>document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>
<p>Assessments: In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources: Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 8: Minerals and Igneous Rocks</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content: 3.1a Minerals have physical properties determined by their chemical composition and crystal structure. 3.1b Minerals are formed inorganically by the process of crystallization as a result of specific environmental conditions. These include: cooling and solidification of magma, precipitation from water caused by such processes as evaporation, chemical reactions, and temperature changes, rearrangement of atoms in existing minerals subjected to conditions of high temperature and pressure. 3.1c Rocks are usually composed of one or more minerals. Rocks are classified by their origin, mineral content, and texture.</p>	<p>Skills: Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>

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<p>Conditions that existed when a rock formed can be inferred from the rock’s mineral content and texture. The properties of rocks determine how they are used and also influence land usage by humans.</p>	
<p>Assessments: In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources: Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 9: Igneous, Sedimentary, and Metamorphic Rocks</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content: 3.1c Rocks are usually composed of one or more minerals. Rocks are classified by their origin, mineral content, and texture. Conditions that existed when a rock formed can be inferred from the rock’s mineral content and texture. The properties of rocks determine how they are used and also influence land usage by humans.</p>	<p>Skills: Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>
<p>Assessments: In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook</p>	<p>Curriculum Resources: Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources</p>

<p>Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 10: Erosion, Landscapes, Water Flow</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>1.2g Earth has continuously been recycling water since the outgassing of water early in its history. This constant recirculation of water at and near Earth’s surface is described by the hydrologic (water) cycle.</p> <p>2.1r Climate variations, structure, and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.</p> <p>2.1s Weathering is the physical and chemical breakdown of rocks at or near Earth’s surface. Soils are the result of weathering and biological activity over long periods of time.</p> <p>2.1t Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</p> <p>2.1v Patterns of deposition result from a loss</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence.</p> <p>Analyze a textbook page for claims and evidence.</p> <p>Analyze a statement for validity based on a document.</p> <p>Form an argument from evidence and documents.</p> <p>Analyze mathematical relationships based on graphs.</p>

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<p>of energy within the transporting system and are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted.</p>	
<p>Assessments:</p> <p>In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 11: Density, Earth’s Interior, Plate Tectonics</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth’s interior results in the formation of regions of different densities. These density differences result in motion. 2.1j Properties of Earth’s internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction) 2.1k The outward transfer of Earth’s internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth’s surface. 2.1l The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>

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<p>relationship to one another, creating convergent, divergent, and trans- form plate boundaries. These motions indicate Earth is a dynamic geologic system.</p>	
<p>Assessments: In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources: Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 12: Earthquakes and Tectonic Forces on the Crust</p>	
<p>Description:</p>	
<p>Content: 2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth’s interior results in the formation of regions of different densities. These density differences result in motion. 2.1j Properties of Earth’s internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction) 2.1k The outward transfer of Earth’s internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth’s surface. 2.1l The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and trans- form plate</p>	<p>Skills: Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>

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<p>boundaries. These motions indicate Earth is a dynamic geologic system.</p>	
<p>Assessments:</p> <p>In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
<p>Unit 13: Earth’s History and Fossil Correlation/Rel Dating</p>	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>1.2e Earth’s early atmosphere formed as a result of the outgassing of water vapor, carbon dioxide, nitrogen, and lesser amounts of other gases from its interior. 1.2f Earth’s oceans formed as a result of precipitation over millions of years. The presence of an early ocean is indicated by sedimentary rocks of marine origin, dating back about four billion years. 1.2h The evolution of life caused dramatic changes in the composition of Earth’s atmosphere. Free oxygen did not form in the atmosphere until oxygen-producing organisms evolved. 1.2i The pattern of evolution of life-forms on Earth is at least partially preserved in the rock record. 1.2j Geologic history can be reconstructed by observing sequences of rock types and fossils</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>

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to correlate bedrock at various locations	
<p>Assessments:</p> <p>In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
Unit 14: Atmosphere, Climate, Water Cycle	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>2.1f Air temperature, dewpoint, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement. 2.2b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth’s surface occurs as the result of radiation, convection, and conduction. Heating of Earth’s surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents. 2.2c A location’s climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges. 2.2d Temperature and precipitation patterns are altered by: natural events such as El Niño and volcanic eruptions human influences including deforestation, urbanization, and the production of greenhouse gases such as</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>

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carbon dioxide and methane.	
<p>Assessments:</p> <p>In class discussion Paragraph responses to textual summary/ homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit’s essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science Glencoe Earth Science Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
Unit 15: Weather Stations and Weather Maps	
<p>Description: After discussing the big bang theory and age of the universe, students will use the strategies and protocols for the year and apply them to understanding the formation of stars, the solar system, and the orbits of planets.</p>	
<p>Content:</p> <p>2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dewpoint), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover. 2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes. 2.1q Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.</p>	<p>Skills:</p> <p>Write a summary paragraph with a statement and evidence. Analyze a textbook page for claims and evidence. Analyze a statement for validity based on a document. Form an argument from evidence and documents. Analyze mathematical relationships based on graphs.</p>
<p>Assessments:</p> <p>In class discussion Paragraph responses to textual summary/</p>	<p>Curriculum Resources:</p> <p>Pearson Earth Science Glencoe Earth Science</p>

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<p>homework prompts Student notes/notebook Starter Quizzes Completed Problem Sets Assignment 1: A DBQ style lab response asking students to summarize evidence for and against two positions on the unit's essential question. Students will by this point have reviewed the major evidence for both sides and analyzed the documents in the DBQ lab section to see which argument each document supports. They would have also had a class discussion summarizing much of this same information. Assignment 2: Students will also complete a 30 questions test based on previous regents tests. 20 questions will be multiple choice, and 10 will be free response. 30% of questions will be from previous units. 70% will be material covered in the previous unit. Students will by this point have done two problem sets with very similar questions to the ones that they will need to answer.</p>	<p>Article from New York Times and other news sources Documents from various sources for DBQ Document camera SMART Board and SMART Response Controllers colored pencils, balloons, magic markers, rulers, tape measures</p>
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CHEMISTRY	
<p>This Regents course challenges students to examine the physical properties of matter, atomic structure, chemical bonding, periodicity of elements, stoichiometry, kinetics and equilibrium, acids and bases, oxidation and reduction, nuclear chemistry, and organic chemistry through labs and real world application.</p>	
<p>Description: This unit introduces students to the study of chemistry; The students will learn about three states of matter. They will also learn about physical and chemical properties and changes in matter. The SI system of measurement is introduced along with conversion factors to convert one unit of measure to another. The concept of density is also presented. Finally, the classification of matter introduces the concepts of atoms, elements, compounds, and mixtures.</p>	
<p>Content: What is Chemistry? Chemistry is the study of chemicals, their properties, and the reactions in which they are involved. Three states of matter are solid, liquid, and gas. Matter undergoes both physical changes and chemical changes. Evidence can help to identify the type of change. Describing Matter Matter has both mass and volume; matter thus has density, which is the ratio of mass to volume. Matter and weight are not the same thing.</p>	<p>Skills: Classifying Collecting data Identifying/Recognizing Patterns Communicating Interpreting Measuring Organizing and Analyzing Data Make Observations Analyze results Draw Conclusions Perform operations and conversions</p>

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<p>Mass is a measure of the amount of matter in an object. Weight is a measure of the gravitational force exerted on an object.</p> <p>SI units are used in science to express quantities. Derived units are combinations of the basic SI units.</p> <p>Properties of matter can be either physical or chemical.</p> <p>Matter can be classified</p>	
<p>Assessments:</p> <p>Graphic organizer or concept map that shows</p> <p>Short Answer Quizzes: Chemicals, Matter</p> <p>Observation activities</p> <p>Labs observing physical properties</p>	<p>Curriculum Resources:</p> <p>Chemistry, Holt</p> <p>Lab equipment and chemicals</p> <p>Laptops</p> <p>Library – research materials/CRC</p> <p>Calculators</p> <p>Reference Tables</p>
<p>Description: This unit introduces students to the concept of the atom and its structure. It also includes how the idea of the atom has evolved over time starting with the Greeks and ending with the wave-mechanical model. Finding a weighted average to determine average atomic mass is introduced along with the concept of the mole and conversions between moles and grams.</p>	
<p>Content:</p> <p>History of Atomic Structure</p> <p>Identify Subatomic Particles; their location; their properties</p> <p>Structure of Atoms</p> <p>Isotopes and average atomic mass</p> <p>Moles, Molar Mass, Avogadro’s Number: Conversions</p> <p>Electron Configuration and Energy: Electromagnetic Spectrum, Quantum Theory, Wave-Particle Duality</p> <p>Using the Periodic Table</p>	<p>Skills:</p> <p>Use Algebra to describe and compare data</p> <p>Recognize and Convert scales of Measurement</p> <p>Measure and Record Experimental Data and use in Calculations</p> <p>Scientific Inquiry</p> <p>Use theories and models to represent observations</p> <p>Interpreting</p> <p>Draw conclusions</p>
<p>Assessments:</p> <p>Problem sets</p> <p>Diagrams of atoms</p> <p>Vocabulary quizzes</p> <p>Labs</p> <p>Researching an element project</p> <p>Unit Assessment</p>	<p>Curriculum Resources:</p> <p>Holt Chemistry</p> <p>Lab equipment and chemicals</p> <p>Library</p> <p>Calculators</p> <p>Reference Tables</p>
<p>Description: In this unit students will learn about the arrangement of the Modern Periodic Table. They will look at the properties and trends, such as electronegativity and chemical properties, that occur in the table. Those properties and trends will be explained by making connections to atomic structure. They will also learn about the history of the periodic table.</p>	
<p>Content:</p> <p>Development of the Periodic Table – Scientists who developed it: Mendeleev, Moseley</p> <p>-first by atomic radius and shared properties then atomic mass, finally arranged by increasing atomic number</p>	<p>Skills:</p> <p>Interpretation</p> <p>Making Observations</p> <p>Graphing data and Interpretation and Analysis</p> <p>Inference from data</p>

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<p>Trends: Ionization Energy, Atomic Radius, Electronegativity, Electron Affinity, Metallic and Nonmetallic Properties, Electron Configuration</p>	<p>Use theories and models to represent observations Interpret Organized Data using the Reference Tables</p>
<p>Assessments: Labs Unit Exam – Regents Questions Creating a Periodic Table Project</p>	<p>Curriculum Resources: Holt Chemistry Reference Tables Library</p>
<p>Description: This unit covers the different types of bonding that occurs between different elements and the properties of those bond types. Students will also learn how to write and name formulas for chemical compounds. Students will learn to evaluate chemical formulas to determine bond type, percent composition and empirical and molecular formulas.</p>	
<p>Content: –Why Atoms Bond: Electron Configuration, Octet Rule –Bonds Between Atoms: Ionic, Covalent/Molecular, Metallic and their properties, VSEPR – Electronegativity: Polarity –Molecular Attraction: Intermolecular Forces – Chemical Formula: Naming by Stock and IUPAC Rules, writing formulas based on names – Lewis Dot Structures: Elements, Ions, Compounds – Empirical and Molecular Formulas, Hydrates, Percent Composition, Molar Mass</p>	<p>Skills: Using models to represent particles and their properties Use knowledge of geometric arrangements to predict particle behavior Use the Periodic Table to predict bonding type Use Algebra to determine formula mass Use Algebra to interpret data and test the conservation of mass</p>
<p>Assessments: Labs Work products – problem sets Quiz Unit Exam – Regents Questions</p>	<p>Curriculum Resources: Holt Chemistry Reference Tables Library Lab materials Molecular Model kits</p>
<p>Description: In this unit, students will learn about radioactivity and why a nucleus is unstable. Students will learn about the half-life of isotopes and how different isotopes decay. Also included in this unit are the different types of nuclear reactions and how different radioactive isotopes can be used in beneficial ways. Students will debate a variety of topics relevant to the use of radioactive isotopes.</p>	
<p>Content: Isotopes Radioactivity Nuclear Decay Equations and Reactions: Fission, Fusion, Transmutation, Conservation of Mass, Decay Mode Half-Life Problems Nuclear Energy Alternative Energy Sources Medical Applications</p>	<p>Skills: Use Algebra to solve half-life problems Use a model to describe and interpret nuclear decay Relate knowledge of nuclear chemistry to areas of technology, society, design, and science Make and Interpret graphs to make conclusions about data Use Reference Tables to make predictions about nuclear decay</p>
<p>Assessments: Half-life problem sets</p>	<p>Curriculum Resources: Khan Academy</p>

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<p>Nuclear equation problem sets Debate Unit Exam – Regents Questions</p>	<p>Reference Tables Lab materials Library, laptops</p>
<p>Description: This unit covers identifying different types of chemical reactions and how to write and balance chemical equations. Also included is the concept of stoichiometry and using molar relationships to determine amount of reactant used and product formed. Potential energy diagrams are also introduced.</p>	
<p>Content: Identifying and Writing Chemical Reactions: Single Replacement, Double Replacement, Synthesis, Decomposition, Combustion Balancing Equations using Laws of Conservation, Mass, and Energy Moles: Describing the amount of substance, mass-mole-atom conversions Driving Force for Reactions: Systems tend to go toward greater entropy and lower energy Reading, Interpreting and Creating Potential Energy Diagrams from Reactions</p>	<p>Skills: Use Algebra to describe and compare data Recognize and Convert scales of Measurement Measure and Record Experimental Data and use in Calculations Scientific Inquiry Recognize physical and chemical properties and changes Use theories and models to represent observations Interpret Organized Data</p>
<p>Assessments: Problem Sets Labs Quizzes Unit Exam – Regents Questions</p>	<p>Curriculum Resources: Reference Tables Lab materials Holt Chemistry</p>
<p>Description: This unit investigates the behavior of gases and the relationships between pressure, volume, and temperature. Students will also learn to distinguish between real and ideal gases. Inverse and direct relationships will be explained graphically and mathematically.</p>	
<p>Content: Gas Laws: Using the Combined Gas Law to predict the effects of changing temperature, pressure, and volume of a gas Holding one variable constant: Boyle's Law, Charles' Law, Gay-Lussac's Law -Describing Real and Ideal Gases using Kinetic Molecular Theory</p>	<p>Skills: Graphing data and Interpretation and Analysis Inference from data Use theories and models to represent observations Interpret Organized Data using the Reference Tables</p>
<p>Assessments: Problem set Labs Unit Exam – Regents Questions</p>	<p>Curriculum Resources: Holt Chemistry Lab materials Reference Tables</p>
<p>Description: The solutions unit explores the properties of a solution and how solubility of a solute can be affected by various changes in temperature and pressure. Different ways to calculate concentration are taught as well as how a solute affects the properties of a solvent (Colligative Properties).</p>	
<p>Content: Solutions and Colligative Properties -solute, solvent -freezing point depression, boiling point</p>	<p>Skills: Graphing data and Interpretation and Analysis Inference from data</p>

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<p>elevation -physical properties: factors affecting solubility including temperature, pressure, polarity, Calculating Concentration: parts per million, molarity, percent composition -intermolecular forces and vapor pressure</p>	<p>Use theories and models to represent observations Interpret Organized Data using the Reference Tables</p>
<p>Assessments: Problem set Labs Unit Exam – Regents Questions</p>	<p>Curriculum Resources: Lab materials Reference Tables Holt Chemistry</p>
<p>Description: This unit investigates the different ways to change the speed of a chemical reaction. Students will also learn about how chemical and physical changes can reach equilibrium and the factors that can force changes in equilibrium. Potential Energy diagrams will also be revisited.</p>	
<p>Content:</p> <p>Kinetic Molecular Theory: Increasing temperature increases rate of reaction</p> <p>Collision Theory: Collisions between molecules must occur with sufficient energy and proper orientation in order for a chemical reaction to occur</p> <p>Systems tend to go toward greater entropy and lower energy</p> <p>Le Chatelier’s Principle: Increases in temperature, pressure, concentration, surface area, and/or addition of a catalyst cause stress on a closed system, increasing number of effective collisions, increasing rate of reaction -chemical equilibrium can exist between formation of products and reactants -physical equilibrium can exist between solid/liquid; liquid/gas -rate of forward reaction is equal to rate of reverse reaction</p> <p>Review of potential energy diagrams</p>	<p>Skills:</p> <p>Measure, Record, and graph experimental data and analyze Use models to represent observations (writing chemical equations) Predict outcomes based on data trends: compare actual outcomes to predictions Analyze and Evaluate Hypothesizing</p>
<p>Assessments: Problem set Labs Unit Exam – Regents Questions</p>	<p>Curriculum Resources: Reference Tables Holt Chemistry Lab materials</p>
<p>Description: This unit introduces students to the different concepts of acids and bases. The pH scale is interpreted in terms of the concentration of hydronium ion and hydroxide ion. Titration as a method of determined concentration of an acid or base is also explored.</p>	
<p>Content:</p> <p>Physical and Chemical Properties of Acids and Bases</p>	<p>Skills:</p> <p>Measure and Record accurate data (titration lab)</p>

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<p>-bases: pH range of 7.1-10; caustic; bitter taste; slippery; turn red litmus blue; electrolytes; denature protein -acids: pH range of 0-7; corrosive, sour taste; electrolytes; turn blue litmus red; react with metals</p> <p>Definitions: -Arrhenius: acids increase hydronium concentration; bases increase hydroxide ion -Bronsted-Lowry: acids donate a proton; bases accept a proton -Conjugate acid/base pairs</p> <p>Neutralization Reactions: double replacement creates water and a salt</p> <p>pH is the concentration of hydronium ion</p> <p>Titration: indicators change color to show pH; titration is the procedure used to find concentration of an acid or base using a standard solution and an indicator -concentration can be calculated by comparing the moles of base used to neutralize an acid: $(M_a)(V_a) = (M_b)(V_b)$</p>	<p>Use algebra to analyze data and make connections to real situations (comparing acid/base concentration to stomach acid) Use organized data (reference tables) to make inferences about data Recognize and write symbolic representations of reactions (writing neutralization reactions)</p>
<p>Assessments: Problem set Titration Lab Unit Exam – Regents Questions</p>	<p>Curriculum Resources: Lab materials Reference Tables Holt Chemistry</p>
<p>Description: This unit explores the movement of electrons in chemical reactions and describes the movement as reduction and oxidation. Batteries are explained in terms of electron movement. Single replacement reactions and the metal activity series are revisited.</p>	
<p>Content: Finding the oxidation state of each element in a compound using the periodic table OIL RIG/ LEO says GER Oxidation is loss of electrons Reduction is gain of electrons Reduction/Oxidation Reactions (Redox) Balancing Redox reactions using number of electrons lost and gained Electrochemical Cells –</p>	<p>Skills: Use models to represent chemical reactions (use knowledge of the atom to write chemical equations) Lab: Making conclusions about observations and data from batteries Interpret organized data (the periodic table) to determine oxidation state</p>
<p>Assessments: Problem set Labs Unit Exam – Regents Questions</p>	<p>Curriculum Resources: Reference Tables Holt Chemistry Lab materials</p>
<p>Description: This unit introduces students to organic compounds. Students learn how to name an organic compound and draw the molecular structure based on the name. Students will also learn to recognize functional groups on basic organic compounds and the reactions that occur between organic</p>	

compounds.	
Content: Review of the carbon atom Classification of organic compounds Naming Organic Compounds Isomers have the same formula but a different structure and a different name Functional Groups are groups of different atoms (O, N, Cl...) that give the compound different properties	Skills: Use theories and models to explain observations (lab) Scientific Inquiry – creating own experiments with gluep lab Interpret organized data (reference tables)
Assessments: Problem set Labs Unit Exam – Regents Questions	Curriculum Resources: Reference Tables Lab materials Holt Chemistry

Physics	
Course Description	
This course will provide students with a basic foundation and understanding of physics and physical concepts. Along with classwork, students will be expected to complete a laboratory component, in which they examine physical principles and some technical applications. Throughout this year students will complete laboratory reports and presentations, along with tests and quizzes. Topics that will be covered this year include (BUT ARE NOT LIMITED TO), Vector and Scalar Quantities, Newton’s Laws of Motion, Electricity and Magnetism, and Modern Physics. This is a challenging and advanced course, so it is expected that students will stay on track and try their hardest.	
Unit 1: Procedures and Protocols	
Description: During this unit students will be expected to master the procedures and protocols of physics class, while being introduced to the physics content. To do this, student will complete various individual and group activities in class, as well as participate in icebreakers.	
Content: Procedures and Protocols Rules and Expectations	Skills: Understand the Procedures and Protocols/ Rules and Expectations for physics class Create a sense of community within the classroom Understand what physics is and why we will be studying it
Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment	Curriculum Resources: Glencoe Physics Textbook SMART board
Unit 2: Measurements and Mathematics	
Description: During this unit students will be expected to master the fundamental math concepts that are present throughout this course of study. A large focus will be placed on units, simple algebra and trigonometry skills, and vector and scalar quantities.	
Content:	Skills:

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<p>Units (Standard 1 - M1.1) SI Prefixes / Tools in Measurement (S3.1) Scientific Notation (Standard 6 - 3.2) Significant Figures (PS.4.1c, PS 5.2c) Evaluating Experimental Results (M2.1) Graphing Data (M1.1, 2.1) Scalar and Vector Quantities (M1.1, 5.1a) Solving Equations Using Algebra (M1.1)</p>	<p>State units of measure as fundamental quantities and list units in SI and English systems Solve problems using unit conversion Solve problems involving scientific notation Solve problems using algebra and trigonometry Operate and read measuring devices used in laboratory Observe and record measurable quantities Define and give examples of a vector quantity and a scalar quantity Find the resultant of two or more vectors using analytical and graphical methods</p>
<p>Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment</p>	<p>Curriculum Resources: Glencoe Physics Textbook SMART board</p>
<p>Unit 3: Motion in One Dimension</p>	
<p>Description: During this unit students will be expected to master the kinematics equations and principles. Students will apply these equations to problems in one dimension. Students will practice these skills by completing worksheets in class and also completing laboratory activities.</p>	
<p>Content: Kinematics (5.1d) Distance/Displacement Speed/Velocity Acceleration</p>	<p>Skills: Demonstrate an understanding of terms related to linear kinematics and apply to solution of problems Solve problems involving time, distance, average velocity, and acceleration with and without gravitational fields</p>
<p>Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment</p>	<p>Curriculum Resources: Glencoe Physics Textbook SMART board</p>
<p>Unit 4: Motion in Two Dimensions</p>	
<p>Description: During this unit students will be expected to master the kinematics equations and principles. Students will apply these equations to problems in two dimensions. Students will practice these skills by completing worksheets in class and also completing laboratory activities.</p>	
<p>Content: Two Dimensional Motion and Trajectories (5.1b, 5.1c, 5.1f, 5.1g, 5.1h) Fired Horizontally and at an Angle</p>	<p>Skills: Solve problems involving objects moving in two dimensions</p>
<p>Assessments: The summative assessment will be comprised</p>	<p>Curriculum Resources: Glencoe Physics Textbook</p>

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<p>of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	<p>SMART board</p>
<p>Unit 5: Newton’s Laws of Motion</p>	
<p>Description: During this unit students will be expected to master Newton’s Laws of Motion. Students will apply their knowledge of Newton’s Laws to master concepts such as force diagrams. Students will practice these skills by completing worksheets in class and also completing laboratory activities.</p>	
<p>Content: Dynamics (5.1e, 5.1i, 5.1k, 5.1q) Newton’s Three Laws of Motion (Standard 6 - 4.2) Weight Forces (5.1b, 5.1c, 5.1j) Friction/ Inclined Plane (4.1h, 5.1o)</p>	<p>Skills: State and apply Newton's first and second law of motion Define and give examples of proper use of mass and weight Solve problems using kinetic and static friction Define force and give units Draw a free-body diagram for objects at rest</p>
<p>Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	<p>Curriculum Resources: Glencoe Physics Textbook SMART board</p>
<p>Unit 6: Circular and Pendular Motion</p>	
<p>Description: During this unit students will be expected to master Newton’s Third Law of Motion. Students will apply their knowledge of Newton’s Third Law of Motion to master concepts such as uniform circular motion and simple pendulum motion.. Students will practice these skills by completing worksheets in class and also completing laboratory activities. These concepts make up a large portion of the culminating Regents Physics Test, so it is imperative that students learn and master this material.</p>	
<p>Content: Dynamics (5.1e, 5.1i, 5.1k, 5.1q) Newton’s Three Laws of Motion (Standard 6 - 4.2) Newton’s Universal Law of Gravitation (5.1l, 5.1n, 5.1s, 5.1t, 5.1u) Gravitational Field Strength Weight Momentum (5.1p, 5.1r) Law of Conservation The Simple Pendulum (4.1a, 4.1c, 4.1d, 4.1e)</p>	<p>Skills: State and apply Newton's third law of motion State the law of conservation of linear momentum and solve related problems Solve problems involving simple pendulum motion Solve problems involving uniform circular motion</p>
<p>Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get</p>	<p>Curriculum Resources: Glencoe Physics Textbook SMART board</p>

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70% or better on the summative assessment.	
Unit 7: Energy	
Description: During this unit students will be expected to master the concepts of work, power and energy. Students will apply their knowledge of these concepts as they learn about the law of conservation of energy and Hooke’s Law. Students will practice these skills by completing worksheets in class and also completing laboratory activities.	
Content: Work and Energy (4.1g, 4.1h, 4.1j) Power Forms of Energy (4.1a, 4.1i, 5.3f, 5.3j) Potential Energy (4.1c) Elastic Potential Energy (4.1c, 5.1m) Hooke’s Law Kinetic Energy (4.1d) Work - Energy Relationship (4.1a, 4.1b, 4.1e, 4.1f, 4.1j) Conservation	Skills: Solve problems involving work and power Solve problems involving kinetic energy Solve problems involving potential energy Discuss and apply knowledge of the principle of conservation of energy Describe and apply the relationship between force and displacement (Hooke’s law)
Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.	Curriculum Resources: Glencoe Physics Textbook SMART board
Unit 8: Building Bridges	
Description: During this unit students will be expected to construct a bridge using balsa wood and wood glue. Students will use their understanding of bridge structures and bridge designs to construct a free-standing bridge that can support the most weight. Students will complete this task using resources given to them by the teacher and by doing their own outside research.	
Content: Bridge Building (Standard 1–S2.1, 2.2,2.3, 2.4, Standard 2–1.1-1.5) Bridge Structures Bridge Designs Bridge Materials	Skills: Identify different bridge types and designs Demonstrate an understanding of bridge construction
Assessments: The summative assessment for this unit will be the testing of the student’s bridges. Students will be assessed based on how heavy their bridge is and how much weight is can support before it breaks. The highest scoring bridges will be the lightest, while also supporting the most weight.	Curriculum Resources: Glencoe Physics Textbook SMART board
Unit 9: Electricity	
Description: During this unit students will be expected to master electrostatics and electricity. Students will apply their knowledge of electrostatics to master other concepts such as Coulomb’s Law and Ohm’s Law. Students will practice these skills by completing worksheets in class and also completing laboratory activities.	
Content: Electrostatics (5.1t, 5.3b, 5.3f) Structure of Atoms	Skills: Identify structure of an atom Demonstrate an understanding of electric

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<p>Charged Objects Transfer of Charge Law of Conservation Coulomb’s Law Electric Fields (5.1s, 5.1u) Field Strength Potential Difference Electric Currents (4.1l, 4.1n)) Ohm’s Law Resistivity</p>	<p>charge and define its units State and apply Coulomb's law Demonstrate knowledge of electric field and apply to physical problems Define electrical terms and appropriate units and show relationship via Ohm's law Apply Ohm's law</p>
<p>Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	<p>Curriculum Resources: Glencoe Physics Textbook SMART board</p>
Unit 10: Circuits	
<p>Description: During this unit students will be expected to master the concept of circuits. Students will apply their knowledge of circuits to master other concepts such as circuit diagrams, electrical power, and energy. Students will practice these skills by completing worksheets in class and also completing laboratory activities.</p>	
<p>Content: Electric Circuits (4.1a, 4.1b, 4.1j, 4.1l, 4.1m, 4.1n, 4.1o, 4.1p) Series and Parallel Electric Power Electric Energy</p>	<p>Skills: Define electrical terms and appropriate units and show relationship via Ohm's law Apply Ohm's law Construct series and parallel circuit diagrams Write and apply equations for a circuit containing resistors connected in series and parallel</p>
<p>Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	<p>Curriculum Resources: Glencoe Physics Textbook SMART board</p>
Unit 11: Magnetism	
<p>Description: During this unit students will be expected to master magnetism. Students will apply their knowledge of magnetism and electrostatics to master the concept of electromagnetism as well. Students will practice these skills by completing worksheets in class and also completing laboratory activities.</p>	
<p>Content: Magnetism (5.1t) Fields, Flux Lines, and Strength Electromagnetic Induction (4.1k) Electromagnetic Radiation</p>	<p>Skills: Define terms relating to magnetism Construct magnetic field lines Explain the relationship between electricity and magnetism</p>
<p>Assessments: The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice,</p>	<p>Curriculum Resources: Glencoe Physics Textbook SMART board</p>

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<p>followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	
Unit 12: Waves	
<p>Description: During this unit students will be expected to master the concepts of interference, resonance, and diffraction. Students will apply their knowledge of these concepts as they learn about the different types of waves. Students will practice these skills by completing worksheets in class and also completing laboratory activities.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Introduction to Waves (4.3a, 4.3b, 4.3c, 4.3h) Types of Waves Wave Behavior Wave Characteristics Pulses and Periodic Wave Periodic Wave Phenomena (4.3d, 4.3e, 4.3f, 4.3h, 4.3i, 4.3j, 4.3m, 4.3n) Doppler Effect Interference Standing Waves Resonance Diffraction Sound 	<p>Skills:</p> <ul style="list-style-type: none"> Define, relate and apply frequency, period, wavelength, amplitude, wave velocity and give appropriate units for wave motion Differentiate between transverse and longitudinal wave motion Demonstrate an understanding of wave combination, using supposition principle Demonstrate an understanding of the propagation of sound
<p>Assessments:</p> <p>The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Glencoe Physics Textbook SMART board
Unit 13: Light	
<p>Description: During this unit students will be expected to master the concepts of reflection and refraction. Students will apply their knowledge of these concepts as they learn about concave and convex lenses, Snell's Law, and the electromagnetic spectrum. Students will practice these skills by completing worksheets in class and also completing laboratory activities.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Light (4.3h, 4.3i, 4.3j, 4.3k, 4.3l) Speed of Light Reflection Refraction Absolute Index of Refraction Snell's Law The Electromagnetic Spectrum (4.1b, 4.1k, 4.3g, 4.3k) Frequencies and Wavelengths 	<p>Skills:</p> <ul style="list-style-type: none"> Discuss the dual behavior of light Demonstrate an understanding of reflection and refraction of light Define optical terms and utilize mathematical and graphical techniques for mirrors and lenses Solve problems using Snell's Law
<p>Assessments:</p> <p>The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice,</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Glencoe Physics Textbook SMART board

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<p>followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	
<p>Unit 14: Modern Physics 1</p>	
<p>Description: During this unit students will be expected to master the concept of wave=particle duality. Students will apply their knowledge of this concept as they learn about the different models of the atom and atomic spectra.. Students will practice these skills by completing worksheets in class.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Wave-Particle Duality of Energy and Matter (5.3e) Quantum Theory Energy vs. Frequency Photon-Particle Collisions (DeBroglie & Compton) Early Models of the Atom (5.3a, 5.3c, 5.3d) Thomson’s Model Rutherford’s Model Bohr’s Model Atomic Spectra Cloud Model 	<p>Skills:</p> <ul style="list-style-type: none"> Define wave-particle duality Differentiate between Thomson’s, Rutherford’s, and Bohr’s model of the atom Demonstrate an understanding of atomic spectra Solve problems involving energy and frequency
<p>Assessments:</p> <p>The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 70% or better on the summative assessment.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Glencoe Physics Textbook SMART board
<p>Unit 15: Modern Physics 2</p>	
<p>Description: During this unit students will be expected to master the concept of the mass-energy relationship. Students will apply their knowledge of this concept as they learn about the fundamental forces, and subatomic particles.. Students will practice these skills by completing worksheets in class and also completing physics article reviews .</p>	
<p>Content:</p> <ul style="list-style-type: none"> The Nucleus (5.3h) Nuclear Force Universal Mass Unit Mass Energy Relationship The Standard Model of Particle Physics (4.1b, 5,3b, 5.3f, 5.3g, 5.3i, 5.3j)) Fundamental Forces Classification of Subatomic Particles Quarks 	<p>Skills:</p> <ul style="list-style-type: none"> Differentiate between the fundamental forces Demonstrate an understanding of the mass-energy relationship Solve problems using the mass-energy relationship Identify current topics related to physics; e.g., laser, plasma technology, quantum mechanics
<p>Assessments:</p> <p>The summative assessment will be comprised of laboratory activities and a unit test. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Glencoe Physics Textbook SMART board

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70% or better on the summative assessment.	
Unit 16: Regents Review	
Description: During this unit students will be expected to master the concepts that they have learned throughout the year. Students will practice these skills by completing worksheets in class and by working on practice Regents exams.	
Content: Measurement and Mathematics Mechanics Energy Electricity and Magnetism Waves Modern Physics Projects and Problem Based Learning Activities	Skills: Demonstrate an understanding of Regents Physics curriculum
Assessments: The summative assessment for this unit will be the New York State Regents Exam in Physics. The format for this test will be multiple choice, followed by short answer questions in which students need to show their work. In order to achieve mastery, students will need to get 65% or better on the summative assessment.	Curriculum Resources: Glencoe Physics Textbook SMART board

US History	
Course Description	
<p>This course will take students on a journey through the history of the United States, beginning with the diverse civilizations that inhabited North America long before European explorers arrived, winding through the many twists and turns that the colonies and then the United States took through the 17th, 18th, 19th, and 20th centuries, and culminating with a look at the challenges and opportunities that this country faces as we move ahead into the 21st century. Throughout this course, students will wrestle with numerous topics that provide a variety of opportunities to investigate and evaluate key events and ideas that have shaped America’s past. This course will also be specifically structured to provide students with avenues to connect the past to the present and to consider how the lessons of history can inspire and instruct our actions as we work to shape the future of the United States.</p>	
Unit 1: Revolution	
Description: Unit 1, <i>Revolution</i> , will provide a chronological overview of early American history and the founding of the United States. This unit starts with a quick investigation of Native American civilizations prior to European contact, moves through the colonial and revolutionary time periods, examines the formation of the Constitution, and ends with a look at the presidencies of Washington, Adams, and Jefferson. Throughout the examination of these topics, this unit will also highlight important concepts and issues in American history, including the motivations for and the consequences of colonization, the impact of religion and diversity on American society, the modern implications of the Declaration of Independence, the legacy of the Revolutionary War, and the lessons that early American politics still hold for us today.	
Content: Native American civilizations and European contact,	Skills: Map analysis and interpretation Image/video/art/cartoon analysis and

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<p>Jamestown and Virginia Plymouth and Massachusetts Bay The Atlantic World Colonial Life The French and Indian War Colonial Protest The Declaration of Independence The American Revolution The Articles of Confederation The Formation of the Constitution Federalism The Three Branches The Ratification Debate and the Bill of Rights Washington’s Presidency The Presidencies of Adams and Jefferson</p>	<p>interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)</p>
<p>Assessments: This unit is a longer, content based unit that focuses on exposing students to the historical content that they will need to master to be successful on the Regents or Advanced Placement exam. The summative assessments for this unit, therefore, will consist of an AP or Regents-style exam that provides students with the opportunity to demonstrate their understanding of the key terms, themes, and ideas that have been presented in the unit. The exams will be comprised of authentic AP or Regents essays and multiple choice questions. Students must demonstrate mastery by achieving 75% or higher on the exam. Additionally, students will receive a comprehensive multiple choice take-home exam at the beginning of the unit that must be turned in on the day of the unit exam. The take-home test serves as both a summative assessment and a study tool. Finally, students will be required to complete a brief essay that answers one of the essential questions from the Unit. Students will receive the essential questions at the start of the unit and will turn in their essays after the unit exam.</p>	<p>Curriculum Resources: AP Textbook: <i>Give Me Liberty!</i> Regents Textbook: <i>The Americans</i> AP Historiography: <i>Interpretations of American History</i> Documents from Stanford’s <i>Reading Like a Historian</i> Various primary sources aligned to unit topics (e.g., Winthrop’s <i>A Model of Christian Charity</i>, Thomas Paine’s <i>Common Sense</i>, the Declaration of Independence) Various news articles / web publications aligned to unit topics Computer and Projector Laptops with internet access Various audio/video resources aligned to unit topics</p>
<p>Unit 2: Conflict</p>	
<p>Description: Unit 2, <i>Conflict</i>, will provide a chronological overview of American history throughout the 19th century and will examine the role that conflict has played in shaping the United States. This unit starts with a look at early American foreign policy, examines the Market Revolution and the presidency of Andrew Jackson, explores the controversy over slavery and westward expansion, highlights the Civil War and Reconstruction, and ends with a look at the rise of the Jim Crow South. Throughout the examination of these topics, this unit will also highlight important concepts and issues in American history, including the expansion of democracy, the legacy of slavery, the impulse for reform, and the lasting lessons of the Civil War and Reconstruction.</p>	

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<p>Content:</p> <ul style="list-style-type: none"> The Louisiana Purchase The War of 1812 The Market Revolution Domestic and Foreign Policy in the 1820s The Age of Jackson The Trail of Tears Slavery Abolition Reform Movements Manifest Destiny Sectional Tension in Antebellum America The Rise of Lincoln The Civil War The Emancipation Proclamation and 13th Amendment Reconstruction The Jim Crow South 	<p>Skills:</p> <ul style="list-style-type: none"> Map analysis and interpretation Image/video/art/cartoon analysis and interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)
<p>Assessments:</p> <p>This unit is a longer, content based unit that focuses on exposing students to the historical content that they will need to master to be successful on the Regents or Advanced Placement exam. The summative assessments for this unit, therefore, will consist of an AP or Regents-style exam that provides students with the opportunity to demonstrate their understanding of the key terms, themes, and ideas that have been presented in the unit. The exams will be comprised of authentic AP or Regents essays and multiple choice questions. Students must demonstrate mastery by achieving 75% or higher on the exam.</p> <p>Additionally, students will receive a comprehensive multiple choice take-home exam at the beginning of the unit that must be turned in on the day of the unit exam. The take-home test serves as both a summative assessment and a study tool.</p> <p>Finally, students will be required to complete a brief essay that answers one of the essential questions from the Unit. Students will receive the essential questions at the start of the unit and will turn in their essays after the unit exam.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> AP Textbook: <i>Give Me Liberty!</i> Regents Textbook: <i>The Americans</i> AP Historiography: <i>Interpretations of American History</i> Documents from Stanford’s <i>Reading Like a Historian</i> Various primary sources aligned to unit topics (e.g., the Monroe Doctrine, <i>Uncle Tom’s Cabin</i>, letters from the Civil War) Various news articles / web publications aligned to unit topics Computer and Projector Laptops with internet access Various audio/video resources aligned to unit topics
<p>Unit 3: Industry</p>	
<p>Description: Unit 3, <i>Industry</i>, will provide a mostly chronological (but partially thematic) overview of the impact of industrialization on American society from the 19th century to the Great Depression. This unit starts with a look at the settlement of the West and the end of the frontier, explores the rise of American industry, big business, and labor unions, examines immigration and the reaction to it, moves through the populist and</p>	

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<p>progressive movements, highlights the fight for Women’s suffrage, investigates the various facets of the “Roaring Twenties,” and ends with a study of the Great Depression and the New Deal. Throughout the examination of these topics, this unit will also highlight important concepts and issues in American history, including the tension between freedom and equality in a capitalist society, the idea of America as a “nation of immigrants,” the role of citizens in pushing for “progress,” issues of racial and political intolerance, and the disputed role of government in the American economy.</p>	
<p>Content:</p> <ul style="list-style-type: none"> The Settling of the West The Closing of the Frontier American Industrialization Labor Unions The Granger and Populist Movements Immigration The Muckrakers The Progressive Movement Women’s Suffrage Racial and Political Intolerance The Economic Boom of the 1920s The Roaring Twenties The Stock Market Crash and Causes of the Great Depression The Great Depression FDR and the New Deal The Legacy of the New Deal 	<p>Skills:</p> <ul style="list-style-type: none"> Map analysis and interpretation Image/video/art/cartoon analysis and interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)
<p>Assessments:</p> <p>This unit is a longer, content based unit that focuses on exposing students to the historical content that they will need to master to be successful on the Regents or Advanced Placement exam. The summative assessments for this unit, therefore, will consist of an AP or Regents-style exam that provides students with the opportunity to demonstrate their understanding of the key terms, themes, and ideas that have been presented in the unit. The exams will be comprised of authentic AP or Regents essays and multiple choice questions. Students must demonstrate mastery by achieving 75% or higher on the exam.</p> <p>Additionally, students will receive a comprehensive multiple choice take-home exam at the beginning of the unit that must be turned in on the day of the unit exam. The take-home test serves as both a summative assessment and a study tool.</p> <p>Finally, students will be required to complete a brief essay that answers one of the essential questions from the Unit. Students will receive the essential questions at the start of the unit and will turn in their essays after the unit exam.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> AP Textbook: <i>Give Me Liberty!</i> Regents Textbook: <i>The Americans</i> AP Historiography: <i>Interpretations of American History</i> Documents from Stanford’s <i>Reading Like a Historian</i> Various primary sources aligned to unit topics (e.g., Native American memoirs, <i>The Jungle</i>, Letters from the Great Depression) Various news articles / web publications aligned to unit topics Computer and Projector Laptops with internet access Various audio/video resources aligned to unit topics

Unit 4: Progress	
<p>Description: Unit 4, <i>Progress</i>, will connect the past to the present through an investigation of “progress” in both American history and modern American society. In this project-based unit, students will research an issue from the Progressive Era <i>and</i> a modern issue that they believe is in need of some kind of reform. After conducting research on their historic and modern issue, students will write an argumentative essay that weaves together a historical example of “progress” and a call for a modern reform movement. Students will use evidence to craft a well-reasoned argument that acknowledges competing viewpoints but effectively argues why we need a new Progressive Movement centered on a particular issue and how we can use the past as inspiration to achieve progress here in the present.</p>	
<p>Content:</p> <ul style="list-style-type: none"> The Populist Movement The Progressive Era Muckrakers Women’s Suffrage The Great Depression and New Deal Modern Issues 	<p>Skills:</p> <ul style="list-style-type: none"> Research Active reading and text annotation Developing a Thesis Selecting Appropriate Evidence Essay Outlining Essay Composition Revision and Editing
<p>Assessments:</p> <p>This unit is a shorter, project based unit focused on the development of a research/argumentative essay. In this project, students will be required to select and research an issue from the Progressive Era and a modern issue in need of reform. Students will connect the two issues by weaving them together in an argumentative essay that that acknowledges competing viewpoints but effectively argues why we need a new Progressive Movement centered on a particular issue and how we can use the past as inspiration to achieve progress here in the present.</p> <p>This unit has limited class time available, but students will focus on key research and outlining skills during class sessions and will have extended due dates to complete the final draft.</p> <p>Student scores for this unit will consist of scores for completing the various steps of the project as well as an overall score for the final paper.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Various books, articles, and webpages, depending on student topics Computer and Projector Laptops with internet access
Unit 5: War	
<p>Description: Unit 5, <i>War</i>, will provide a thematic (but chronological) analysis of the role that war has played in American history from the late 19th century to the Vietnam War. This unit starts with a look at the Spanish-American War, investigates various forms of American imperialism, moves through World War I and the inter-war period, highlights World War II at home and abroad, examines the Cold War through numerous presidential administrations, and ends with a study of the Vietnam War. Throughout the examination of these topics, this unit will also highlight important concepts and issues in American history, including the role of media in shaping public opinion about war, issues of race in American foreign relations and domestic policy, domestic restrictions of liberty during wartime, and the legacy and lessons of American Cold War foreign policies.</p>	
<p>Content:</p>	<p>Skills:</p>

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<p>The Spanish American War American Imperialism Roosevelt’s Foreign Policy World War I World War I at Home The Road to World War II World War II World War II at Home Japanese-American Internment The Atomic Bomb The Start of the Cold War Containment and the Korean War McCarthyism The CIA Kennedy and the Cold War The Vietnam War</p>	<p>Map analysis and interpretation Image/video/art/cartoon analysis and interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)</p>
<p>Assessments:</p> <p>This unit is a longer, content based unit that focuses on exposing students to the historical content that they will need to master to be successful on the Regents or Advanced Placement exam. The summative assessments for this unit, therefore, will consist of an AP or Regents-style exam that provides students with the opportunity to demonstrate their understanding of the key terms, themes, and ideas that have been presented in the unit. The exams will be comprised of authentic AP or Regents essays and multiple choice questions. Students must demonstrate mastery by achieving 75% or higher on the exam.</p> <p>Additionally, students will receive a comprehensive multiple choice take-home exam at the beginning of the unit that must be turned in on the day of the unit exam. The take-home test serves as both a summative assessment and a study tool.</p> <p>Finally, students will be required to complete a brief essay that answers one of the essential questions from the Unit. Students will receive the essential questions at the start of the unit and will turn in their essays after the unit exam.</p>	<p>Curriculum Resources:</p> <p>AP Textbook: <i>Give Me Liberty!</i> Regents Textbook: <i>The Americans</i> AP Historiography: <i>Interpretations of American History</i> Documents from Stanford’s <i>Reading Like a Historian</i> Various primary sources aligned to unit topics (e.g., Yellow Journalism Articles, Letters from Japanese-American Internment Camps, Kennan’s “Long Telegram”) Various news articles / web publications aligned to unit topics Computer and Projector Laptops with internet access Various audio/video resources aligned to unit topics</p>
<p>Unit 6: Protest</p>	
<p>Description: Unit 6, <i>Protest</i>, will provide a chronological overview of American history since the 1950s and will examine the role that protest has played in shaping modern America. This unit starts with a quick look at “mainstream” American society in the 1950s, investigates various aspects of the Civil Rights Movement, highlights numerous protest movements of the 1960s and 70s, examines key political events and trends of recent American history, explores foreign “interventions” and the rise of economic globalization, and ends with an investigation of American society as we move ahead into the 21st century. Throughout the examination of</p>	

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<p>these topics, this unit will also highlight important concepts and issues in American history, including the morality and efficacy of various forms of protest, the difficulties of political polarization, the complexities of international interventions, the growing impact of globalization, and the challenges of modern concerns such as terrorism and global warming.</p>	
<p>Content:</p> <ul style="list-style-type: none"> America in the 1950s Segregation and the Start of the Civil Rights Movement The Tactics of the Civil Rights Movement Malcolm X The Great Society Vietnam Protests The Women’s Liberation Movement Protest Movements of the 1960s and 70s The Warren Court Nixon and Watergate Carter, Reagan, and the Conservative Comeback US Interventions (Gulf War, Bosnia, Somalia) Globalization The 2000 Election and the New Millennium The War on Terror Global Warming, Changing Demographics, and Modern Issues for the Future 	<p>Skills:</p> <ul style="list-style-type: none"> Map analysis and interpretation Image/video/art/cartoon analysis and interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)
<p>Assessments:</p> <p>This unit is a longer, content based unit that focuses on exposing students to the historical content that they will need to master to be successful on the Regents or Advanced Placement exam. The summative assessments for this unit, therefore, will consist of an AP or Regents-style exam that provides students with the opportunity to demonstrate their understanding of the key terms, themes, and ideas that have been presented in the unit. The exams will be comprised of authentic AP or Regents essays and multiple choice questions. Students must demonstrate mastery by achieving 75% or higher on the exam.</p> <p>Additionally, students will receive a comprehensive multiple choice take-home exam at the beginning of the unit that must be turned in on the day of the unit exam. The take-home test serves as both a summative assessment and a study tool.</p> <p>Finally, students will be required to complete a brief essay that answers one of the essential questions from the Unit. Students will receive the essential questions at the start of the unit and will turn in their essays after the unit exam.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> AP Textbook: <i>Give Me Liberty!</i> Regents Textbook: <i>The Americans</i> AP Historiography: <i>Interpretations of American History</i> Documents from Stanford’s <i>Reading Like a Historian</i> Various primary sources aligned to unit topics (e.g., Speeches from MLK, Jr. and Malcolm X, <i>The Feminine Mystique</i>, Letters from American soldiers and Iraqi civilians) Various news articles / web publications aligned to unit topics Computer and Projector Laptops with internet access Various audio/video resources aligned to unit topics

Unit 7: Action	
<p>Description: Unit 7, Action, will connect the past to the present through a focus on civil rights movements and active citizenship both in American history and today. In this project-based unit, students will research civil rights issues from both the past and present and write an argumentative essay that weaves the two together and presents a call for action here in modern America. Students will use evidence to craft a well-reasoned argument that acknowledges competing viewpoints but effectively argues why we need a new civil rights movement for a particular group and how we can use the past as inspiration to take action and fight for a better future.</p>	
<p>Content:</p> <ul style="list-style-type: none"> The Civil Rights Movement The Women’s Liberation Movement Immigrant Worker Rights The American Indian Movement The Gay Rights Movement The Environmentalist Movement The Warren Court Modern Issues 	<p>Skills:</p> <ul style="list-style-type: none"> Research Active reading and text annotation Developing a Thesis Selecting Appropriate Evidence Essay Outlining Essay Composition Revision and Editing
<p>Assessments:</p> <p>This unit is a shorter, project based unit focused on the development of a research/argumentative essay.</p> <p>In this project, students will be required to select and research an issue from the protest movements of the 1960s and 70s and a modern issue of discrimination that they believe needs a new civil rights movement. Students will connect the two issues by weaving them together in an argumentative essay that that acknowledges competing viewpoints but effectively argues why we need a new civil rights movement for a particular group and how we can use the past as inspiration to take action and fight for a better future.</p> <p>This unit has limited class time available, but students will focus on key research and outlining skills during class sessions and will have extended due dates to complete the final draft.</p> <p>Student scores for this unit will consist of scores for completing the various steps of the project as well as an overall score for the final paper.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Various books, articles, and webpages, depending on student topics Computer and Projector Laptops with internet access

Global History
Course Description
This course will cover world civilizations, historical themes and global developments from the beginnings of

<p>recorded history to the present day. The course will emphasize social, economic and cultural trends in history; issues of gender and ethnic identity; effects of geography on human development; interrelationships and exchanges among various civilizations; and the ability to compare different historical eras and societies. One of the purposes of this class is to develop skills that will help students understand the broad sweep of history and interpret a range of resources representing various historical periods. These skills include construction and evaluation of claims; analysis of documents, data and primary material; assessment of continuity and change over time; analysis of differing interpretations, biases, and perspectives; and a sensitivity to the differences that unite and divide human communities, as well as an awareness of the historical context of various ideas, beliefs, and values. In learning about the history of our world, we are able to better understand the events occurring in our contemporary world. Thus, the cause-and-effect aspects of history and the relationship of the past to the present are emphasized in this course. Successful completion of Global History and passing of the Global History Regents in June 2014 are graduation requirements.</p>	
<p>Unit 1: The Ancient World – Civilizations and Belief Systems (4000 BC – 500 AD)</p>	
<p>Description: This first unit explores a broad period of time roughly from 4000 BC to 500 AD by investigating early peoples; human migrations; the Neolithic Revolution; early river civilizations; African and Eurasian classical civilizations; the rise and fall of great empires, and the emergence and the spread of the major global belief systems. It is a time that shaped all subsequent periods. In this unit, students are asked to investigate the meaning and characteristics of culture. They discover the enduring interplay between agrarian civilizations and nomadic cultures. Students are also introduced to human and physical geography and the extent to which humans can control their environment.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Methodology, Geography and Early Humans Early River Valley Civilizations and Early Empire Classical Civilizations The Emergence and Spread of Belief Systems 	<p>Skills:</p> <ul style="list-style-type: none"> Map reading Timelines – BC vs. AD Vocabulary development Annotating Interpretation Cornell Note Taking Discussion – whole class and small group Paragraph Writing – claims, body paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)
<p>Assessments:</p> <p>Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must demonstrate mastery by achieving 75% or higher on exams. Students will be assessed through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Textbook Various NYS Regents Global History primary and secondary sources <i>Was farming a good idea?</i> – secondary source <i>Hymn to the Nile</i> – primary source <i>Hammurabi’s Code</i> – primary source <i>The Ten Commandments</i> <i>Egyptian Book of Surgery</i> Hinduism reading <i>The Life of Buddha and Benares Sermon of Buddha</i> Confucianism vs. Legalism reading <i>Pericles Funeral Oration</i> – primary source Laptop/internet access Document camera Highlighters, printer paper, post-its, index

	cards, poster board
Unit 2: Expanding Zones of Exchange and Encounter (500 – 1200)	
Description: The period between 500 - 1200 AD is marked by population growth and urbanization. The ideas of Chinese philosophers, and the beliefs of Hinduism, Buddhism, and Christianity extended beyond their places of origin. Informal trading networks were established, moving people, goods, and technologies throughout Eurasia and Africa. Islam spread widely throughout Eurasia and Africa. The African, Byzantine, Chinese, and Islamic cultures flourished. In this period, Christian Europe played a marginal role in terms of the history of the Eastern Hemisphere.	
Content: Byzantine Empire (330 – 1453 AD) Early Russia The Spread of Islam to Europe, Asia, and Africa Rise and fall of African civilizations Tang and Song Dynasty (618-1126 AD) Medieval Europe and the Crusades	Skills: Map reading/Interpretation Chart Reading Vocabulary development Annotating Interpretation Discussion Essay Writing – claims, body paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)
Assessments: Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must demonstrate mastery by achieving 75% or higher on exams. Students will be assessed through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.	Curriculum Resources: Textbook Various NYS Regents Global History primary and secondary sources Justinian’s Code Excerpts from the Qur’an Excerpts from <i>China’s Golden Age: Everyday life in the Tang Dynasty</i> <i>Women in the Muslim World</i> documents Excerpts from <i>The Rise and Spread of Islam, 622-1500</i> <i>Life in the Middle Ages</i> Excerpts from <i>The Christian World of the Middle Age</i> Excerpts from Pope Urban II – Calling for a crusade Excerpts from Christian and Muslim Crusaders Laptop/internet access Document camera Highlighters, printer paper, post-its, index cards, poster board
Unit 3: Global Interactions (1200 – 1650)	
Description: The Japanese, Mongol, and European civilizations flowered in this era, establishing legacies whose impacts are felt to this day. Lasting institutions that support global trade, cultural exchanges, and encounters were developed in this period. During this era, the Mongols established the largest empire the world had ever seen. The Plague, associated with Mongol hegemony, devastated societies in China, the Islamic world, and Europe. Europe experienced a shattering shift in its worldview that brought about the Renaissance and Reformation.	
Content: Renaissance and humanism	Skills: Map reading/Interpretation

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<p>Reformation and Counter Reformation</p>	<p>Chart Reading Vocabulary development Art/Visual Analysis Interpretation Internet Research Annotating Discussion Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)</p>
<p>Assessments: Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must demonstrate mastery by achieving 75% or higher on exams. Students will be assessed through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.</p>	<p>Curriculum Resources: Textbook Various NYS Regents Global History primary and secondary sources <u>The Prince</u> by Niccoló Machiavelli Examples of Renaissance Art Excerpts from Martin Luther’s Ninety-five theses The Life of Martin Luther Laptop/internet access Document camera Highlighters, printer paper, post-its, index cards, poster board</p>
<p>Unit 4: The First Global Age (1450 – 1770)</p>	
<p>Description: During this first global age, a complex global economy arose that shaped today’s modern world. During this time period the economic and cultural interactions among the peoples of Afro-Eurasia expanded rapidly. Global urbanization intensified. Nations responded to the absolutism of Akbar, Suleiman the Magnificent, Peter the Great, Louis XIV, and Philip II in a variety of ways. In some instances, demands for internal reform occurred and in other instances those absolute rulers were seen by their neighbors as threats. Social and political institutions emerged in Europe that became the foundation of the American political system. The power and influence of European nations expanded well beyond the boundaries of their region.</p>	
<p>Content: The Age of Exploration The rise of Mesoamerican empires; Aztec and Incan empires The encounter between Europeans and the peoples of Africa, the Americas, and Asia. Case study: The Columbian Exchange Political Ideologies: global absolutism The response to absolutism: The rise of parliamentary democracy in England</p>	<p>Skills: Map reading/Interpretation Chart Reading Vocabulary development Art/Visual Analysis Internet Research Annotating Interpretation Discussion Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)</p>
<p>Assessments: Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must</p>	<p>Curriculum Resources: Textbook Various NYS Regents Global History primary and secondary sources</p>

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<p>demonstrate mastery by achieving 75% or higher on exams. Students will be assessed through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.</p>	<p>Journal excerpts from Christopher Columbus, Ferdinand Magellan, Francisco Pizarro, and Hernan Cortes Excerpts from Athalhulpa – Incan ruler <i>The Reign of Louis XIV</i> reading Journal excerpts from Peter the Great <i>The Glorious Revolution – England becomes a limited monarchy</i> reading Laptop/internet access Document camera Highlighters, printer paper, post-its, index cards, poster board</p>
<p>Unit 5: The Age of Revolutions (1750 – 1914)</p>	
<p>Description: The Age of Revolution represents an era that unleashed global forces that continue to play themselves out in the 21st century. It is an epoch of “-isms”: nationalism; industrialism, mercantilism, capitalism, liberalism, socialism, communism, imperialism, and colonialism. It reflected an age of political revolutions and reaction against revolutionary ideas. It was a period of economic and social revolutions, which was marked by dramatic changes in the structure of social classes and changes in the traditional roles of men, women and children. It heralded the modern age and raised a series of essential questions.</p>	
<p>Content:</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Skills:</p> <p>Map reading/Interpretation Chart Reading Vocabulary development Art/Visual Analysis Annotating Cornell Note Taking Discussion Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)</p>
<p>Assessments:</p> <p>Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must demonstrate mastery by achieving 75% or higher on exams. Students will be assessed</p>	<p>Curriculum Resources:</p> <p>Textbook, articles, internet research Laptop/internet access Document camera Highlighters, printer paper, post-its, index</p>

<p>through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.</p>	<p>cards, poster board</p>
<p>Unit 6: Crisis and Achievement (1900 – 1945)</p>	
<p>Description: At the beginning of the 20th century, the nations of the west held positions of dominance and hegemony that few, if any, nations ever achieved in world history. During this period, Japan and the United States became major players on the world stage. The study of the first half of the 20th century explores the two world wars; revolution and change in Russia; the rise of democracy and tyranny; the women's suffrage movement; the expansion of global militarism and imperialism; the colonial response to imperialism; and the Great Depression. The problems and paradoxes that were faced during this era shaped the forces that are moving our contemporary world.</p>	
<p>Content:</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Skills:</p> <p>Map reading/Interpretation Chart Reading Vocabulary development Art/Visual Analysis Annotating Discussion Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)</p>
<p>Assessments:</p> <p>Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must demonstrate mastery by achieving 75% or higher on exams. Students will be assessed through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.</p>	<p>Curriculum Resources:</p> <p>Textbook, articles, internet research Laptop/internet access Document camera Highlighters, printer paper, post-its, index cards, poster board</p>
<p>Unit 7: The 20th Century Since 1945</p>	
<p>Description: This unit rounds out the political and economic events of the 20th century and provides students with opportunities to explore the Cold War balance of power politics. It focuses on the occupation of Germany</p>	

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<p>and Japan, the emergence of the Superpowers, and surrogate superpower rivalries. It explores the economic issues of the Cold War and the Post-Cold War era, the Communist Revolution, and the collapse of European imperialism. This unit encourages students to look at global issues and paradoxes from multiple global perspectives.</p>	
<p>Content:</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Skills:</p> <p>Map reading/Interpretation Chart Reading Vocabulary development Art/Visual Analysis Annotating Cornell Note Taking Discussion Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)</p>
<p>Assessments:</p> <p>Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must demonstrate mastery by achieving 75% or higher on exams. Students will be assessed through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.</p>	<p>Curriculum Resources:</p> <p>Textbook, articles, internet research Laptop/internet access Document camera Highlighters, printer paper, post-its, index cards, poster board</p>
<p>Unit 8: Global Connections and Interaction</p>	
<p>Description: This unit is a contemporary unit, exploring such 21st century global issues as: - Population pressures World hunger Poverty The migration and movement of people Modernization and development Urbanization Scientific and technological change Ethnic and religious tensions viewed from multiple perspectives The North/South dichotomy - The environment and sustainability</p>	
<p>Content:</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>	<p>Skills:</p> <p>Map reading/Interpretation Chart Reading Vocabulary development</p>

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<p>sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Art/Visual Analysis Annotating Cornell Note Taking Discussion Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of-view)</p>
<p>Assessments: Unit and chapter exams will consist of multiple-choice questions, document based questions and essays. Students must demonstrate mastery by achieving 75% or higher on exams. Students will be assessed through written responses to unit essential questions that include a strong and clear claim and body paragraphs that are rich in evidence to support their claim.</p>	<p>Curriculum Resources: Textbook, articles, internet research Laptop/internet access Document camera Highlighters, printer paper, post-its, index cards, poster board</p>

<h2>Economics</h2>
<h3>Course Description</h3>
<p>This one-semester course will be a discussion of the basic principles of microeconomics and macroeconomics including studies of economic theory, supply, demand and price, economic systems, business cycles, stocks, the role of government, trade, banking and consumer choices and impact. Emphasis will be placed on determining relevance, synthesizing and analyzing information, graphs, and charts. The construction of clear, well-documented arguments, both oral and written, will be stressed. This course will also provide students with an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. Students will be introduced to the major characteristics of the mixed market economic system in the U.S. and how basic economic questions are answered. Emphasis will be placed on the individual’s role as producer, consumer, saver and taxpayer in relation to the system</p>
<h3>Unit 1: Introduction to Economics</h3>
<p>Description: In Unit 1, What is Economics, students will learn how individuals, businesses, and governments</p>

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<p>make economic choices. This unit will serve as the foundation for the remainder of the semester. Students will be able to distinguish needs vs. want, evaluate the problem of scarcity, describe the factors of production, summarize opportunity cost and trade-offs, and explain how the production possibilities curve demonstrates efficiency, growth and opportunity cost.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Economics Scarcity vs. Shortage Macro vs. Micro Opportunity Cost, factors of production, Marginal Cost/Benefit Entrepreneur Productions Possibilities Curve/Frontier Economic Systems 	<p>Skills:</p> <ul style="list-style-type: none"> Chart analysis and interpretation Image/video analysis and interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)
<p>Assessments:</p> <p>This unit is a longer, content based unit that focuses on introducing students to basic economic concepts that they will need to master to be successful during the rest of the semester.</p> <p>The summative assessments for this unit, therefore, will consist of an essay exam that provides students with the opportunity to demonstrate their understanding of the key terms, themes, and ideas that have been presented in the unit. Students must demonstrate mastery by achieving 75% or higher on the exam.</p> <p>Additionally, students will receive a comprehensive multiple-choice exam at the end of the unit. They will be given a study guide at the start of the unit to help them complete this task.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Textbook: <i>Economics 2013 – Prentice Hall</i> Various primary sources aligned to unit topics Various news articles / web publications aligned to unit topics Computer and Projector Laptops with internet access Various audio/video resources aligned to unit topics
<p>Unit 2: How Markets Work</p>	
<p>Description: Unit 2, How Markets Work will provide students an overview of how various economic systems operate. This unit starts with a look at what makes up a market. From there the unit will focus on different types of economic systems and compare and contrast. Finally, the unit will exam supply and demand and how equilibrium is established. Emphasis will be placed on who benefits from the free market economy and how suppliers decide what goods and services to offer.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Demand, Law of Demand, Demand’s Determinants Normal & Inferior Goods Elasticity of Demand Supply, Law of Supply, Determinants of Supply Economic Systems Traditional, Command, Market, Mixed Economics Invisible Hand Circular Flow Model 	<p>Skills:</p> <ul style="list-style-type: none"> Map analysis and interpretation Image/video/art/cartoon analysis and interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)

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Free Market, Laissez Faire	
<p>Assessments:</p> <p>This is a content-based unit that focuses on different types of economies and how they work. Students will need to have a basic understanding of how markets work in order to be successful during the rest of the semester.</p> <p>The summative assessments for this unit, therefore, will consist of an essay exam that provides students with the opportunity to demonstrate their understanding of the key terms, themes, and ideas that have been presented in the unit. Students must demonstrate mastery by achieving 75% or higher on the exam.</p> <p>Additionally, students will receive a comprehensive multiple-choice exam at the end of the unit. They will be given a study guide at the start of the unit to help them complete this task.</p>	<p>Curriculum Resources:</p> <p>Textbook: <i>Economics 2013 – Prentice Hall</i></p> <p>Various primary sources aligned to unit topics</p> <p>Various news articles / web publications aligned to unit topics</p> <p>Computer and Projector</p> <p>Laptops with internet access</p> <p>Various audio/video resources aligned to unit topics</p>
Unit 3: How Business Works	
<p>Description: In Unit 3, How Business Works, students will learn why some businesses succeed and others fail, based on the principles of economics the students have already studied. In addition, students will learn how saving and investment choices affect their future and that of business. There will be a focus on explaining what the stock market is and how it works (Students will need this 2nd semester in the personal finance course). Finally, the summative assessment at the end of the unit will ask that students design their own business plans and present these to the class, taking into account all of the economic concepts previously covered.</p>	
<p>Content:</p> <p>Sole Proprietorship, Partnership, Royalties, Corporation</p> <p>Stock, Bond, Dividend, Mergers</p> <p>Investment, Financial Asset, Portfolio, Return</p> <p>Coupon Rate, Par Value, Yield</p> <p>Capital Gain</p> <p>Bear/Bull Market</p> <p>Medium of Exchange</p> <p>Unit of Account, Store of Value</p> <p>Barter, Commodity, Specie, Gold Standard</p> <p>Liquidity, Default</p>	<p>Skills:</p> <p>Graph/Chart analysis and interpretation</p> <p>Image/video/art/cartoon analysis and interpretation</p> <p>Active reading and text annotation</p> <p>Document analysis, comparison and synthesis</p> <p>Speaking and listening</p> <p>Small group and class discussion</p> <p>Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)</p>
<p>Assessments:</p> <p>This is a content-based unit that looks at businesses operate. Students will need to have a basic understanding of how markets work in order to be successful during the rest of the semester.</p> <p>The summative assessments for this unit, therefore, will consist of a multiple-choice exam at the end of the unit. They will be given a study guide at the start of the unit to help them complete this task.</p>	<p>Curriculum Resources:</p> <p>Textbook: <i>Economics 2013 – Prentice Hall</i></p> <p>Various primary sources aligned to unit topics</p> <p>Various news articles / web publications aligned to unit topics</p> <p>Computer and Projector</p> <p>Laptops with internet access</p> <p>Various audio/video resources aligned to unit topics</p>

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<p>Finally, there will be an additional summative assessment in which students will be putting together their own business plans at the end of the unit. Students will be responsible for coming up with their own entrepreneurial ideas and applying the economic principles learned.</p>	
<p>Unit 4: Government and the Global Economy</p>	
<p>Description: Unit 4, Government and the Global Economy will explore how the government impacts and shapes our economy. Various social issues will be examined as an example. The second half of the unit will look at the impact of globalization and how we truly are a global market. The culminating activity will involve students writing a persuasive essay on a global and/or social issue related to the economy and make a recommendation for government involvement.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Gross Domestic Progress, Nominal and Real GDP Business Cycle, Unemployment, Inflation Purchasing Power Poverty Lorenz Curve Taxes, Tariff, Budget, Deficit Globalization, Fiscal Policy, Keynesian Economics Bond, Surplus, Protectionism Exchange rate, Appreciation, Depreciation; Trade, Trade Surplus 	<p>Skills:</p> <ul style="list-style-type: none"> Map analysis and interpretation Image/video/art/cartoon analysis and interpretation Active reading and text annotation Document analysis, comparison and synthesis Speaking and listening Small group and class discussion Writing (through a variety of written assignments and Judith Hochman’s writing skills activities)
<p>Assessments:</p> <p>This is a content-based unit that focuses on how the government affects economic decision-making and output. Additionally it will look at economic social issues and the global economy. Students will need to have a basic understanding of how markets work in order to be successful during the rest of the semester.</p> <p>Students will receive a comprehensive multiple-choice exam at the end of the unit. The will be given a study guide at the start of the unit to help them complete this task.</p> <p>Finally, students will a persuasive essay at the end of the unit on a social/global issue that affects them. The goal of the essay is for students to come up with a recommendation for government assistance and or involvement and argue it logically. We will debate the issues time permitting.</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Textbook: <i>Economics 2013 – Prentice Hall</i> Various primary sources aligned to unit topics Various news articles / web publications aligned to unit topics Computer and Projector Laptops with internet access Various audio/video resources aligned to unit topics

Spanish	
Course Description	
<p>Across the globe, nearly 400 million people speak Spanish as a native language. This makes it the world’s second most spoken language in terms of native speakers. The Spanish I course gives our students the opportunity to communicate with this large population. This year students will focus on learning the necessary survival phrases, as well as the basic structure of the Spanish language. Students will develop abilities to read, write, speak, and understand the spoken language.</p>	
Unit 1: Greetings and Farewells	
<p>Description: After learning how to properly use introductory phrases, pronouns, conjugated forms of the verb ser, and tú and usted, students will lengthen their conversations, by learning how to inquire about demographic information in the following unit. This unit is meant to lay the foundation for students’ ability to communicate in written and spoken form.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Introductory Phrases (greetings and farewells) Pronouns Conjugated forms of the verb ser Tú vs. usted Interchanging nouns with pronouns 	<p>Skills:</p> <p>Students will need to use context clues to arrive at the definition and usage of the vocabulary and grammar we will be studying. Students will need to use proper sentence structure to write simple sentences in Spanish. Students will read dialogues, and use what they read as models to follow in their own writing.</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect. Short writing responses to prove comprehension. Daily classwork quizzes. Homework <p>Students will prove mastery in this unit by taking a diagnostic exam that involves the following:</p> <ul style="list-style-type: none"> Speaking Portion (students will have to have an introductory conversation with a partner) Reading Comprehension (students will read a conversation between two friends, and answer questions, both short answer and multiple choice based on the reading) Grammar and Vocabulary Check (students will complete a conversation in Spanish, using the introductory phrases we learned, the conjugated forms of ser, as well as the pronouns we discussed). 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Lesson Packet 1- Greetings and Farewells Document Camera Printed paper
Unit 2: Numbers and Demographic Information	
<p>Description: A lot of the communication that we participate in involves the answering and questioning of our personal information, such as our telephone numbers, birthdays, email addresses, information about activities that we participate in. In the previous unit, students learned how to begin and end a simple conversation, where they could greet someone, ask them their name, give out their own name, ask how they are feeling, and give a respectful farewell. In this unit we begin to expand our ability to communicate with others, and to inquire about each other’s lives.</p>	

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<p>Content:</p> <ul style="list-style-type: none"> Numbers 1-30 Questions and Response Starters (age, birthday, telephone number, email address) Date Format in Spanish Days of the Week Months The order of the days of the week in a Spanish calendar 	<p>Skills:</p> <ul style="list-style-type: none"> Using cognates and context clues to understand words and phrases they have not seen before. Writing of mini-scripts. Understanding the proper use of capitalization in Spanish.
<p>Assessments:</p> <ul style="list-style-type: none"> Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect. Short writing responses to prove comprehension. Daily classwork quizzes. Homework You shall create a calendar using the month of your choice. The calendar must have the days of the week in Spanish, and in the proper order that we learned in class. All your writing must be done in Spanish, and must adhere to the rules of capitalization in Spanish. The calendar must include five events (real events) happening that month. You will then write a short paragraph (approximately 5 sentences) describing the events happening, and providing specific information for each event such as telephone number, email address, and/or age limit if any. 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Lesson Packet 2- Numbers and Demographic Information Document Camera Printed paper
<p>Unit 3: Family</p>	
<p>Description: The easiest way to expand conversation is by talking about things we know. In the Numbers and Demographic Information unit, students expanded their conversations with others, from simple greetings, to asking and giving out their personal information. The next natural step in increasing the length and topics in conversation would be to talk and write about the students’ families. In this unit students will be able to apply the information and skills they learned in the last two units, in order to talk and write about their families. It provides them a comfortable way of truly expanding their conversational skills, with a topic that is still very familiar to them, their family.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Family members Biographical information of others Possessive words Replacing names with pronouns Singular vs. Plural Masculine vs. Feminine 	<p>Skills:</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect. Short writing responses to prove 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Lesson Packet 3 - Family Document Camera Printed paper

<p>comprehension. Daily classwork quizzes. Homework Create a photo album of five pages. Each page should include the following: Name Relation to you Biographical Information (age, birthday, etc) Brief description of person Actual picture of person</p>	
Unit 4: Adjectives and Occupations	
<p>Description: A great chunk of communication is focused on the description of self and others. We use all means of communication to constantly describe people and things physically, and to attach some form of personality attributes. The purpose of this unit is to provide students with a wide range of adjectives that they can use to describe themselves, others, and their surroundings; not only does this expand the variety of topics that they can cover, but it grants them the opportunity to have more versatile, unrehearsed conversations. So far this year students have learned how to begin and end a conversation, how to ask for and provide demographical information, and how to expand that ability to discuss their families. This unit will focus on expanding their communication skills through the use of adjectives.</p>	
<p>Content: Descriptive adjectives (to describe physical characteristics and to describe personality) Professions</p>	<p>Skills: The use of descriptive adjectives to enrich communication Understanding the abilities required to complete various occupations</p>
<p>Assessments: Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect. Short writing responses to prove comprehension. Daily classwork quizzes. Homework You will write a 200 word essay in Spanish where you describe yourself and two members of your family. The essay must include: Biographical information of each person Their relation to you Physical characteristics Personality attributes Occupations The essay should be typed in Times New Roman, size 12 font; 95% of the words used should be from vocabulary we covered in class.</p>	<p>Curriculum Resources: Lesson Packet 4 - Adjectives Document Camera Printed paper</p>
Unit 5: Hobbies and Activities	
<p>Description: In the previous unit, students focused on describing themselves and others. This unit will build on the usage of descriptive adjectives from simply describing people and objects, to describing hobbies and</p>	

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<p>activities that students choose to participate in. The purpose of this unit is to continue expanding topics students can discuss. As humans we are constantly participating in activities, regardless of whether we want to or not; the unit on Hobbies and Activities, gives students the necessary vocabulary to discuss many of the things they participate in.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Connecting places with activities Discussing meal preferences Expressing likes and dislikes Asking and telling others Asking and reporting about the activities and interests of others, as well as stating my own 	<p>Skills:</p> <ul style="list-style-type: none"> Using context and cognates to understand more complex texts.
<p>Assessments:</p> <ul style="list-style-type: none"> Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect. Short writing responses to prove comprehension. Daily classwork quizzes. Homework <p>You will take a diagnostic exam, that includes the following:</p> <ul style="list-style-type: none"> Speaking portion (an interview with another classmate about activities you participate in) Reading comprehension (you will read a variety of passages about the interests of different individuals, and will answer several questions regarding the reading) 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Lesson Packet 5 – Hobbies and Activities Document Camera Printed paper
<p>Unit 6: The House</p>	
<p>Description: Good speakers of another language work to become comfortable users of that language. To facilitate that process, it is important to grant the learner various opportunities to discuss things they are very familiar with, in a language they are not so familiar with. The purpose of this unit is to continue expanding the topics and vocabulary that students can use in communicating in Spanish. Students spend the majority of their day, between school and their home. The purpose of this unit is to have students gain comfort in describing not only themselves, and their families, but their neighborhood and home.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Using descriptive adjectives to describe the home Using words to describe location Neighborhood The home Connect places with activities Directional words 	<p>Skills:</p> <ul style="list-style-type: none"> Creating appropriate responses to content-based situation Using context clues and cognates to understand longer texts
<p>Assessments:</p> <ul style="list-style-type: none"> Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect. Short writing responses to prove comprehension. Daily classwork quizzes. Homework Students will create a floor plan of their 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Lesson Packet 6 – The House Document Camera Printed paper

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<p>home, labeling each room, and writing 150 words describing their home and neighborhood.</p>	
<p>Unit 7: School Life</p>	
<p>Description: Probably one of the easiest topics for students to discuss is their life in school. They spend a minimum of 7 hours of their day taking various courses. In the previous units, students learned how to discuss their opinions on a variety of hobbies and activities, on their home and neighborhood, and on their family. In this unit they will learn to talk about their schedule in school, the courses they take, and the teachers that educate them.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Ordinal numbers School supplies Course descriptions Teachers Logical vs. illogical Telling time 	<p>Skills:</p> <p>Using context clues, cognates, and images to acquire vocabulary.</p>
<p>Assessments:</p> <p>Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect.</p> <p>Short writing responses to prove comprehension.</p> <p>Daily classwork quizzes.</p> <p>Homework</p> <p>Write a story about a fictional character, focusing on their school life. Your essay should:</p> <ul style="list-style-type: none"> Be at least 250 words Include a 8 period class schedule Should include course descriptions Should discuss how the character feels about the classes and the teachers, and why 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Lesson Packet 7 – School Life Document Camera Printed paper
<p>Unit 8: Social Life</p>	
<p>Description: Students have had the opportunity to discuss various aspects of their life this year. As adolescents, students spend a good part of their time in social networks and spending time with friends in various places. The purpose of this unit is to provide students with additional vocabulary to enrich their conversation pertaining to their social life.</p>	
<p>Content:</p> <ul style="list-style-type: none"> Social networks Invitations (asking and responding to) Time Frequency Activities people participate in alone and with others Expressing opinions and preferences Vacations Clothing Seasons Interrogative words 	<p>Skills:</p> <p>Using context clues, cognates, and images to understand longer texts.</p>
<p>Assessments:</p> <p>Cold calling, where students have to explain how they reached their response, and why</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> Lesson Packet 8 – Social Life Document Camera

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<p>the other possible options are incorrect. Short writing responses to prove comprehension. Daily classwork quizzes. Homework</p> <p>Lesson 8 Project: You will recreate your Facebook page in Spanish, as close as possible to your actual current profile.</p>	<p>Printed paper</p>
<p>Unit 9: Exit Project</p>	
<p>Description: At this point, students have acquired sufficient knowledge of the target language that they can comfortably communicate about themselves, their friends and family, and their surroundings. In addition to that, students should be more than capable of using the skills they have acquired to focus on this cultural project that allows them to explore an issue in a Spanish speaking country while highlighting some of those countries’ cultural and traditional attractions. Students will do extensive research, write drafts which will be corrected by their peers, and develop a webquest where they will upload their information. They will then present their webquest to the rest of the class, and review questionnaires that their peers will fill out during their presentation, to verify understanding of their presentation.</p>	
<p>Content:</p> <p>Problems that several Spanish-speaking countries share: Tourism</p>	<p>Skills:</p> <p>Creating a webquest Researching accurately Teamwork Creating realistic task list Persuasive presentation</p>
<p>Assessments:</p> <p>Project: Scenario: Due to several issues in _____, tourism has significantly decreased over the years. Your team has been hired to create a site that discusses one of the major issues plaguing the country. You then have to attract visitors and their families by discussing:</p> <ul style="list-style-type: none"> - Culture (Music, Food, Festivals and Traditions) - Activities and Attractions for the whole family - Tourist sites (Describe the neighborhoods and places to go to) <p>* Work has to be fairly divided between all team members, and each member will be responsible for creating their outlines, drafts, for uploading information to the webquest, and for presenting their section.</p> <p>* Teacher will collect: Division of work proposals Topic outlines Drafts before and after being corrected by peers List of research resources Homework</p>	<p>Curriculum Resources:</p> <p>Document Camera Laptops Webquest development Printed paper Laptops</p>

Art	
Course Description	
<p>This foundation course is designed to acquaint students with various forms of art expression, and to develop their skills for giving form to their ideas. The areas of study include drawing, painting, sculpture, and photography. Study includes study of art history and critique of master works.</p>	
Unit 1: Introduction to Drawing	
<p>Description: This unit is designed to inform students of best practices for introductory drawing skills. Students will be introduced to projects and exercises that are meant to engage their observational skills and increase their comfort level with drawing. Students will be asked to develop conceptual ideas in their work while also demonstrating a mastery of drawing skills and tools through the production of two contour line drawings. Students will also be introduced to the application of value to create volume and color to express individual ideas.</p>	
<p>Content: Students will:</p> <ul style="list-style-type: none"> make works of art that explore different kinds of subject matter, topics, themes, and metaphors. understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. know and use a variety of visual arts materials, techniques, and processes. reflect on, interpret, and evaluate works of art, using the language of art criticism. analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. explore art to understand the social, cultural, and environmental dimensions of human society. 	<p>Skills:</p> <ul style="list-style-type: none"> Observational Skills (Being able to synthesis data visually) Fine Motor Skills Application of Value using a variety of drawing pencils Compositional Decisions Narrative Writing Critical Analysis of Master Artworks
<p>Assessments: Students must submit two observational contour line drawings.</p>	<p>Curriculum Resources: http://www.petermax.com/</p>

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<p>In the “Hand Scape” drawing students will be assessed on the following skills using a formal assessment rubric created by the instructor.</p> <ul style="list-style-type: none"> - Application of Contour Line - Compositional Decisions - Application of Value - Creativity: Applying the Concepts of Surrealism to create an original work of art. - Craftsmanship/ Use of Materials - Effort/ Class Participation <p>In the Peter Max inspired drawing students will be assessed on the following skills using a formal assessment rubric:</p> <ul style="list-style-type: none"> - Application of Contour Line - Drawing Accurate Measurements of the Human Body - Compositional Decisions: Specifically Emphasis and Overlapping - Application of Pattern and Original Designs - Creativity: Use of Color and Pattern - Effort/ Class Participation 	<p>Computer SmartBoard Document Cam Internet Access PowerPoint Presentation: Hand Scapes and Peter Max Drawing Paper Value Drawing Pencils Erasers Colored Pencils Sharpie Markers Demonstration Piece Process Piece Student Artwork Master Artwork</p>
<p>Unit 2: Perspective Drawing</p>	
<p>Description: This unit is meant to inform students of the best practices for perspective drawing. It will engage students in the primary elements of drawing, specifically perspective. Students will be introduced to exercises meant to engage their observational skills, and increase their comfort level with drawing. Students will build upon prior knowledge and expand their understanding of value. At the end of this unit, students must demonstrate their mastery of drawing skills and tools through the production of a two-point perspective city landscape.</p>	
<p>Content:</p> <p>Students will use one-point perspective drawing to create an original work of art. Students will use two -point perspective drawing to create an original work of art. Students will learn the technique of one point perspective drawing. Students will be use a ruler or straight edge to create one point perspective. Students will build upon prior knowledge of one-point perspective and shading to create a two-point perspective city. Students will analyze the artist’s style, including materials, design methods, and subject matter. Students will understand how perspective drawing has influenced in the arts.</p>	<p>Skills:</p> <p>Observational Skills (Being able to synthesis data visually) Fine Motor Skills Application of Value using a variety of colored pencils Compositional Decisions One-Point Perspective Drawing Two-Point Perspective Drawing Critical Analysis of Master Artworks</p>
<p>Assessments:</p> <p>For the One-Point Perspective drawing students will be assessed on the following skills:</p> <p>Use of Perspective: Horizon line drawn. All objects are taken to the proper vanishing point neatly. All parallel lines are correct. Any repetitive objects are correctly calculated. Composition: Excellent use of drawing area. Good organization, strong focal point and</p>	<p>Curriculum Resources:</p> <p>http://www.olejarz.com/arted/perspective/ http://www.artsconnected.org/toolkit/watch_space_perspective.cfm Computer SmartBoard Document Cam Internet Access PowerPoint Presentation: One-Point and Two-</p>

<p>accents. Balanced and no information is omitted.</p> <p>Details: Evidence is clear of a solid attempted to add details to enhance this drawing. You understand that the details make your drawing unique and you pushed the drawing to its fullest potential.</p> <p>Craftsmanship, Use of Materials Effort, Class Participation</p> <p>For the Two-Point Perspective drawing students will be assessed on the following skills:</p> <p>Use of Perspective: Horizon line drawn. All objects are taken to the proper vanishing point neatly. All parallel lines are correct. Any repetitive objects are correctly calculated.</p> <p>Composition: Excellent use of drawing area. Good organization, strong focal point and accents. Balanced and no information is omitted.</p> <p>Details: Evidence is clear of a solid attempted to add details to enhance this drawing. You understand that the details make your drawing unique and you pushed the drawing to its fullest potential.</p> <p>Use of Color: Evidence of a careful thought out color scheme for your work of art. You have left none of the paper bare white. You have not hurried through the coloring of this work of art.</p> <p>Application of Value: Evidence of highlights, middle tones, and shadows.</p> <p>Craftsmanship, Use of Materials, Effort, Class Participation</p>	<p>Point Perspective Materials:</p> <p>Drawing Paper</p> <p>Pencil</p> <p>Straight Edge/ Ruler</p> <p>Erasers</p> <p>Colored Pencils</p> <p>Sharpie Markers</p> <p>Demonstration Piece</p> <p>Process Piece</p> <p>Student Artwork</p> <p>Master Artwork</p>
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Unit 3: Transformation Drawing

Description: In this unit students will have opportunities to develop drawing skills related directly to observational work. These will include different techniques for developing compositions, attaining accuracy, exploring personal ideas and training the eye. Learners will be challenged with a variety of problem solving situations in which prior knowledge from units 1 and 2 are essential. The mastery of contour line drawing, perspective, and value will be challenged by new mediums. Students will obtain technical skills that will help them make deeper connections with drawing.

<p>Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> make works of art that explore different kinds of subject matter, topics, themes, and metaphors. understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. 	<p>Skills:</p> <ul style="list-style-type: none"> High-Level Thinking Skills (Increase their visual awareness and creative capabilities.) Use ruler skills in creating a grid Develop skills in enlarging a composition using a grid. Study proportion Application of Value using Charcoal Application of Value using Oil Pastels Observational Drawing Skills
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<p>know and use a variety of visual arts materials, techniques, and processes.</p> <p>reflect on, interpret, and evaluate works of art, using the language of art criticism.</p> <p>analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts.</p> <p>compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.</p> <p>explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work.</p> <p>explore art to understand the social, cultural, and environmental dimensions of human society.</p>	
<p>Assessments:</p> <p>In the “No.2 Pencil” drawing students will be assessed on the following skills:</p> <p>Craftsmanship: Understanding the application of artistic qualities: line, color, texture, and balance in the use of materials. Attention to Details.</p> <p>Creativity: The expression of creative ideas, where students take risks with their artwork.</p> <p>Class Participation, Effort</p> <p>In the “Georgia O’Keeffe Inspired Project and the Charcoal Self Portrait,” Students will be assess on the following skills:</p> <p>Composition and Design: Perfectly measured and aligned one inch squares on resource image and two inch squares on the 16x20 drawing paper.</p> <p>Specifications: Application of Contour Lines, Oil Pastels or Charcoal mediums.</p> <p>Craftsmanship: Understanding the application of artistic qualities: line, color, texture, and balance in the use of materials.</p>	<p>Curriculum Resources:</p> <p>http://www.okeeffemuseum.org/</p> <p>http://chuckclose.com/#/official-gallery</p> <p>Art in the 21st Century: Chuck Close</p> <p>Computer</p> <p>PowerPoint Presentations</p> <p>Document Cam</p> <p>SmartBoard</p> <p>Internet Access</p> <p>Camera(s)</p> <p>DVD player</p> <p>Pencils</p> <p>Erasers</p> <p>Rulers</p> <p>16x20 Drawing Paper</p> <p>Charcoal Mediums</p> <p>Oil Pastels</p> <p>Blenders</p> <p>Colored Pencils</p> <p>Master Works</p> <p>Process Piece</p> <p>Examples of Student Artwork</p>
<p>Unit 4: Color Theory</p>	
<p>Description: After a careful review of the color wheel and foundations of color theory, students will be asked to complete two paintings in this unit. The watercolor painting will follow a thorough introduction to watercolor techniques and will utilize knowledge gained through the creation of a color wheel and color mixing. It will require students to control value (tints and shades) with water and pigment. The culmination will be an acrylic painting on canvas. Students will learn the process for preparing a canvas. Students will apply the knowledge gained throughout the unit to produce a still life painting of their own choosing. The example presented is a crushed soft drink can, however students may choose another item and apply the concepts accordingly.</p>	

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<p>Content: Students will:</p> <ul style="list-style-type: none"> make works of art that explore different kinds of subject matter, topics, themes, and metaphors. understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. know and use a variety of visual arts materials, techniques, and processes. reflect on, interpret, and evaluate works of art, using the language of art criticism. analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. explore art to understand the social, cultural, and environmental dimensions of human society. 	<p>Skills:</p> <ul style="list-style-type: none"> Color Mixing Comparing and Contrasting Colors Application of Watercolor Paint Application of Acrylic Paint Controlling Color and Texture Compositional Decisions Identifying Light Sources Selecting the Appropriate Tools Maintaining a Clean and Organized Working Environment
<p>Assessments: In the Watercolor Still-Life Painting, students will be assessed on the following skills:</p> <ul style="list-style-type: none"> Craftsmanship: Understanding the application of Watercolor paint and evidence of value. Skillful use of paint further enhances the sense of 3D created by the use of line originally. Color and texture are varied and interesting, and the painting is highly crafted and polished looking. Creativity: The expression of creative ideas, where students take risks with their artwork Line Quality: Shows good use of contour line to create the sense of volume and depth. Class Participation, Effort <p>In the Acrylic Open Subject Painting, Students will be assessed on the following skills:</p> <ul style="list-style-type: none"> Composition and Design: Balanced Composition. Value Accuracy: Value Key supports the 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> http://colorscemedesigner.com/ Computer PowerPoint Presentations Document Cam SmartBoard Internet Access Camera(s) DVD player Pencils Erasers Watercolor Paper Watercolor Paint Paint Brushes Acrylic Paint Master Works Process Piece

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<p>meaning of the work; the value key is evident in the finished work, and the underpainting</p> <p>Color Accuracy: Color meaning is expressive, accurately matched to those of the color study</p> <p>Craftsmanship: Understanding the application of artistic qualities: line, color, texture, and balance in the use of materials. Attention to Details</p> <p>Class Participation, Effort</p>	<p>Examples of Student Artwork</p>
<p>Unit 5: Sculpture</p>	
<p>Description: This Sculpture unit will provide students with a strong background of skills in handling materials and tools of three-dimensional art, the proper safety procedures while using the equipment, the history of sculpture, additive and subtractive forms and surface treatment. Experience in this unit will educate the student about the limitations and potentials of a variety of natural and manufactured sculptural materials. This unit offers students the opportunity to expand their horizons in the art field and their ability to visualize and think abstractly.</p>	
<p>Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> make works of art that explore different kinds of subject matter, topics, themes, and metaphors. understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. know and use a variety of visual arts materials, techniques, and processes. reflect on, interpret, and evaluate works of art, using the language of art criticism. analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. explore art to understand the social, cultural, and environmental dimensions of human society. 	<p>Skills:</p> <ul style="list-style-type: none"> Wire Assemblage Wire Tools Plaster Application Additive and Subtractive Methods Hand Building Clay Construction Proper Use of Sculpting Tools Textural Application (Paint and Sculpting Tools) Managing Materials Correctly
<p>Assessments:</p> <p>In the Alexander Calder Wire Sculpture, students will be assessed on the following skills:</p>	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> http://www.oldenburgvanbruggen.com/ http://www.moma.org/collection/artist.php?a

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<p>Wire Manipulation (Skill): Sculpting the contour and volume of the figure in correctly</p> <p>Attention to Proportion: Considering proportion to the figure.</p> <p>Elements and Principles: Form, contour, thickness, length and width are shown. Line is descriptive and interesting. Sketch is a contour drawing.</p> <p>Creativity & Originality: Creativity shown in use of space, idea, form, pattern, line, etc.</p> <p>Effort & Perseverance: All practice sketches completed. Interior edges and details shown in sculpture.</p> <p>In the Alberto Giacometti Sculpture, Figure in Motion, students will be assessed on the following skills:</p> <p>Planning: At least 2 possible sculpture designs are illustrated through sketches showing at least 3 views of each.</p> <p>Armature (framework around which the sculpture is built): Newspaper and wire were used effectively with minimal tape to create a strong armature that is consistent with the design sketches.</p> <p>Plaster Application: Plaster gauze was appropriately cut to cover selected areas efficiently. The application of gauze creates a strong, stable finished sculpture.</p> <p>Finishing/Surface Quality: The surface of the completed sculpture is free of structural cracks, crumbling plaster, or ragged gauze edges.</p> <p>Creativity/ Originality: The student created a creative and unique interpretation of a Figure in Motion. Unique and creative solutions were employed.</p> <p>In the Claes Oldenburg Pop Art Project, students will be assessed on the following skills:</p> <p>Craftsmanship: The students work is sturdy and does not fall apart.</p> <p>Creativity: The student’s work is creative and unique.</p> <p>Reference to Pop Art: The student’s work illustrates a strong understanding of Pop Art concepts, relating to current cultural trends.</p> <p>Effort and Planning: The student took time to investigate a common everyday subject, similar to the artwork of Claes Oldenburg.</p> <p>In the Clay Figures Project, students will be assessed on the following skills:</p> <p>Craftsmanship: The students work is sturdy and does not fall apart.</p> <p>Creativity: The student’s work is creative and unique.</p>	<p>rtist_id=4397</p> <p>http://www.moma.org/collection/artist.php?artist_id=2141 http://www.fondation-giacometti.fr/en/art/16/discovergiacometti/18/alberto-giacometti-database/</p> <p>http://www.calder.org/</p> <p>http://www.kidrobot.com/</p> <p>http://www.myplasticheart.com/</p> <p>http://collect3d.com/features/vinyl-artists/</p> <p>http://www.vinylpulse.com/</p> <p>Computer</p> <p>PowerPoint Presentations</p> <p>Document Cam</p> <p>SmartBoard</p> <p>Internet Access</p> <p>Camera(s)</p> <p>DVD player</p> <p>Pencils</p> <p>Erasers</p> <p>Paint Brushes</p> <p>Acrylic Paint</p> <p>Clay</p> <p>Clay Tools</p> <p>Wire</p> <p>Wire Cutting Tools</p> <p>Plaster</p> <p>Scissors</p> <p>Cardboard/ Recycled Materials</p> <p>Masking Tape</p> <p>Exacto Knives</p> <p>Master Works</p> <p>Process Piece</p> <p>Examples of Student Artwork</p>
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<p>Planning: At least 2 possible sculpture designs are illustrated through sketches showing at least 3 views of each.</p> <p>Clay Management: The student uses the materials properly throughout the lesson. The student utilized time wisely and effectively.</p>	
<p>Unit 6: Digital Photography</p>	
<p>Description: Students will learn digital photography while working at their own individual skill level. Using the digital camera of their choice, they will explore lighting, color, texture, composition, and other subject matter to achieve a solid grounding in both technical and creative photographic processes.</p>	
<p>Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> make works of art that explore different kinds of subject matter, topics, themes, and metaphors. understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. know and use a variety of visual arts materials, techniques, and processes. reflect on, interpret, and evaluate works of art, using the language of art criticism. analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. explore art to understand the social, cultural, and environmental dimensions of human society. 	<p>Skills:</p> <ul style="list-style-type: none"> Camera Skills Compositional Decisions Writing and Analyzing the Creative Process Organization of Digital Media Close Observation Critical Thinking Skills
<p>Assessments:</p> <p>For all of the assignments students will be assessed on the following skills:</p> <ul style="list-style-type: none"> Photo follows instructions and presents good solution to the project challenge Composition/ Artistic Voice: Photo has assembled elements well. Good camera angle and choice of vantage point, good selection 	<p>Curriculum Resources:</p> <ul style="list-style-type: none"> “Personal Stories, Public Pictures.” By Katherine Bussard http://www.icp.org/ http://www.pbs.org/wnet/americanmasters/database/stieglitz_a.html http://www.pbs.org/newshour/art/blog/2011/12/photographerharry-callahan-at-100.html

<p>between vertical or horizontal orientation, close enough to subject to include only necessary elements, cropped if necessary, good use of frame, placement of center of interest, thirds used correctly, horizon is level. Attention to detail is obvious with few distractions from center of interest seen in photo. Photo clearly shows thought.</p> <p>Message / Center of Interest: Photo has a clear message and communicates well. This photo shows emotion or tells a story or draws you into it in a way you enjoy looking at it. Looking at impact this photo attracts your attention. If you walk by it you will stop.</p> <p>Technical: Sharp focus on primary object or center of interest, properly exposed to reveal texture in both shadows and highlights as needed, good choice of shutter and aperture to control depth and motion in the photo. Lighting is adequate or has been managed using flash or fill or different camera angle.</p>	<p>http://www.moma.org/collection/artist.php?artist_id=4315</p> <p>Computer PowerPoint Presentations Document Cam SmartBoard Internet Access Camera(s) DVD player Materials: Pencils Erasers Camera Laptops Adobe Photoshop Misc. Materials to make Props and Sets Master Works Process Piece</p>
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Physical Education: UACS will create its own PE curriculum based on the experience and expertise of hired instructors and student interests. We will provide every student with a wide variety of physical activities and challenges that contribute to the development and maintenance of their physical, cognitive, and social emotional health. The PE curriculum will be aligned to the NYS Physical Education Learning standards and address:

the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

the knowledge and ability necessary to create and maintain a safe and healthy environment.

the knowledge and skills to be able to manage their personal and community resources.

Physical education will be assessed with performance tasks, self-reflection, and written quizzes and tests.

Computer Science

The course descriptions for Computer Science are based on the CSNYC curriculum framework being implemented at the Academy for Software Engineering. The elective courses for upper

grades are potential offerings; the final selection of elective courses will be based on student interest, industry partnerships and staff expertise.

Required Courses:

Introduction to Computer Science (9th Grade, 2 Credits)

The Introduction to CS class at AFSE is a required class for all 9th grade students in the school. The course is a breadth based approach introduction to CS and Software Engineering. The goals of the course are to understand and follow the core practices of software engineering, including but not limited to: independent exploration and research, iterative creation, soliciting and providing feedback, and joint project development. Students in this course will learn the fundamentals of programming in Scratch and Python, explore basic web design with HTML and CSS, and learn simple data analysis techniques with spreadsheet functions.

Programming in Java (10th/11th Grade, 2 Credits)

(Prerequisite: Introduction to Computer Science)

Programming in Java is a course that builds on fundamental computer science topics (variables, loops, conditionals, boolean expressions, lists, functions, etc.) and software engineering practices (iteration, planning, testing, reflection, etc.) established in earlier courses. Initially the course exposes students to these concepts in Java--a language used widely in industry and for Advanced Placement coursework. Thereafter, students are expected to build on these fundamental topics and practices to develop an understanding of fundamental programming patterns and algorithms (object oriented design, loop and array based algorithms, etc.). Students are evaluated through a combination of projects, quizzes, and exams. Projects enable students to engage in authentic software engineering practice while quizzes and exams will norm habits necessary for collegiate success.

AP Computer Science A (11th/12th Grade, 2 Credits)

(Prerequisite: Programming in Java)

The AP Computer Science A course prepares students to take the Advanced Placement exam in Java. The course focuses on the writing of code to implement algorithms, objects, and complex programs. During the course students will become familiar with methods, variables, control structures, objects and classes, polymorphism, inheritance, and other key concepts.

Elective Courses:

AP Computer Science Principles (10th/11th/12th Grade, 2 Credits)

(Prerequisite: Introduction to Computer Science, Teacher Recommendation)

The AP Computer Science Principles Pilot is designed to introduce students to the central ideas of computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience.

Applying Computer Science (10th/11th Grade, 1 Credit)

(Prerequisite: Introduction to Computer Science)

This course is a hands on study of modern techniques for analyzing and creating computer programs. In this course, students will create data sets using spreadsheets and create web pages using HTML, CSS and Javascript. Students will be expected to function both as an individual and as a member of a team. Students will apply predetermined and original ideas to create unique software that will be accessible, through the Internet, for all peoples in the world.

Data Structures and Algorithms (11th/12th Grade, 2 Credits)

(Prerequisite: AP Computer Science A)

Data Structures & Algorithms is a course that builds on fundamental computer science patterns and algorithms (object oriented design, loop and list based algorithms, etc.) and software engineering practices (iteration, planning, testing, reflection, etc.) established in earlier courses. Initially, the course reviews these patterns in Java--a language used widely in industry and aligned with Advanced Placement coursework. Students are then expected to build on these fundamental patterns, algorithms, and practices to develop an understanding of high level algorithms (sorting, searches, recursive traversal, filters, etc.) and data structures (lists, trees, maps, etc.). Students are evaluated through a combination of projects, quizzes, and exams. Projects enable students to engage in authentic software engineering practice while quizzes and exams will norm habits necessary for collegiate success.

GenTech (2 Credits)

Entrepreneurs are leaders willing to take risk and exercise initiative, taking advantage of market opportunities by planning, organizing, and employing resources, often by innovating new or improving existing products. Entrepreneurship education is the fundamental tool for creating an ongoing cycle of learning and innovation that will bring sustainable job creation and re-creation. Gentech is an introductory entrepreneurship class that teaches skills relevant to the real world, motivating students to become Entrepreneurs & Software Engineers. The strong financial literacy skills that students learn help them to make and manage money. The class concludes with a competition where students will present

products they have created to a panel demonstrating the knowledge they have obtained during class sessions.

Applied Computer Science: Modeling and Manufacture (1 Credit)

Modeling & Manufacture examines and employs the tools of 3D design, which include CAD software, 3D printers, and laser cutters. Students begin with a foundation in modeling techniques, the methods of manufacture, and the applications of 3D technologies across various industries and the home. We'll then examine the collaborative framework of design thinking, which will be the basis for how we engage in the design process. The bulk of our time will be spent developing a fluency with some of the modeling software that is popular within 3D printing and laser cutting. The class concludes with a study of printers and laser cutters and how best to prepare models for them. Throughout, we will find and discuss ties to mathematics, science, and art. Cutting-edge technology will be used extensively. Group work, collaboration, and discussion are paramount in the class. Students are expected to work as a team, discuss their approaches, and - above all - engage in practices that demonstrate that the process is far more valuable than the final product.

Robotics (1 Credit)

(No Prerequisite)

The Robotics elective is a one-semester course that covers topics in engineering and computer science. Students will work in teams to develop and create robots designed to complete specific tasks, where both the structure of the robot and the program that dictates its actions are intertwined. The course will start by simply using the geometry of the wheel to travel specified distances and make accurate turns, and will then investigate how various sensors can be used to enhance a robot's capabilities. No experience is required to be successful in this course, and there will be various competitions between teams throughout the semester.

Functions and Data Analysis (1 Credit)

(No Prerequisite)

Functions and data analysis is a bridge between mathematics and computer science. The concepts of variable, composition, function, booleans, and conditions that students learn in algebra have analogues in computer science. In F&DA we create a map for the students between the two subjects through the use of images and animation. Students also participate in research aimed to prove that computer science can support conceptual mastery in these crucial mathematical concepts.

Advisory

Based on Devereux Center research, the current curriculum, which is being extensively piloted, evaluated, and fine-tuned in the course of collaboration, is structured as below, following a two-year, three-module format.

Module 1: Creating a Supportive Learning Community

- Lesson 1.1: Getting to Know You
- Lesson 1.2: Creating First Impressions
- Lesson 1.3: Introducing Social and Emotional Learning
- Lesson 1.4: Creating a Social Contract
- Lesson 1.5: Applying Student Success Skills
- Lesson 1.6: Playing Plan-O-Rama
- Lesson 1.7: Celebrating and Building Community
- Lesson 1.8: Building Rapport with Teachers
- Lesson 1.9: Reviving Digital Zombies
- Lesson 1.10: Tuning In to Others
- Lesson 1.11: Using Active Listening
- Lesson 1.12: Collaborating Effectively
- Lesson 1.13: Valuing an Education
- Lesson 1.14: Developing Academic Supports
- Lesson 1.15: Understanding Mindsets
- Lesson 1.16: Cultivating Curiosity and Grit
- Lesson 1.17: Focusing and Prioritizing
- Lesson 1.18: Taking Effective Notes
- Lesson 1.19: Improving Memory Skills, Part
- Lesson 1.20: Improving Memory Skills, Part 2

Module 2: Developing Self-Awareness and Self-Management

- Lesson 2.1: Understanding the Teenage Brain
- Lesson 2.2: Being Aware of Our Emotions
- Lesson 2.3: Recognizing the Power of Thought
- Lesson 2.4: Managing Emotions
- Lesson 2.5: Defusing Anger

Lesson 2.6: Coping with Stress

Lesson 2.7: Inducing Positive Emotions

Lesson 2.8: Recognizing Character Strengths

Lesson 2.9: Building True Happiness

Lesson 2.10: Outsmarting Media Advertising

Lesson 2.11: Forging Your Identity

Lesson 2.12: Exploring Career Options

Lesson 2.13: Planning for College

Lesson 2.14: Envisioning Your Future

Lesson 2.15: Setting Life Goals

Lesson 2.16: Going on a Mission

Lesson 2.17: Preparing for Tests—Part 1

Lesson 2.18: Preparing for Tests—Part 2

Lesson 2.19: Taking Full Responsibility

Lesson 2.20: Fighting Off Victimitis

Module 3: Building Relationships and Resolving Conflicts

Lesson 3.1: Developing Positive Relationships

Lesson 3.2: Standing in the Other Person's Shoes

Lesson 3.3: Empathizing with Others

Lesson 3.4: Appreciating Diversity

Lesson 3.5: Debunking the Myths of Womanhood

Lesson 3.6: Debunking the Myths of Manhood

Lesson 3.7: Understanding Introverts and Extroverts

Lesson 3.8: Responding to Conflict

Lesson 3.9: Using a Problem-Solving Approach—Part 1

Lesson 3.10: Using a Problem-Solving Approach—Part 2

Lesson 3.11: Using a Problem-Solving Approach—Part 3

Lesson 3.12: Dealing with Gossip

Lesson 3.13: Addressing and Preventing Bullying

Lesson 3.14: Managing Social Media and Cyberbullying

Urban Assembly Charter School for Computer Science: Curriculum and Instructional Design

Lesson 3.15: Making Personal Decisions

Lesson 3.16: Refusing and Persuading

Lesson 3.17: Making a Sincere Apology

Lesson 3.18: Forgiving Others and Ourselves

Lesson 3.19: Understanding Healthy Dating

Lesson 3.20: Helping Others

As described above in the assessment section, Advisory will use the DESSA assessment.

Upper grade Advisory content will be developed through a collaborative effort among the counselors and guidance staff and the UA College and Career Readiness Team as the focus switches from social emotional learning to post-secondary planning.

(e) Promotion and Graduation Policy

Explain the school’s policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school would offer high school grades within the proposed charter term:

Describe the types of diplomas the school will offer along with the credit and other requirements for each;

Explain how students will meet the requirements set forth by New York State for the granting of each type of diploma; and,

Include specific graduation requirements and the rationale for their selection.

Diplomas: As a Regents school modeled after the success of the UA Gateway School for Technology, we will follow its graduation guidelines, which are themselves based on those of the city and state. We will offer Regents and Advanced Regents Diplomas as well as CTE certification in Computer Science.

Credit Requirements: UACS students will be expected to complete the following course credits, which exceeds the state’s requirements by six credits:

Subject	Regents Diploma	Advanced Regents Diploma
English	5	5
Math	4	4
Science	4	4
Social Studies	4	4
Computer Science	4	4
Spanish	1	1
PE	1	1
Arts	1	1
Health	.5	.5
Electives	3.5	3.5
Total	28	28

Assessment Requirements: To earn a Regents Diploma, UACS students will be required to pass a Regents exam in each of the four core subjects plus the Computer Science CTE exam. In addition they must satisfactorily complete a CTE portfolio.

Assessment	Regents Diploma
English Regent	1
Math Regent	1
Science Regent	1
Social Studies Regent	1
Computer Science CTE	1
CTE Portfolio	1
Total	6

In order to obtain an Advanced Regents Diploma a students must pass eight exams. Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations:

- (a) Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments
- (b) Pathway Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), 1 Pathway (other than science or mathematics) = 8 Assessments
- (c) STEM (Mathematics) Pathway Combination: ELA, 1 social studies, 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments
- (d) STEM (Science) Pathway Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments

The school will also adhere to any graduation requirements established in a student’s IEP.

(f) Programmatic Audits

See **R05f - Programmatic Audit**

Response 5f - Programmatic Audit

(f) Programmatic Audits

Describe a plan of annual programmatic audits evaluating the implementation and effectiveness of the education program described in the application. This plan should include an evaluation of academic, governance and operational effectiveness in addition to fiscal soundness as to these areas, and not just be a cost/benefit audit like some performed by school districts. The plan should include, but is not limited to, the:

Purpose and objectives;

Areas to be audited;

Schedule of events;

Responsible persons, which may include outside consultants;

Description of written end product;

How and to whom such written end product will be disseminated; and,

Include any plans to hire outside consultants to perform such audits.

Purpose: We believe in an organizational culture of continuous improvement, which requires regular reflection and evaluation of program elements to ensure effective and consistent implementation that results in desired outcomes. Programmatic audits will be used to inform staffing decisions, budget allocations, program design, and professional development activities.

Audit Foci: Below is a list of program areas that will be consistently monitored and evaluated. The school’s Board of Trustees will set annual goals that align with the school’s Accountability Plan goals, and the Principal will be responsible for providing mid-year and end-of-year reports on progress towards and achievement of said goals. The Principal will also be responsible for meeting all Annual Report requirement

Programmatic Audits

Program Area	Evidence Collection	Responsibility
Student Performance	Grades Portfolio results Regents results CTE exam results Graduation rates College acceptance rates Internship feedback Accountability Plan goals Authorizer feedback	Principal, Director of Instruction, Partnership Coordinator
Curriculum	Curriculum map review Lesson plan review	Director of Instruction

Urban Assembly Charter School for Computer Science: Programmatic Audit

	Classroom observation Authorizer feedback	
Assessments	Curriculum map review Lesson plan review Assessment review Classroom Observation Authorizer feedback	Director of Instruction, Special Education Coordinator
Instruction	Lesson plan review Classroom observation Team meeting observation and minutes Authorizer feedback	Director of Instruction
Professional Development	Staff surveys PD surveys Team meeting agendas and minutes Classroom observation Authorizer feedback	Director of Instruction
School Culture	Discipline data Staff surveys Student surveys Parent surveys Authorizer feedback	Dean of Students
Family Satisfaction	Enrollment and retention data Exit interviews Student surveys Family surveys Complaints	Principal, Dean of Students
Special Needs Supports	IEP goal attainment GOLD observation Disaggregated student performance data Disaggregated student enrollment and retention data Family surveys Student surveys CSE feedback Authorizer feedback	Director of Instruction, Special Education Coordinator
Staff Hiring and Retention	Staff evaluations Staff survey Complaints	Directors of Instruction and Operation
Partnerships	Partner feedback	Partnership Coordinator

Urban Assembly Charter School for Computer Science: Programmatic Audit

	Partner evaluations Staff surveys Student surveys	
Operations	Compliance data Staff survey Family survey Authorizer feedback	Director of Operations
Facility	Staff survey Student survey Family survey	Director of Operations
Finances	Annual audit Budget to actuals Cash balances	Director of Operations, Business Manager, Board Finance Committee

Most programmatic audit activities will be conducted by school staff with assistance from the Urban Assembly. The one major exception is the annual financial audit, which will always be conducted by an independent accounting firm. The school may also contract with outside vendors to provide evaluation services in other areas.

Annual Report: The school will submit an annual report each year by August 1 that adheres to the regulations promulgated by the New York State Education Department and any other requirements established by the SUNY Charter Schools Institute. The annual report will include the following components:

1. Report on Fiscal Performance
2. Basic Educational Data
3. Student Assessment Results and Progress Made Toward Stated Goals
4. Statement of Assurances
5. Graduation and Dropout Report
6. Special Regents Examination Reports
7. School Calendar
8. Board Trustee Disclosure Report (if applicable)

Annual reports will be submitted to the New York State Education Department and SUNY Charter Schools Institute and will be posted on the school website.

Response 6 – Calendar and Schedules

(a) School Calendar

Provide a copy of the proposed school calendar for its first year of operation that clearly articulates:

Total number of days of instruction for the school year;

Total number of hours of instruction for the school year;

First and last day of classes;

Organization of the school year (i.e., semesters, trimesters, quarters, etc.);

All planned holidays and other days off, as well as planned half days; and,

Dates for summer school, orientation and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

UACS intends to follow a school calendar (see next page) that follows the general outline of the NYCDOE calendar, but allows for more days of instruction, 202 versus the NYCDOE's 180, as well as more staff planning and collaboration before and after the school year. The school year will begin earlier and end later than district schools. Students and staff will not be in school for major federal holidays and major breaks, such as Labor Day, MLK Day, Presidents Day, and Memorial Day, as well as Winter Recess and Spring Recess. This allows families with children in other schools to spend time together during holidays and respects national heritage days. However, given the academic needs of our students, UACS will be in session on many of the other days the NYCDOE chooses to close, including Rosh Hashana, Yom Kippur, Eid al-Adha, Lunar New Year, and Election Day. In addition, many other districts do not have an extended break between winter and spring recess, so UACS students will not have off during the NYCDOE's midwinter recess. Instead, four professional development (PD) days for teachers are distributed throughout the year, two of which coincide with NYCDOE PD days so UACS teachers can participate in PD with other Urban Assembly schools.

Below are key dates for our first year of operation:

First Day of School for Teachers: Aug. 7, 2017

First Day of School for Students: Aug. 21, 2017

Summer Bridge (1/2 days for students): Aug. 21-25

Last Day of School for Students: June 29, 2018

Last Day of School for Teachers: July 3, 2018

Days of Instruction: 202

Hours of Instruction: 1421 per year

Summer Institute for Teachers: Aug. 7-24, 2018

Professional Development Days: Sept. 29 and Nov. 7, 2017 and Mar. 2 and June 7, 2018

Teacher Review and Reflection: July 2-3, 2018

Urban Assembly Charter School for Computer Science: Calendar and Schedules

2017-18 School Calendar														
August					September					October				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4					1	2	3	5	6	7
7	8	9	10	11	4	5	6	7	8	9	10	12	13	14
14	15	16	17	18	11	12	13	14	15	16	17	19	20	21
21	22	23	24	25	18	19	20	21	22	23	24	26	27	28
28	29	30	31		25	26	27	28	29	30	31			
7-24: Teacher Institute 21-25: Summer Bridge					4: Labor Day 29: PD Day for Teachers					9: Columbus Day				
November					December					January				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30	31		
7: Election Day (PD for Teachers) 23-24: Thanksgiving					25-31: Winter Break					1-2: Winter Break (continued) 15: MLK Day				
February					March					April				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2				1	2	2	3	4	5	6
5	6	7	8	9	5	6	7	8	9	9	10	11	12	13
12	13	14	15	16	12	13	14	15	16	16	17	18	19	20
19	20	21	22	23	19	20	21	22	23	23	24	25	26	27
26	27	28			26	27	28	29	30	30				
19: President's Day					2: PD Day for Teachers					23-27: Spring Recess				
May					June					July				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
28	29	30	31		25	26	27	28	29	30	31			
28: Memorial Day					7: PD Day for Teachers 29: Last Day of School: Students					3: Last Day of School: Teachers				

	No School for Students
	School in Session for Students

In our first year of operation with a 9th grade class, students will experience the following distribution of instruction:

Instructional Time by Week and Year

Subject	Hours per Week	Hours per Year
Literacy	7	290
Mathematics	4.6	188
Science	4.6	188
History	4.6	188
CTE	4.6	82
Advisory (Character)	2	150
Specials (Arts, PE)	3.7	188
Intervention/Enrichment	3.3	147
TOTAL	34.5	1421

Summer Bridge: Incoming 9th graders will spend one week of half-days in August getting to know the school culture and expectations and building a sense of community and esprit de corps. They will also take reading and math diagnostic assessments.

(b) Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide the following for a typical week of instruction:

A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations) (for example one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;

A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,

A sample student schedule for a typical week.

Research clearly shows that at-risk students require more time on task for instruction and targeted remediation and enrichment opportunities. As a charter school we will have the opportunity to offer an extended school day that provides students with more time for core classes, CTE instruction, advising and academic support.

Urban Assembly Charter School for Computer Science: Calendar and Schedules

In addition, research has found that sleep and wake patterns are biologically determined and the natural tendency is for teenagers is to stay up late at night and wake up later in the morning. Given the traditional start time of high schools in this country, evidence suggests that teenagers are seriously sleep deprived, affecting their behavior and achievement. A poll conducted by the National Sleep Foundation found that 60% of children under the age of 18 complained of being tired during the day and 15% said they fell asleep at school during the year. One study found that pushing back high school start times resulted in five or more extra hours of sleep per week, improvement in attendance and enrollment rates, increased daytime alertness, and decreased student-reported depression. Given the compelling research as well as the desire to align student schedules with traditional professional schedules in preparation for career experiences, we intend to start the school day at 9:00 am and run until 4:40 pm.

UACS will adapt the schedule from the UA Gateway School that combines consistency on most days with the opportunity for GOLD, i.e., targeted intervention and support during the last period of the day (see **R-05 – Curriculum and Instruction** and **R-07 – Specific Populations** for more information on the GOLD program). As the chart below depicts, four of five core subjects (A-D) all occur daily at the same time four times per week and one course (E) rotates periods each day, enabling each course to occur during the last period of day once per week so that those teachers can continue with a selected group of students from that class for targeted instruction during the GOLD block. This continuity is critical for connecting intervention with instruction in general education classrooms to accelerate learning. During GOLD other students will be taught to use their initiative to seek out assistance from other teachers or use this time for completing homework and projects.

UACS GOLD Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A	A	A	A	E
E	B	B	B	B
C	E	C	C	C
D	D	E	D	D
B	C	D	E	A
B-GOLD	C-GOLD	D-GOLD	E-GOLD	A-GOLD

The sample 9th grade schedule on the next page shows this in practice. The core courses of U.S. History, Math, English 9, and US History occur at the same time four days per week while Living Environment rotates periods each day. This allows all five courses to have a period at the end of the day once per week that flows into a GOLD class for that subject. In addition, 9th grade students will have a daily supplemental literacy class as well as Advisory and Specials classes four times per week. On Wednesdays, there will be no Advisory or Specials classes so students can be dismissed early and staff can participate in planning and professional development. The Partnership Coordinator will work to bring on-site after-school programs and help students connect with other off-site enrichment opportunities on Wednesday afternoons.

Urban Assembly Charter School for Computer Science: Calendar and Schedules

Sample 9th Grade Student Schedule

PERIOD	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:55	US History	US History	US History	Living Environment	US History
9:55-10:50	Math	Math	Math	Math	Living Environment
10:50-11:45	Living Environment	English 9	English 9	English 9	English 9
11:45-12:15	Communication	Communication	Communication	Communication	Communication
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:15	Advisory	Advisory	Intro to Computer Science	Advisory	Advisory
1:15-2:10	PE/Art	PE/Art		PE/Art	PE/Art
2:10-3:05	Intro to Computer Science	Living Environment	Living Environment	Intro to Computer Science	Intro to Computer Science
			Living Environment GOLD		
3:05-4:00	English 9	Intro to Computer Science	Staff Development	US History	Math
4:00-4:40 GOLD	English 9	Intro to Computer Science		US History	Math

Minutes Per Week By Subject

Subject	Minutes Per Day	Days per Week	Minutes per Week
Literacy	85	5	425
Math	55	5	275
Science	55	5	275
Social Studies	55	5	275
Advisory	30	4	120
PE/Art	55	4	220
CTE	55	5	275
GOLD	40	5	200
Total			2065

(c) Sample Teacher Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample teacher schedule for a typical week of instruction including:

Length of teachers’ work day;

Time devoted to core teaching assignments, planning and other activities; and,

A brief scenario describing a typical teacher day and week.

Teachers will typically work from 9 am to 4:40 pm. They will teach four classes per day and an Advisory class four times per week. At the end of the day during GOLD period teachers will provide targeted intervention support one day per week for each of their four class sections, i.e., four times per week, and hold open office hours on the fifth day. Teachers will also have a daily lunch break and common planning period with their grade team. In addition, each teacher will have nine personal prep periods per week. Students will be dismissed early on Wednesdays at 3:05 pm to provide time for staff planning and professional development (see **R08 - Instructional Leadership** for more information on staff development time). The table below illustrates the minutes per week allocated to each function and on the following page is a sample core teacher schedule.

Teacher Time Allocation

Activity	Periods Per Week	Minutes Per Period	Minutes Per Week
Subject Instruction	5	220	1100
Advisory	4	30	120
Gold	4	40	160
Office Hours	1	40	40
Personal Prep	9	55	495
Team Meeting	5	30	150
PD	1	95	95
Total			2160

Sample Teacher Schedule

PERIOD	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00-9:55	Class A	Class A	Class A	Class C	Class A	
9:55-10:50	Class B	Class B	Class B	Class B	Class C	
10:50-11:45	Class C	Personal Prep	Personal Prep	Personal Prep	Personal Prep	
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch	
12:15-12:45	Team Meeting	Team Meeting	Team Meeting	Team Meeting	Team Meeting	
12:45-1:15	Advisory	Advisory	Class D	Advisory	Advisory	
1:15-2:10	Personal Prep	Personal Prep		Class C	Personal Prep	Personal Prep
2:10-3:05	Class D	Class C			Class D	Class D
3:05-4:00	Personal Prep	Class D	Staff Development	Class A	Class B	
4:00-4:40 GOLD	Office Hours	Class D		Class A	Class B	

Scenario: Ms. Gonzalez arrives at 8:30 am on a Tuesday, stops by the office to check in, and heads to her class to prepare for the day. A couple of students drop by to ask questions about last night’s homework. Her first Algebra class starts at 9:00 am and she is standing at the door to greet students as they come up from breakfast. She conducts a quick review of homework, then gives a short mini-lesson on a new topic and puts students into groups to grapple with the new material. At around 9:40 she brings the class back together for a quick summary discussion, then assigns a brief Exit Ticket assessment to gauge their mastery. Her next class is Geometry and after reviewing yesterday’s lesson and going over a problem everyone struggled with on their Exit Ticket, she assigns students to work on a modeling project in pairs on laptop computers. The Director of Instruction spends half the period observing and while students are working independently they discuss the lesson delivery and assess student engagement. At the end of class she has students save their work on a shared drive so she can review them later. Next is one of her two personal prep periods during which she prepares lessons and materials for the next day, and sends some e-mails to parents and students recognizing positive behaviors and achievement as well as some

Urban Assembly Charter School for Computer Science: Calendar and Schedules

areas of concern. After lunch with her colleagues, Ms. Gonzalez joins her grade team for their daily meeting. Today's agenda is focused on action planning interventions for three students previously identified by mid-term grades and assessments. The team uses a protocol to focus on each student, quickly targeting specific needs and identifying common strategies they can all use with the student as well as subject specific strategies individual teachers will try. The team writes up their plan and enters dates for reviewing progress. After her team meeting, Ms. Gonzalez meets with her Advisory, a small group of students she has gotten to know well during the year. Today's topic is role playing effective responses to homophobic comments based on readings they discussed the previous day. During her second personal prep period she meets with Mr. Stepovich, a certified special education teacher, to plan the coming week's ICT class by reviewing recent Exit Ticket and quiz results together. Her next class is the Algebra ICT class and Mr. Stepovich joins her. They deliver the lesson together in which they team teach the introduction of the concept and then break the class into two groups for parallel practice with one group getting scaffolded materials. Her final class of the day is another Geometry class. Towards the end of the period she quietly lets six students know she'd like them remain for her GOLD period. Once the other students depart, she works with them on reviewing skills they've been struggling with this week and conducts a quick quiz to see what they've mastered and build their confidence. She dismisses them at 4:40 pm and spends another 20 minutes organizing her room and preparing for the next day before heading home.

Response 7 – Specific Populations

7. Specific Populations

(a) *Struggling Students*

Discuss the proposed school’s methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure including:

How the school will determine and identify which students are struggling including within the context of a Response to Intervention (“RtI”) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;

The strategies, programs and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;

Any research or evidence that supports the appropriateness of the proposed approach; and,

The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

Definition of Struggling: UACS’s definition of “struggling student” includes students who:

- enroll having scored at level one or two on their 8th grade state assessments;
- assess as needing additional literacy or numeracy support or both;
- consistently fail to meet learning targets in one or more disciplines; and/or
- demonstrate difficulty in school that either correlates with or manifests as social-emotional learning needs, behavioral challenges, recurrent subjection to our ladder of consequences, and/or chronic attendance or lateness problems.

Response to Intervention (RTI) Program: Our approach is based on effective practices at the UA Gateway and other UA high schools, which have resulted in notable graduation rates and post-secondary attainment. See **R12 - Partner Organizations** for evidence of success. In **R05 - Curriculum and Instruction** we described how our curriculum and instructional methods are designed to meet the needs of all students and assessments are used to identify struggling students to inform instruction. In **R09 - Culture and Discipline** we discuss our systems for supporting social emotional development and responding to students with behavioral problems. In this section we provide a more detailed explanation of our approach to prevention, intervention and supports for students who struggle, either academically or social emotionally. Our approach follows the response to intervention (RTI) model by providing tiered, increasingly targeted and intense interventions and supports based on identified needs. Given our at-risk student population, our universal practices are designed to support all

Urban Assembly Charter School for Computer Science: Specific Populations

students' growth. For higher need students, we provide a comprehensive program of focused interventions.

Identification Process: The primary responsibility for identifying struggling students will be grade teams, which have common planning time and will have a standing agenda item to review data and proactively identify students of concern. Data will include:

- Student attendance and punctuality
- Assessment results
- Grades
- Teacher, advisor and counselor observations
- Work-based learning feedback
- Behavior intervention records

Grade team meetings will include teachers, advisors, and the appropriate counselor, and may also include administrators and support staff. They will use a case management approach to consider all possible reasons for a student's struggles and attempt to devise coherent and synergistic intervention strategies. A plan will be developed that details concerns and supporting data, proposed strategies, measurable goals, and a timeline for follow-up. Grade teams will monitor progress and revise plans for students who continue to struggle. When students show little improvement even after multiple cycles of intervention, they may be referred to the school's Child Study Team to be considered for evaluation of a disability.

In addition, individuals may refer a student for an intervention, including teachers, staff, parents and even students themselves. Forms and procedures will be clearly communicated to stakeholders so they know who to go to (e.g., advisors, counselors, Dean, Partnership Coordinator, Principal, etc.) for various types of assistance (e.g. academic support, counseling, conflict mediation, etc.).

ACADEMIC NEEDS

Universal Practices: We expect that many of our students will enter 9th grade with below grade level skills in many subjects, particularly reading. Therefore, in addition to the core English 9 class, all 9th grade students are enrolled in an English Foundations class that is co-taught by an ESL teacher and an English teacher. This supplemental literacy course will target key skills that students need to succeed in all subjects. In addition, we will use self-paced computer-based programs, such as LightSail, that utilize embedded assessments to adapt to student needs and accelerate learning.

In all subjects, the general education program is designed to differentiate and personalize teaching and learning for all students in the following ways:

Curriculum

Curriculum maps and lesson plans reflect state standards and student needs with explicit modifications and extensions.

Urban Assembly Charter School for Computer Science: Specific Populations

Materials are selected to accommodate a range of skill levels and engage a range of student interests.

Opportunities for choice allow students to select some materials and tasks.

Integration of core and CTE content builds allows students to access curriculum from a multiple points.

Instruction

A variety of pedagogical methods are used to engage student interests and learning styles, including lecture, discussion, small group instruction, project-based learning, and collaborative projects.

Integrated co-teaching in all five core subjects places multiple adults in the classroom and provides opportunities for small teacher-to-student ratios for all students.

Small group instruction provides opportunities for targeted support.

Teachers know their students well and differentiate questioning.

Heterogeneous and homogenous grouping and collaborative learning allows students to benefit from peer interactions.

Technology is used to scaffold lessons and provide opportunities for self-paced learning, such as the LightSail adaptive reading program.

Flipped instruction allows teachers to focus on specific student questions and concerns

Assessment

Diagnostic assessments for literacy and numeracy prior to arrival.

Assessments and student work products provide numerous ways for students to demonstrate their mastery of learning targets.

Frequent daily checks for understanding in all classes accompanied by immediate modification within the lesson and scaffolds for differentiated instruction.

Regular assessment provides useful information for teachers and feedback for students.

Self-assessment is taught and used to help students identify specific strengths and deficits and identify appropriate strategies and supports.

Extensive use of rubrics provides specific feedback to students.

Professional Development

Faculty learn a common curriculum mapping and lesson planning approach built on essential questions, specific daily learning targets, and formative and summative assessments that inform instructional strategies and activities.

Continuous coaching and professional learning communities build skills in differentiating and personalizing instruction.

Teachers are supported in effective data collection and analysis techniques through training, protocols, and coaching.

Urban Assembly Charter School for Computer Science: Specific Populations

Reflective practices are embedded in grade team and department activities to share effective strategies.

Through ongoing observation and feedback, instructional leaders and peers ensure professional development translates into effective practice.

The use of educational technology is an ongoing PD topic.

Evaluation & Accountability

Teachers are accountable for meeting the needs of all students.

Evaluation focuses on effective implementation of school priorities and approaches, including differentiated and personalized instruction.

Data is disaggregated to ensure all students are succeeding and evaluate the efficacy of programs designed to meet all needs.

Focused Academic Interventions: In addition to differentiated general education, UACS is designed to provide a range of targeted support for individual students.

- **GOLD:** The primary program is Goal Oriented Learning Development (GOLD) in the core subjects of English, Math, Science, Social Studies and Computer Science, which is a structured time that occurs every day after the last period of the day for forty minutes. Once per week each core class meets during the last period of the day and is followed by an associated GOLD period. Teachers identify up to eight students who are struggling to meet learning targets and are then discreetly asked to stay and work with their teacher during the GOLD block. No more than two teachers of similar disciplines share a room during GOLD.

GOLD Block Schedule Illustration

Monday	Tuesday	Wednesday	Thursday	Friday
Social Studies	Social Studies	Social Studies	Social Studies	Science
Science	Math	Math	Math	Math
English	Science	English	English	English
Comp Sci	Comp Sci	Science	Comp Sci	Comp Sci
Math	English	Comp Sci	Science	Social Studies
B-GOLD	English GOLD	Comp Sci GOLD	Science GOLD	Social Studies GOLD

The design of the GOLD program allows teachers to provide targeted support to small groups of students based on specific needs. Unlike disconnected tutoring programs, GOLD allows the student's own teacher to provide intervention immediately following the general class, providing continuity and alignment with the course curriculum. A struggling student should not go for more than one week without targeted teacher support in an individual subject. Grade teams will meet weekly to review and analyze student assessment results and grades, and use this information to collaboratively identify students in need of GOLD support.

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- **Eleventh Hour GOLD:** We offer “eleventh hour GOLD,” a regimen of additional GOLD classes at the end of each marking period for students most in need. Grade teams identify students at risk of failing each marking period and their teachers target them with additional support.
- **Office Hours:** Teachers hold GOLD classes four days per week, once for each section. On the remaining day teachers hold open office hours that students can electively use to request assistance and guidance. In practice, many students go to office hours without specific concerns to work on homework or projects in proximity to their teacher in case they have questions.
- **Tutoring:** UACS teachers will be committed educators who help students before school, during lunch and after school. In addition, the school will leverage its partnerships with industry and higher education to place tutors in the school or create connections between students and mentors. Finally, as a community of learners, we expect to establish peer tutoring opportunities as we add upper grades and identify student strengths in certain subjects.
- **Supplemental Literacy Instruction:** At capacity UACS will have two ESL teachers who are experts in language and literacy development. In addition to serving ELL students, ESL teachers may also provide basic phonics and comprehension support for students who enter significantly below grade level in reading. No specific programs have been selected as it will depend on the specific assessed needs of students; funds will be available for additional curriculum resources should they be needed. The UA has experience with Wilson Reading and Wilson Just Words programs.
- **Partner Support:** Students who struggle with particular work-based learning skills receive intervention from CTE teachers but also, in some instances, additional time with partners through specialized programming, where it is perceived that direct industry exposure can help build interest, skill, or both.

SOCIAL EMOTIONAL NEEDS

The community schools movement recognizes that social emotional issues have a significant impact on learning. Urban Assembly has worked with underserved students throughout New York City and created effective systems to support students outside the classroom so they can succeed academically, graduate high school and pursue their post-secondary dreams. In addition, we expect to be able to leverage local resources and expertise through our developing partnership with East Side House Settlement.

Universal Practices: Based on the belief that social emotional development is as important as academic achievement, all students will participate in a number of programs and practices designed to build their non-academic skills.

- **Positive Behavior Support (PBS) Framework:** As will be described in detail in **R09 - Culture and Discipline**, UACS uses a variety of strategies to promote and reinforce positive behaviors that reflect social emotional health. This includes clearly articulating

and communicating expected behaviors and providing the rationale for those behaviors, such as explaining the professional behaviors required for success in the workplace. Incentive and recognition activities, such as breakfasts, assemblies and recognitions, will reward the embodiment of desired behaviors.

- **Classroom Culture:** Beyond delivering the academic curriculum, all teachers will be expected to use PBS strategies and teach and reinforce the school's core values: Empathy, Accountability, Aspiration, Collaboration, Reflection, Scholarship, and Grit. Teachers will also use practices such as self-assessment and collaborative projects to not only promote subject-area knowledge and skills, but social emotional development as well. Finally, teachers are responsible for building strong relationships with their students, communicating with them and their families, and serving as role-models and guides.
- **Advisory:** The primary source of social emotional development at UACS is the Advisory program. Each student will be assigned to an Advisory group with whom they will meet four days per week. Advisory is a small class with a social emotional learning (SEL) curriculum based on the Resilient Scholars program being piloted by the Urban Assembly and the Devereux Center. See **R05 - Curriculum and Instruction** for a detailed description of the Advisory program content. Moreover, Advisory pairs students with an adult who serves as a role-model and advocate and who monitors each student's attendance and punctuality, academic performance and personal growth. The Advisor communicates regularly with parents and helps families plan for their child's future. By building close relationships with their students, Advisors are in a position to troubleshoot and overcome challenges.
- **Counseling:** Each grade will have a dedicated school counselor or social worker who will work with the grade to build a sense of identity and esprit de corps through grade meetings and events.
- **Guidance:** The mission of UACS is post-secondary success, which requires considerable planning. UACS will have a robust guidance department that helps all students develop a post-secondary plan for higher education and/or career advancement. Using checklists, protocols and templates, students will learn critical organizational and planning skills to take responsibility for themselves.
- **Work-based Learning Seminar:** Upper grade students will participate in a seminar designed to help them effectively take part in work-based learning opportunities. They will learn basic professional behaviors and affects, and have an opportunity to reflect on their work-based experiences, identifying challenges and learnings.

Focused Social Emotional Interventions:

- **Intervention Protocol:** Every staff member at UACS will have a stake in and be empowered to initiate intervention protocols based on observed and experienced behaviors and on relationships with students. Interventions will be warranted for students who demonstrate:

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- Habitual failure to complete academic tasks
- Persistent disrespect or rudeness
- Repeated uncooperative or noncompliant behaviors
- Disruptions that interfere with others' learning
- Habitual disobedience or opposition towards teacher authority or classroom rules
- Displays of aggressive or injurious behaviors

Based on student need, teachers, Advisors, Counselors, Administrators, , and/or family members may be asked to participate. Grade teams will plan interventions, schedule meetings, invite participants and appoint a facilitator. The facilitator's role is to remain objective, refrain from blaming or accusing student, and facilitate dialogue by inviting input from student(s).

Interventions follow these steps:

1. Notify the student of the meeting in advance, and the reason for it so that the student has time to reflect in advance.
2. Come to the meeting prepared with salient data points; make sure they reflect strengths and needs
3. Help the student feel comfortable and safe at the beginning of the meeting by reassuring him or her that he/she isn't in trouble.
4. Prompt student to identify his or her strengths; have participants follow-in
5. Prompt student to reflect on his/her data; have participants follow-in
6. Prompt student to identify what values and expectation he/she is not meeting; have participants follow-in
7. Ask student if he/she wants to change in service of what?
8. Prompt student to identify what and how he or she wants to improve in order to meet goal stated in #7.
9. Conduct conversation in which team of participants identify what they will do to support this change.
10. Prompt student to agree to strategies determined.
11. Prompt student to establish conditions for broken expectations going forward.
12. Have all participants sign.

Grade teams will be responsible for following up on the results of interventions and modify strategies as needed. Intervention records will be archived in student files.

- **Counseling:** In most high schools the student to counselor ratio is enormous, limiting access to counseling and the ability of each student to be known by a mental health professional. At UACS, each grade will have one dedicated school counselor or social worker who will loop with them each year. In addition to delivering mandated

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counseling based on IEPs, counselors will work with all students in their grade to overcome obstacles to success. Staff can refer students to counselors and students will be encouraged to seek meetings with their counselors when needed. Counselors will work with students on individual issues, including attendance and tardiness, as well as conflict resolution and mediation between students. They will also facilitate support groups for students dealing with difficult experiences, such as death, family illness, anger and depression

- **CTE Staff and Industry Partner Interventions:** Work-based learning will be an important experience for our students. In addition to establishing internships, mentorships and job opportunities, the Partnership Coordinator will help individual students navigate challenges that arise from these experiences outside the school, such as interpersonal conflicts or attendance and punctuality problems. Industry partners may also assist with identifying mentoring and shadowing opportunities that build student confidence and help them develop the social emotional skills needed.
- **Discipline:** Our Discipline Policy (see **R09b - Discipline Policy**) contains a ladder of consequences, many of which provide opportunities for social emotional growth. These include Love and Logic interventions, as well as mandatory conversations with counselors, administrators and/or parents, and transition activities after suspension. Where practical discipline will promote student reflection and in some cases reparations that reinforce understanding of the school's core values.
- **Informal Connections:** UACS will be characterized by a warm and open school culture that welcomes students to informally interact with adults. Before and after school and during lunch, students may visit teachers. For example, "lunch with your teacher" appointments help combine interventions toward academic and social-emotional goals.
- **Family Engagement:** High school is a period where students are exploring independence but still rely heavily on their family bonds. Whenever possible and productive, school staff will engage parents in supporting their child's social emotional development. In some cases, simply alerting parents to a student's struggle is a key step to solving the problem. In other cases, the parents own problems may be causing or contributing to the student's struggle, and the school will work to solve them in order to help the student get back on track.
- **Referrals:** The UA has long-standing relationships with significant community service providers and the school founders have already discussed this proposal with them and garnered interest in supporting students once enrolled. These include East Side House Settlement, South Bronx Rising Together/Children's Aid Society, Phipps Houses, and Good Shepherd Services. School staff will refer students and their families for a variety of services at local organizations and work with them to find the supports that they need. Other organization we may refer to include Episcopal Social Services and Lincoln Medical & Mental Health Child & Adolescent Outpatient Center.

RTI Evaluation: It is the responsibility of the Principal to ensure that all programs are implemented with fidelity and regularly evaluated as part of the continuous improvement

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process. Instructional leaders will review curriculum maps and lesson plans to ensure differentiated curriculum and instruction, particularly the required modifications, scaffolds and extensions. Administrators will attend various meetings to observe and review agendas and minutes. They will also observe programs in practice, including GOLD instruction, Advisory sessions, and counseling. Grade teams will report on the efficacy of their intervention plans. In addition, the School Leadership Team will regularly review disaggregated data to look for patterns among subgroups and those participating in specific programs to identify trends. Finally, faculty evaluations will focus heavily on the ability of teachers to meet the needs of individual students. Instructional leaders will use a shared system to document teachers' strengths and areas for improvement and this data will be aggregated to identify trends and topics for professional development. Ultimately, the school will be judged on attainment of its Accountability Goals, which expect large proportions of our students to achieve at grade level and to graduate within four years. School leaders will constantly monitor progress towards those goals, disaggregating data to ensure all subgroups are progressing and the school is meeting enrollment and retention targets for at-risk student groups.

Bridge to College: UACS will also concern itself with students who upon graduation struggle to successfully transition to higher education. The Bridge to College program is a youth-driven, peer-mentoring program that addresses the common pitfalls students face during the difficult months between high school graduation and college matriculation. College Coaches, UA school alumni currently enrolled in college, are partnered with current high school graduates to help them identify and solve the many financial, logistical and personal difficulties faced during this transition. In May, College Coaches start making presentations and leading workshops at their UA alma mater schools, both as a way to share their own college transition difficulties and their new "college knowledge." It is at these workshops that College Coaches begin to forge relationships with the students that last through the summer, and often times well into the students' freshman year of college and beyond. Over 1,000 UA students were served in 2015 by 16 UA college coaches and we intend to begin utilizing this UA program for UACS students in Year 4 when we have our first senior class.

(b) Students with Disabilities

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate by reference the assurances found in this document. Include:

A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances (see Appendix B).

The process for identifying students with disabilities (child find), especially within the context of the school's RtI process;

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The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);

The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);

Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;

The process for coordination between general education teachers and special education teachers or service providers;

The process that will be used to monitor the achievement and progress of students with disabilities;

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,

Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans (BIPs) in the classroom.

Assurances: UACS agrees to abide by Special Education Assurances indicated in the Request for Proposal (RFP) to which this charter application is a response.

Identification: For all new students enrolling at UACS, the school will have an intake process designed to identify students with existing IEPs. School staff will contact students' previous schools to request records and access the NYCDOE data systems to retrieve information about student status and performance. The school's Student Support Coordinator will review all existing IEPs and identify all mandated services. If UACS does not offer those services, the school will communicate this fact to the student's guardians and collaborate with them and the CSE to determine if an IEP modification or waiver allowing the student to remain at UACS would be in the student's best interest. If not, the school will work with families to find an appropriate placement for their child.

Once enrolled, all students will be monitored through the RTI program described above. Students with either academic or behavioral difficulties will participate in a cycle of interventions with progress monitoring to assess intervention efficacy. Grade teams will track student progress and achievement towards clear goals for improvement. For students who, after multiple, increasingly intense interventions, continue to struggle, grade teams will refer the student to the Child Study Team (CST), which will be led by the Student Support Coordinator and include special and general education teachers, counselors, and the Director of Instruction. For each student under consideration, the CST will communicate with that student's teachers, advisor and guardian(s), review student performance and other relevant data, and may observe students in classrooms or other settings. Based on these inputs, the CST

Urban Assembly Charter School for Computer Science: Specific Populations

will decide whether to recommend a student to the Committee on Special Education (CSE) for evaluation. UACS cannot unilaterally establish or modify a student's special education status or mandated services; the CSE is solely empowered to make those decisions. However, we intend to build a strong relationship with the CSE, educating them about the unique programs and interventions at UACS that may suggest flexibility in service delivery is warranted.

Services: UACS intends to offer the following special education services:

- **Integrated Co-Teaching (ICT):** UACS will have on staff one certified special education teacher per grade who will co-teach core subject classes, including computer science classes, to ensure students with disabilities can access grade level curriculum and successfully meet college and career readiness standards. This is in line with national and city trends towards inclusion for students with disabilities. We fully expect team teaching to be the norm at our school such that students with disabilities receive effective services without standing out and being stigmatized.
- **Special Education Teacher Support Services (SETSS):** Certified special education teachers will push in to classes to offer support during general education classes and pull students for small group instruction.
- **Counseling:** UACS will have one school counselor/social worker per grade who can provide students with mandated counseling. We also expect to have community partners to which staff can refer students and families for additional mental health support. In addition, the college and career guidance department will work with students with disabilities to ensure they have access to supports for special needs in higher education or career placements.
- **Speech and Occupational/Physical Therapy:** The school will contract for speech and OT/PT services as indicated by students' IEPs.
- **Related Service Authorization:** The school will coordinate with the CSE to help parents obtain Related Service Authorization (RSA) so they can have a choice in providers outside of those provide or contracted by the school.

Professional Development: All teachers will go through training over the summer before the school year begins on best practices in differentiated and personalized instruction and effective strategies for engaging students with disabilities. They will be trained in curriculum design practices to support mapping activities that produce modifications, scaffolds and extensions for each unit and lesson. Teachers will also receive training in the various modes of co-teaching. Special education staff will review IEPs with teachers at the beginning of the year with a focus on goals and mandated services. Targeted professional development will be provided to special education staff and the Student Support Coordinator will provide them with ongoing coaching and feedback. In addition, counselors will participate in professional learning communities and other forms of professional development within and outside the school. The UA Instruction Team and Social Emotional Learning Team will also work closely with school leaders and staff to connect them to external resources and professional development opportunities through the UA network and UA partner organizations.

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Coordination: Special education and general education teachers will meet regularly to co-plan ICT and SETSS instruction. Grade teams have common planning time daily and a weekly early student dismissal time that can also be used for such collaboration. In addition, technology will enable teachers to share and annotate curriculum maps and lesson plans.

Progress Monitoring: Special education teachers will be responsible for monitoring and documenting their students' progress toward and achievement of IEP goals and counselors will monitor the efficacy of Behavior Intervention Plans (BIPs). This information will be discussed at regular grade team meetings, which will include a special education teacher and counselor on each grade. In addition to regular report cards, guardians will receive regular IEP goal reports as well. The Student Support Coordinator is responsible for documenting student performance, sharing it with the CSE, and supporting regular reviews of IEPs, which may lead to IEP modifications or decertification by the CSE.

Program Evaluation: The Student Support Coordinator will evaluate special education teachers and the Principal will evaluate the Student Support Coordinator and counselors to ensure that all components of the special education program are implemented with fidelity. These 360 evaluations will include student performance data, survey results from teachers, parents and students, observations of classroom instruction and planning activities, and review of work products, such as lesson plans, assessments, IEPs and BIPs. Results from all major assessments will be disaggregated to compare the performance of students with disabilities from other students. Furthermore, we will disaggregate by type of disability and service to evaluate individual components of the school's special education program. Where gaps are identified, the Principal, Student Support Coordinator and student support staff will develop and implement action plans to eliminate those gaps.

(c) English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

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 ELLs (both within general education classrooms and in other settings);

The research and evidence that supports the appropriateness of this approach;

The process for coordination between general education teachers and staff serving ELLs;

The process that will be used to monitor the achievement and progress of ELLs including exit criteria;

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The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;

How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,

How the school will make after school and other extra-curricular programming accessible to ELLs.

Assurances: English language learners will have access to the same programs and activities as general education students, including after-school, extra-curricular and work-based learning activities. This will be accomplished through effective ESL instruction, translation of documents and communication, and employment of full-time ESL and bilingual staff.

Identification: As with special education, the UACS intake system is designed to review student records and NYCDOE databases to identify students who already have an ELL designation. In addition, UACS initially relies on a home language survey to indicate students who may not speak English proficiently or reside in homes where English is not the primary language spoken. For these students, we then administer the New York State Identification Test for English Language Learners (NYSITELL) as a reliable assessment of ELL designation and level of need among our student population. Finally, UACS administers the Degrees of Reading Power (DRP) in August as a screening tool to evaluate the literacy skills of incoming students, which informs the 9th grade English Foundations class. The RTI program described above is our method to ensure ELL students are not misidentified for special education. Multiple, increasingly intense cycles of intervention are conducted before a student is referred to the CST, and the CST then reviews all available data and may collect additional information before making a recommendation to the CSE for evaluation of a disability. It is unlikely after this lengthy process that school staff would not be able to distinguish language barriers from a disability, but they will also work with the CSE to ensure a high quality evaluation is conducted to determine special education status.

Universal ELL Services: As noted, all incoming 9th grade students take an English Foundations class that is co-taught by an ESL and general education teacher. In a sense, all students are treated as English language learners and will develop basic skills in reading fluency and comprehension as well as writing and speaking. This course will be closely aligned with the English 9 class, providing scaffolds such as pre-reading, vocabulary development, and grammar so all students can successfully access grade level content.

UACS adheres to reading and writing across the curriculum. All teachers will teach literacy, including course-specific vocabulary and discipline-specific writing techniques (e.g., scientific papers, historical analysis, mathematical proofs). In addition, all teachers, regardless of subject, will be expected to use strategies promoted by the Specially Designed Academic Instruction in English (SDAIE) approach, which supports content acquisition in English. The following techniques used in the SDAIE classroom are derived from the research of Michael Genzuk, the Director of the Center for Multilingual, Multicultural Research at the University of Southern California Rossier School of Education.

SDAIE Strategies

Urban Assembly Charter School for Computer Science: Specific Populations

Domain	Strategy
Appropriate Lesson Plans	student fluency level is reflected evidence of scaffolding listening and speaking activities precede reading and writing activities reading assignments include pre-reading, during reading, post-reading activities writing activities preceded by pre-writing vocabulary emphasis use of cooperative learning groups tapping prior knowledge/ personal application appropriate pacing modeling of activities text adaptation provision of native language support extension/debriefing activities
Content Equity	rigorous core curriculum, not watered down key topics organized around main themes topics appropriate to grade level
Lowering Affective Filter	new teaching material introduced and presented in a way that engages the student. error correction not too early and done in context through teacher modeling adequate wait time and silent period provided for student responses
Modified Speech	slower speech rate clear enunciation controlled vocabulary use of cognates limited use of idiomatic speech words with double meaning defined
Contextual Clues	gestures and facial expressions meaning acted out color-coded materials/ graphic organizers
Multisensory Experiences	realia (words and expressions for culture-specific material things), props and manipulatives audio-visual materials hands on activities and demonstrations overhead transparencies and similar projection technologies
Comprehensible Input	graphic organizers (maps, charts, graphs) word banks with picture clue bulletin boards explanation of word origins (etymology)

Urban Assembly Charter School for Computer Science: Specific Populations

Domain	Strategy
	use of examples and analogies
Frequent Comprehension Checks	questions asked about details eliciting responses through various modalities (e.g., write on white boards, moving manipulatives, thumbs up/down, etc.)
Formative Assessment	confirmation checks clarification requests repetitions expansions[disambiguation needed] variety of question types interaction: teacher : student, student : teacher, student : student grouping
Summative Assessment	mastery assessed using a variety of modalities review of main topics and key vocabulary resulting product shows mastery of key concepts and synthesis of information written assessment appropriate for intermediate/ early advanced English language learners

Targeted ELL Services: For ELL students with significant language barriers as assessed by the NYSITELL and DRP assessments, ESL teachers will provide push-in and pull-out instruction. In the case of students who have little to no English experience, we may teach some core subjects in their home language until they have developed enough English proficiency to support content acquisition in a general education classroom. Supplemental instruction may also be provided to ELL students during the GOLD period at the end of the day. Finally, UACS will utilize self-paced computer adaptive learning software to promote language development.

Coordination: In Year 1 we will have two English teachers for the English Foundations and English 9 classes plus one ESL teacher. In Year 2 we will add an English 10 teacher and another ESL teacher. We expect coordination between ESL and general education courses to take place primarily through grade team meetings, co-planning for the co-taught English Foundations class, and dissemination of curriculum and lesson plans via Google Docs or a shared server. Grade teams will meet weekly to analyze student needs and assign them to GOLD periods.

Progress Monitoring: Regular assessment is a key part of the UACS academic model, including diagnostic DRP testing, quarterly interim and key cognitive assessments, and ongoing formative assessments of learning targets. ESL teachers will be responsible for tracking ELL student progress. They will use this information to select and modify ELL services. All ELL students will take the NYSESLAT annually to determine proficiency level and continued eligibility for services.

Program Evaluation: The Principal or Director of Instruction will evaluate the general education and ESL teachers to determine the fidelity of program implementation, paying close attention to the use of SDAIE strategies. And as with other subgroups, student performance data will be disaggregated to assess the performance of ELL students relative to others. We will further look

Urban Assembly Charter School for Computer Science: Specific Populations

at performance based on ELL students' proficiency levels (Beginning, Intermediate, or Advanced) to identify any correlations between needs, services and outcomes. As noted, ESL teachers are responsible for collecting and reporting ELL student results, including those from DRP, grades, NYSESLAT, and Regents exams once students are eligible. The Principal and Director of Instruction will examine interim assessment data and grades quarterly as well as performance on state tests. Where deficits occur the school will focus on additional professional development and increased opportunities for targeted assistance, either by faculty, tutors or software.

(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 including:

How the school will identify advanced and/or gifted and talented students; and, Strategies and/or programs the school will use to accelerate learning for advanced and/or gifted and talented students (both within general education classrooms and in other settings).

Identification: Gifted and advanced students are identified as those consistently exceeding standards on learning targets. These assessments are further confirmed with informal observations by teachers and staff, who look for indications that students are easily or rapidly reaching mastery, and whose checks for understanding reveal when comprehension is swift with respect to the developmental bell curve of the grade and class. Students who are not observed to be in their zone of proximal development are provided additional enrichment and opportunity.

Strategies: As noted, teachers are expected to differentiate and personalize instruction for all types of students, including advanced students. In addition to scaffolds for struggling students, the UACS curriculum map and lesson planning templates include extensions for students who are meeting learning targets. Strategies to engage and challenge these students within the classroom include:

- Additional or more challenging learning tasks or problems.
- Opportunities for choice and ability to pursue own interests.
- Pairing gifted students with lower-performing students as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. This is supported by research that shows that people deepen understanding through the process of teaching others.
- Opportunities to take AP classes as well as CUNY College Now classes for college credit.
- Adaptive self-paced computer-based instruction.

Urban Assembly Charter School for Computer Science: Specific Populations

- In the upper grades students will have the opportunity to inform the selection of elective courses, particularly in computer science.

Outside of class UACS provides many opportunities for advanced students to continue to grow and excel:

- Enrichment activities and independent study during and outside the GOLD period and early release on Wednesdays. The Partnership Coordinator will connect students and organizations based on mutual interests.
- Work-based learning opportunities. All UACS students are expected to complete internships on their way to career readiness, however internships range in duration and degree of challenge, and gifted and advanced students qualify for the most extensive and competitive internships, as well as for multiple internships in the course of their high school careers.
- Summer pre-college programs.

Response 8 – Instructional Leadership

(a) Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;

The process and criteria for identifying and selecting instructional leaders; and,

How instructional leaders will monitor the effectiveness of the academic program.

We intend to open in Year 1 with a strong instructional leadership team in place and enhance it as the school grows. Complete job descriptions are provided in **R-11 – Personnel**.

Roles and Responsibilities:

Principal: Establishing our school leader as our primary instructional leader sends the message that UACS is first and foremost a learning organization dedicated to academic achievement. As such, the Principal is the person who:

Sets high expectations in all areas, including the implementation of the academic program.

Sets internal goals for the school and monitors progress toward meeting them.

Ensures the school has quality curriculum maps in place for all subjects and grades at the beginning of each year.

Ensures the school implements effective assessment and data systems.

Ensures high quality professional development is provided to all staff and school leaders.

Ensures that all partner relationships add value to the school and its staff.

Makes all hiring decisions with input from other school leaders and staff as well as Urban Assembly.

Coordinates all support and input from Urban Assembly, including its School Support Teams.

Evaluates teachers and makes final decisions regarding placement, promotion and retention.

Speaks for the school to the external community.

Works with the Board Finance Committee to develop an annual budget that reflects the academic needs of the school.

Urban Assembly Charter School for Computer Science: Instructional Leadership

Reports to the Board on student performance and the school's progress towards Accountability Plan goals.

Director of Instruction: Beginning in Year 2 the school hires a Director of Instruction who

Interprets the Principal's vision and the school's defining objectives to constantly inform and adjust the academic program.

Identifies school-wide professional development priorities and crafts the annual PD plan.

Develops professional development calendar and coordinates external resources.

Works closely with the UA School Support Teams to coordinate support.

Provides direct coaching to individual teachers through observation and feedback, modeling, and sharing of resources.

Evaluates teachers and provides input to Principal for decisions regarding placement, promotion and retention.

Student Support Coordinator: Supporting students with special needs, the school has a Student Support Coordinator who:

Serves on Instructional Leadership Team, representing student support staff.

Oversees special education and related services, programs, and grants.

Oversees ESL screening and services.

Ensures compliance with state and federal laws and regulations.

Supervises and evaluates special education and ESL teachers.

Trains all teachers on the RTI process and Child Find procedures.

Provides support, coaching, mentoring, and guidance for general education, special education and ESL teachers.

Assists with recruiting, screening, hiring, and assigning special needs staff.

Informs the development of the support services budget and management of resources.

Serves as primary liaison with Committee on Special Education, attending required meetings and coordinating correspondence and reporting.

In coordination with CSE and parents, manages IEP and 504 plan development, compliance, reviews and revisions.

Ensures teachers have access to IEPs and understand goals and services.

Coordinates contracted services for students with special needs.

Maintains a secure and confidential system for student records in compliance with all applicable laws.

Urban Assembly Charter School for Computer Science: Instructional Leadership

Serves as coordinator for the Child Study Team to identify students with special needs.

Monitors progress of students with disabilities towards IEP goals.

Monitors aggregate performance of at-risk students to evaluate special needs programs and services.

Serve as an advocate for students as well as a liaison between school and home when appropriate.

Coordinates special testing and referrals for evaluation

Partnership Coordinator: Reflecting The Urban Assembly school model and with amplified importance to the CTE program, the school has a Partnership Coordinator who:

Manages relationships with industry partners.

Facilitates the CTE Advisory Board.

Helps teachers in developing CTE connections with industry partners.

Coordinates internships and other work-based learning experiences.

Helps students negotiate conflicts and challenges related to work-based learning experiences.

Contributes to curriculum development for Work-based Learning Seminars.

Supports student portfolio development and evaluations.

Manages all school partnerships, student opportunities, afterschool enrichment programming and summer opportunities.

Grade Team Leaders: For each grade team an experienced educator will serve as the Grade Team Leader who:

Sets agendas and facilitate grade team meetings

Facilitates curriculum integration across disciplines

Coordinates assessment calendar and administration for grade

Leads team data analysis and assignment of struggling students to GOLD periods

Coordinates grade wide incentives and recognition activities

Oversees grade wide field trips and events (e.g., college trips, graduation ceremony, etc.)

Supports teachers in curriculum and assessment development and instructional practices

Represents team's concerns to Instructional Leadership Team

Urban Assembly Charter School for Computer Science: Instructional Leadership

Ensures team minutes for every meeting are taken and disseminated to team and administration

Counselors: Each grade has a dedicated Counselor or Social Worker who:

Coordinates Advisory program for their grade.

Provides coaching and support to teachers around social emotional learning.

Leads grade team data analysis and referrals for social emotional interventions.

Supports team members in building productive relationships with students and promoting social emotional learning across disciplines.

Builds grade identify through events and recognitions.

Promotes a college and career readiness culture

Provides one-to-one or group counseling to students.

Dean of Students: Supporting school culture and discipline, the school will add in Year 3 a Dean of Culture who:

Helps the school craft and realize goals for school environment, classroom management, social emotional learning and discipline.

Communicates to students and families a consistent message about behavior expectations.

Helps teachers troubleshoot challenging relationships with students and families.

Assists when appropriate with implementation of Behavior Intervention Plans or other behavior modification strategies.

First responder to disciplinary issues that require more than immediate teacher intervention.

Observes and advises teachers on effective classroom management practices, including Love and Logic.

Assists with investigations in serious discipline cases.

Coordinates review and revision of school safety plan and regular safety drills.

Lead for Crisis Response Team

Director of Operations: While not playing a direct role in leading the academic program, the Director of Operations is a key person who:

Ensures the school's technology infrastructure is in place and working.

Provides tools and resources for data collection, analysis, communication and reporting.

Secures and provides teachers with the instructional resources they require.

Urban Assembly Charter School for Computer Science: Instructional Leadership

Ensures the facility provides teachers with space conducive to their instructional needs.

Ensures teachers have necessary furniture and equipment.

Other Roles: Explicit and formal leadership roles that do not appear on the staffing plan and are not specifically hired for, but are an integral part of the school's functioning, include:

Department chairs who as the school grows lead vertical integration of instruction across the scope and sequence of a discipline;

Mentor/Master teachers who by virtue of their experience, rating, and/or ability perceived through observation and evaluation are matched with less experienced and/or struggling teachers in a coaching relationship; and,

Attendance coordinator who is a member of the counseling staff and supports the Dean of Students in planning proactive and reactive strategies to ensure strong attendance, including targeted intervention in the case of chronic absences and latenesses.

The teacher leadership positions, e.g., Grade Team Leaders, Department Chairs, Mentors, named above are appointed on the basis of both interest and fit, the latter being the judgment of the core administrative team.

Program Evaluation: The Director of Instruction, Student Support Coordinator, Dean of Students and Grade Team Leaders comprise the Instructional Leadership Team, which meets weekly with the Principal. This team is responsible for monitoring implementation of the academic program and progress towards internal school goals and the Accountability Plan goals. It carries out these duties by:

Observing professional development activities and reviewing feedback.

Observing staff planning and delivery of instruction and interventions.

Reviewing curriculum and assessment documents.

Performing frequent data analysis that provides a clear and constant picture of progress according to specific and meaningful indicators, including academic performance, grades, credit accumulation, attendance, and behavior metrics.

Disaggregating data by grade, subject, teacher, demographics, and at-risk status to monitor progress of subgroups.

Examining staff evaluation results to discern individual problems or trends across grades, departments or the school.

Reviewing staff, student and family survey results.

The Instructional Leadership Team will work closely with the Urban Assembly School Support Team and have access to its program monitoring and evaluation tools, particularly with respect to data analysis and action planning (see **R-12 – Partner Organizations** for more discussion of these capacities).

(b) Teacher Support and Supervision

Describe the school's approach to on-going individual teacher supervision and support.

Teacher support and supervision are provided primarily by the Principal, Director of Instruction and Student Support Coordinator. However, as a learning organizations, teachers are expected to solicit and incorporate feedback from other experts, e.g., Dean of Students, Counselors, Partnership Coordinator, and UA School Support staff as well as from peers, students and families.

Instructional Values: Teacher support is framed by a set of school-wide instructional values and indicators that:

Outline the instructional standards and expectations for all staff. They ensure a uniform vocabulary allowing us to work with one another more efficiently, putting us all on the same page.

Expose new teachers to the sphere of values to be considered when developing and delivering curriculum

Provide as a reflective tool for teachers when self-assessing growth of instructional practices and as a platform for formal and informal observations and evaluation.

Serve as a foundation for instructional professional development and in identifying areas for school-wide academic improvement

UACS Instructional Values

Value 1: Explicit and purposeful curriculum development is the first step and necessary step towards rigor and excellence
a. All curriculum and learning targets come from: The Common Core Standards, Technology/CTE Standards, the Habits of Mind and Content Standard. Learning targets are published before the course begins and are measured throughout the course through formative and summative assessments
b. Teachers use learning targets and the Curriculum Map Template to develop units prior to the school-year. Curriculum units include: learning targets, content, resources, assessments and the feedback cycle. Completed and adjusted maps are submitted to the principal.
c. Teachers use pre-mapped units to create daily lesson plans
d. The Habits of Mind are explicitly taught because they lead to success in college and careers
Value 2: Consistency and alignment across all grade level classrooms and in departments reinforces standards, skills leads to greater student success
a. Teachers use the Lesson Plan Format daily. That lesson plan is available in classroom on day of instruction.
b. Lessons follow the same lesson agenda which includes; a measureable learning objective, starter, teaching/modeling/demonstrating/student-centered guided practice, formative assessments throughout the lesson to measure student's progress towards mastering the learning objectives and an exit task.
c. Teachers meet regularly in grade team meetings and department meetings in deep collaboration to ensure consistency and alignment.
Value 3: Because not all students learn in the same way we provide multiple options for skill building, taking in information and making sense of concepts.
a. Teachers use differentiation daily for students who are struggling, as well as for gifted students who need enrichment. This includes differentiation in content, process and products.

Urban Assembly Charter School for Computer Science: Instructional Leadership

b. Teachers offer support 4 days per week to students who have not met learning targets through GOLD
c. Teachers use the RTI process when implementing academic and behavior interventions for students
Value 4: A safe school culture, tone and environment that exemplifies the UA Gateway Core Values maximizes each student's potential to learn.
4a. Teachers establish consistent effective classroom expectations, routines and norms and create a safe place where all students can learn. These expectations are prominently posted and practiced by staff and students. We follow our principle 100%
4b. Teachers use aligned strategies consistently to ensure a safe, caring and learning environment
c. Classroom walls are covered with student work as the school year progresses. UACS classroom teachers maintain a print rich classroom displaying student work. Teachers maintain a library of resources in every class & students are taught explicitly how to utilize it. Classroom teachers will maintain three bulletin boards consistently: 1. Word Wall: changed each unit. 2. All Stars Board: changed after each weekly assessment. 3. Major Unit Project Board: changed each unit.
d1. Teachers are generalists that teach and model the Core Values in Advisory
d2. Teachers are generalists that teach and model the Core Values in outside of the classroom in the filed with partners, on trips, etc.
e. Teachers teach the Advisory Curriculum
Value 5: Consistently using data, assessments and feedback is the single most important way improve student achievement.
a. All teachers use formative assessments daily to provide feedback to students so that they will be able to adjust, revise, and edit in their way to mastery. Formative assessments come in the form of starters, homework, discussions, activities in class, prompts, exits tickets and goal assessment sheets. Formative assessments represent 20% of a student's final evaluation of mastery (grade).
b. All teachers administer summative assessments during (if the unit is very long) and at the end of a unit to measure the level of success or proficiency that students have obtained. Summative assessments represent 70% of a student's final evaluation of mastery (grade).
c. Teachers use the plan outlined in the UACS Assessment Plan
d. Teachers use individual students work, student IEPs, Reading and Numeracy profile to conduct inquiry and set goals with individual students
Value 6: All teachers have the responsibility of supporting student literacy.
a. Teachers teach use Read/Talk/Listen/Write Strategy when having students examine text
b. Teachers assess all student writing using the UACS Writing Rubric
c. Teachers support the UA Gateway Literacy Plan which outlines the horizontal and vertical literacy goals for our students. Students learn Cornell Notes and Annotation in the 9th Grade
d. All teachers use direct vocabulary instruction when teaching new words at UA Gateway
Value 7: Teacher use technology for content, process and products.
a. Teachers use various strategies to teach content.
b. Teachers use various strategies to facilitate instruction.
c. Teaches use various strategies to engage technology in assessment.
d. Teachers use technology as tool in their own professional development
e. Teachers use technology to communicate student progress to the school community, updating student data biweekly

These instructional values will be disseminated every year, reviewed during summer training and constantly referred to during professional development during the year.

Observation/Feedback Process: UACS will be an open learning organization, meaning teachers should expect observation at any time and be comfortable with frequent critical feedback.

Urban Assembly Charter School for Computer Science: Instructional Leadership

Students and staff will be used to and comfortable with observation by school and external stakeholders, which will thus not interrupt the learning process.

For the sake of continuity and efficient use of human resources, instructional leaders will be matched with individual teachers based on expertise and interest, but school leaders and staff can request observation by others. Typically the Principal and Director of Instruction will focus on core and specials teachers, while the Student Support Coordinator will focus on student support staff. A schedule will be created to ensure regular observation cycles, but given the deliberately small size of the school we anticipate much more frequent informal observation. Observers will use protocols designed to focus attention on our Instructional Values and elements of the Danielson Framework for Teaching.

Adhering to Mike Schmoker's "Less is More" philosophy, observations will focus on specific elements of instruction that have been identified based on either school-wide priorities, grade team or department initiatives, or individual needs. Too much observation and feedback is often scattershot and without impact. Therefore, at UACS, while feedback will address important items as they arise, it should focus on a discrete set of practices over time in order to promote concrete and measurable improvement.

Some common practices will always be examined during observations, including:

- Complete lesson plans with clear and measurable Learning Targets
- Literacy development in all subjects
- Opportunities for student discussion
- Checks for understanding that yield data and actionable feedback

Actionable feedback will be provided to teachers in a number of ways, including informal sharing during the observation, formal conversations outside the classroom, and e-mail. In addition, all feedback will be logged in TeachBoost for the teacher read as well as for follow-up and analysis.

UACS will also have an internal peer observation program wherein teachers are required to make 20 observations of peers per academic year. The online TeachBoost program logs all observations and enables teachers to organize learnings from their observations. Peer observations between UA schools likewise provide a great deal of content support.

All observations, including those by instructional leaders, mentors, UA coaches and peers, will be documented using common tools and archiving systems, e.g., TeachBoost. Thus, the impact of feedback can be evaluated over time and trends across teachers identified to inform professional development agendas.

Urban Assembly Role: The Urban Assembly dedicates instructional coaches to work directly with teachers and principals on the improvement of pedagogy and content delivery. Coaching is

responsive to each UA school's articulated instructional approach and priorities. The UA uses the following to plan and track such support:

- **Individualized School Support Summaries** or IS3s which articulate each school's specific goals based on school support meetings held the prior spring and the levels of tiered support that the school will receive. It also identifies the school squad point who is tasked with helping to coordinate communication and coaching activities at the school. At UACS this will primarily be the Director of Instruction.
- **School Support Benchmark Worksheets** through which individual school work plans are created and confirmed. Work plans identify related UA and school inputs alongside resulting outputs that align to each goal and target outcome. The worksheets allow for both UA and the school to track progress towards goals.
- **A Handbook of Coaching Tools and Protocols** that outlines the school support process, defines staff roles and responsibilities, establishes protocols for communication with schools, including agenda creation, and an annual school support calendar.
- **Online School Support Log** which allows UA staff to track in real-time the hours spent at a school as related to meeting the needs of each defined goal. This allows the UA to have a global view of support at each school and across the network. The hope is that UA can then respond when support is not being distributed appropriately and adjust accordingly. UA Principals also have access to this log and can see where and when support is being delivered.
- **Professional Learning Community and Workshop Calendar** which was developed to specifically address the individual school goals set through our new school support model process. The PLC Calendar is now online and allows school staff to register for PLCs and workshops, and allows school leaders and UA to easily track registration to increase participation.

(c) Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

A broad overview of how and when the school will provide staff with professional development;

Who will be responsible for leading and providing professional development;

How the school will identify professional development topics;

How the school's professional development plans support the school's mission, key design elements and needs of the school's target and special populations;

How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects; and,

Urban Assembly Charter School for Computer Science: Instructional Leadership

The process for evaluating the efficacy of the professional development program.

While UA schools certainly provide opportunities for explicit training, we have found and research supports embedded professional development to be much more productive. By this we mean the coaching cycle of sharing, modeling, observing and giving feedback.

Formal Training Opportunities: One of the reasons UA is interested in the charter school model is the opportunity to create a professional calendar and schedule for staff and students. The traditional district schedule provides much too little time for teachers to work collaboratively on building curriculum and assessments and developing instructional strategies. In NYCDOE schools teachers have mere days to prepare for an entire school year. At UACS teachers will have three weeks of dedicated time without instructional responsibilities for integrated professional development and planning. They will be provided with resources, templates, protocols and procedures, then given time to use them in planning with supervision and support from school leaders and UA Support Team members. Topics will include:

- Curriculum mapping and pacing calendars

- Instructional Values and Danielson Framework

- Lesson planning

- Assessment design and data collection and analysis

- GOLD process and procedures

- Advisory

- School values and culture practices and procedures, including Love and Logic

- CTE integration

- Technology

By the end of the summer session, teachers will have solidified their annual curriculum map and pacing calendar and developed lessons and assessments for their first unit. They will also have built consensus around school norms, routines, and rules and developed common strategies for realizing them in practice.

Power Academy: Every week students will be released early on Wednesdays so that teachers can continue to collaborate and attend professional development sessions. This 95 minute block will be used for a variety of purposes, including all-staff meetings, grade team meetings, department meetings, and specialized PD sessions targeted to individual staff members based on identified needs. The Principal will set the weekly agenda with input from staff, including Grade Team Leaders.

Professional Development Days: Though a weekly PD session is useful, for some topics extended periods of time are required. Thus our calendar also includes four PD days in which students will not be in session. These will be used primarily for deep dives into data for the purposes of grading and action planning by grade teams.

Professional Learning Communities: A hallmark of UA schools is reflective practice through PLCs. These will be organized around grades, subject areas, including CTE and ESL as disciplines, and for other staff around functions, such as clinical supervision or culture and discipline. Some staff will have the opportunity to participate in PLCs across UA schools. PLCs use formalized protocols for conducting collaborative problem-solving. UA has refined a number of tuning protocols to help groups clarify problems and devise clear and practicable solutions. For example, grade team responsibilities include horizontal curriculum alignment, RTI process and social emotional learning. PLC activities will allow them to reflect on current practices to inform strategic decisions.

Instructional Rounds and Inter-visitation: UACS leaders will participate in UA-orchestrated instructional rounds, whereby they are able to observe and learn from effective practices at other UA schools. Typically, the Principal will participate as part of a cohort of six or so UA principals. They visit each school once during the year. Teachers participate in inter-visitations and will be organized according to need and how the coaches see the work at the school. For example, if a Math coach is doing some work at another school that may be beneficial for the Computer Science teacher to see, she may organize an inter-visitation to the school with a group of teachers from the UA network.

External PD Opportunities: School administrators are not expected to be content experts in every subject, so our school actively connects teachers with professional associations and communities of practice. It is expected, for example, that math teachers will belong to, and benefit from the body of knowledge of, Math for America, and that CTE teachers will participate in the city's IT commission. We have also budgeted to be part of the Charter School Special Education Collaborative and expect to participate in its PD opportunities. Finally, we encourage, and make funding available, for teachers to attend content-based conferences and workshops.

(d) Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable including:

An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff; and,

A description of the school's process and criteria for evaluating teacher performance and holding teachers accountable for student achievement.

During summer session for teachers each year school leaders will review the school's Accountability Plan, internal goals, core values, instructional values and Danielson Framework for Teaching, providing a clear snapshot of expectations for teacher performance. The expectations will be reinforced as they are the framework by which observation and feedback is organized throughout the year.

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Our three most important teacher evaluation criteria will center on the first three domains of the Danielson Framework for Teaching, which already typifies rigorous, fair, and transparent evaluation within and beyond the UA. The UA extensively uses a rubric, which would also be in place at the proposed school, illustrating achievement of each domain below, at, and above standards in a way that is concrete and measurable.

Domain 1: Planning & Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Observation data collected throughout the year in TeachBoost will combine with measures of student achievement and with structured, statistically valid stakeholder feedback (i.e., student and family surveys) to form a picture of teacher effectiveness, which will also take into account the fourth Danielson domain below.

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Mid-year and at the end of the school year teachers will produce a self-assessment that is supported by evidence, e.g., student performance data, observation feedback, video of instruction, and/or survey results. Supervisors will review the teacher's self-assessment in

relationship to their own ratings of the teacher and then conduct an evaluation conference with the teacher to settle on final ratings.

Accountability: UACS teachers are at-will employees, which means they can be terminated at any time. However, UACS leaders will make every effort to warn teachers when they are not meeting expectations and provide them with opportunities for improvement. Coaching plans can be initiated and concluded at any time around individual Danielson domains and indicators, and teachers may be paired with each other, scheduled for peer observation, and/or asked to share work for a tuning protocol where the need for moderate growth in an individual area is surfaced. Where evaluation indicates a deeper need for improvement, we initiate a Teacher Improvement Plan (TIP).

TIPs include specific areas for growth, strategies and supports, as well as timelines for expected improvement with measurable metrics and benchmarks. We invite teachers to collaborate in the TIP process by sharing their own ideas for the plan, but supervisors will have the final say in finalizing the TIP. The TIP is implemented with the teacher engaging in the action steps/activities and with the support outlined in the TIP. Through the cycles of observations and feedback, administration assesses practice and shares feedback related to the teacher's areas of improvement. In addition, activities during professional development may be aligned with the TIP.

Benchmark meetings are scheduled and the teacher is responsible for presenting evidence to his or her supervisor that demonstrates the progress the teacher has made or is making towards achieving improvement on the outlined activities. Teachers and supervisors will look to teaching practice and student outcomes for evidence of growth in the identified areas for improvement. If the teacher successfully completes all the activities for improvement outlined in the TIP prior to the final meeting, each subsequent TIP meeting between the teacher and supervisor will serve as a way to provide opportunities to further improve on the teacher's performance.

If prior to the final TIP meeting the teacher is unable to successfully satisfy all the identified activities for improvement that were outlined in the TIP, the purpose of the final meeting will shift to a discussion of the reasons for non-completion of those activities, where the teacher could improve his/her performance, and possible professional development opportunities in which the teacher may wish to engage.

Administration shall maintain copies of all documents used in the development and implementation of the TIP, have the documents signed by the teacher, and place copies of all documents in the teacher's permanent personnel file.

Ultimately, the evaluation system and TIPs process inform decisions regarding teacher retention. Supervisors make recommendations to the Principal, who makes final decisions regarding promotions, salary increases, placement and retention/termination. UACS will not retain teachers who cannot adequately contribute to student success.

Response 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; 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.

Core Values: The following core values will guide UACS’s culture work and bind staff and students in mutual accountability.

UACS Values

We value...	How does it affect the community?	How does it apply to me?
<p>Empathy “The functions of intellect are insufficient without empathy.” --Dean Koontz</p>	<p>When we practice empathy, we create a peaceful and safe school community that maximizes all members’ potential to grow.</p>	<p>I put myself in other people’s shoes and can see things from perspectives besides my own. I understand, appreciate, respect, and acknowledge the feelings of others in all interactions.</p>
<p>Accountability “Be the change you want to see.” --Ghandi</p>	<p>When everyone is accountable to himself, herself, or others, it elevates fairness, consistency and justice. This enables us to succeed in our mission.</p>	<p>I take my role(s) seriously. I plan, prepare, and deliver my responsibilities to the best of my abilities, accepting the consequences. I know that I am important and that others depend on me. I try my hardest to not let them down. I hold others accountable in a supportive, caring, and courageous way.</p>
<p>Aspiration “Shoot for the moon and even if you fail you will land among the stars.”</p>	<p>When we aspire to our mission as a school community, we are able to provide the best experiences and opportunities</p>	<p>I always seek to do my work better. I improve, edit, and revise. I take risks even when I am afraid. I have dreams and a</p>

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<p>--Unknown</p>	<p>for our members. It is through our communal aspirations that we innovate, change, and reach greatness. We understand that the way that we did it yesterday may not be the best way to do things today.</p>	<p>long-term vision for myself and plan towards it. I understand that failures are nothing more than learning opportunities.</p>
<p>Collaboration “Two or more minds, hearts, and bodies, are better than one.” --Unknown</p>	<p>When we are collaborative, we allow for even the best ideas to be improved by the wisdom of others. Collaboration, participation and having a voice is the foundation of ownership, membership, and value.</p>	<p>When collaborating, I am dedicated to the task and to the people with whom I am collaborating. I approach collaboration with humility, diplomacy, and a positive attitude, inclusive of all members. I offer praise and constructive criticism when appropriate. I understand that my capacity to collaborate is an indicator of my success.</p>
<p>Reflection “Know thyself” --William Shakespeare</p>	<p>When we reflect it allows us to evaluate, celebrate, and change the things that move us away from our mission and vision. Goals and plans are purposeful when they come from the reflective process.</p>	<p>In an effort to figure myself out, I think about my patterns. I celebrate my growth, evaluate my actions and make adjustments to meet my future goals.</p>
<p>Scholarship “A nation’s treasure is in its scholars.” --Chinese Proverb</p>	<p>When we are committed to scholarship; we are committing to be life-long learners who seek to do our work better each day. The UACS Habits of Mind (Innovation, Research, Interpretation, Communication, Precision, Accuracy, and Collaboration) guide our learning.</p>	<p>I am consistently committed to my learning process. I seek to meet and exceed my targets and use the UACS power standards to prepare myself for post UACS success.</p>
<p>Grit “Never give up on a goal.”</p>	<p>When we have grit, we show that we will persevere in</p>	<p>When faced with a difficult subject or situation, I push</p>

<p>--Unknown</p>	<p>pursuit of our passions. We do not let obstacles or distractions get in the way of our attaining our goals.</p>	<p>through with strength and resolve, knowing that success is 99% perspiration, and 1% inspiration. I will not let circumstances or individuals hold me back from being my best self.</p>
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Building School Culture: A School Culture Team, consisting of the Principal, Dean of Students, counselors, and representative teacher leaders, will set annual culture goals with fidelity to the core values, meet regularly to assess progress-to-plan using the goals and an evolving culture rubric, and proactively address cultural struggles and unanticipated issues. In addition to guidance and support from The Urban Assembly’s Social Emotional Learning Team, our approach to all aspects of school culture will be informed and supported by ongoing discussions with East Side House Settlement, an organization bringing deep history and experience in the South Bronx alongside expertise in Social Emotional Learning and social service delivery.

Carol Dweck’s concept of “growth mindset” will govern academic culture, through shared language and approaches by staff that emphasize the expandability of skill sets. Overall culture will include proactive and reactive strategies for student decision-making and staff response, following a Positive Behavior Support Framework:

- **Proactive strategies** signify the daily, weekly, and monthly rituals with, messages to, and events for students that provide a consistent picture of the community we collectively desire and guidance for making the kinds of decisions that will create and sustain such a community.
- **Reactive strategies** signify a set of responses to decisions that have been made, including celebrations of pro-social decisions and restorative handling of harmful ones.

Daily, weekly, and monthly culture-building structures will include morning meetings, culture-focused Advisory lessons, community shout-outs and student honors, high-visibility campaigns to promote and celebrate the exercise of core values, an active and prominent enrichment component, guest speakers and trips that reinforce values, and traditions and rites that build school pride and identity. Cultural responsiveness to a diverse population will be key, and staff will be trained in cultural sensitivity and compelled to authentically incorporate students’ backgrounds in their school experience.

Home contact will be frequent, authentic, positive, and receptive as much to families’ needs as to their feedback on the school. Advisors will maintain home contact logs for the students in their care and meet requirements for communicating both achievements and struggles to the home. Traditional academic check-ins like open school night and parent-teacher conferences will be supplemented with cultural events, performances, and topical workshops.

Common Practices Around Enrollment and Intake: As soon as we know who our next class of students will be, we begin to analyze middle school data to plan general and individual

welcomes and interventions, and we plan for critical annual program components to onboard new students and ease their transition into high school. These include:

- **Accepted Students Night:** The first community gathering of the new class, this event brings students, families, and teachers together to share a meal, tour the school, meet staff and each other, model the dress code, review important school features, and discuss expectations and accountability. The tone is that students will work harder than they ever have, but also be richly encouraged and supported at every turn.
- **Summer Home Visits:** Every student's home will be visited by a UACS staff member in the summer before enrollment. This will be a forum for discussing school features and expectations more personally and ensuring that every family's individual questions are addressed. The visits also provide the school with firsthand understanding of the commitments and expectations each student is meeting at home. A discussion of the specific student's motivations, previous schooling, and potential fears and struggles also takes place during the home visit, which ends with the teacher providing the student's first piece of school dress code clothing, i.e., a shirt with the school emblem. This is a hallmark of The UA model.
- **Summer Bridge:** All incoming 9th grade students participate in a week of half-days in August before their regular classes begin. This provides transitional support around engagement, soft skills, social-emotional acculturation, and/or an academic foundation. The UACS Summer Bridget program will offer a kind of "boot camp" introduction to academic basics, strategies and tips for navigating high school, and opportunities to connect with classmates and staff and create goals and positive mutual support strategies. Reading and math screening tests are also administered during this week so teachers have diagnostic data with which to plan their first days of instruction.
- **Orientation:** Each year orientation includes practical navigational strategies for the school and its physical plant. Students learn the location of lockers as well as key support staff, including the Dean, Counselors, and Partnership Coordinator. They receive and learn how to read their schedules, and they review essential elements of the student handbook. They also get to know their Advisor and the other members of the Advisory. They talk about what it means to be a UACS student and make active, vital connections between core values and behavioral expectations. Orientation ends with creative presentations around a specific core value.

School Culture Rites and Rituals: Students develop a sense of school pride and identity through inclusion, a voice, support and recognition, and involvement in activities and practices that offer a shared sense of value and of a self-concept rooted in larger ideas that matter. While the school's founding class will have a role in designing many of the rites and rituals that come to be traditions at UACS, we envision some elements of this key culture component to include the following.

- **Activities Fairs:** Similar to college activities fairs, these showcase out of school time and enrichment opportunities to enable students to explore and make commitments to extracurricular options.

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- **Performances:** These range from talent shows to concerts and plays but also include a semi-annual after-school variety show, a series of brief performances and presentations from every club or activity that ran that semester.
- **Guest Speakers:** CS experts and practitioners with compelling stories to tell or tech gadgetry to demonstrate will be invited for special lunchtime chats to which students are invited by interest or merit-based system, and occasional whole-grade assemblies will feature especially prominent or exciting guests.
- **Student Recognition Program:** This will include Student of the Month recognitions by subject, by core value, or both; additionally, students who participate in special programs or internships will be highlighted in feature profiles displayed in the school
- **Awards:** In addition to awards ceremonies, events like “golden semester breakfast” for students with perfect attendance and “lunch with your teacher” for students demonstrating progress (but in need of further encouragement) will occur regularly.
- **Pervasive “Shout-Outs”:** Students and teachers alike will have access to “shout-out cards” and at any time can observe someone, student or staff, in a core values-promotive act, note it on a card, and submit it for public posting.

Many of these activities are opportunities to engage families in their child’s education and the cultural life of the school.

CTE and School Culture: Where the missions and belief systems of computer science employers align with the core values of the school, this connection is emphasized and made visible throughout school culture, as students learn what is important to technology professionals, and how technology companies hold themselves to cultural mores and ideas of character. Students’ achievements in technology internships and after-school programs are celebrated through school events and displays. Ultimately we want students to see themselves in the professionals they admire, and cultural activities like guest speaker series and guest-judged computer science competitions and events will be organized to showcase not just the achievements and talents of participating experts but the personal attributes by which they operate and earn the respect and trust of colleagues. In compiling their portfolios, preparing for internships, and moving through the CTE sequence, students will be counseled and encouraged in what it means to “be like a CS pro,” which includes attitudes and abilities that make them desirable collaborators and positive contributors to the CS body of knowledge and work.

Advisory: The backbone of Advisory is the Resilient Scholars program, which is a curriculum and set of activities and discussions that promote self-management and pro-social behaviors. This very much connects to the school and classroom culture UACS aims to create. In fact Advisory, in a sense, provides a forum for tying all cultural efforts and messages together. In Advisory, core values and themes of positive behavior and community are reinforced through lessons, class discussion, and the tone set by advisors, which is a part of how teachers are professionally developed in the summer and throughout the year.

Many schoolwide culture events and activities are announced, planned, prepared for, and/or scaffolded in Advisory. The Advisory is also a venue for bestowing awards, recognizing students’

achievements, highlighting students' out-of-school involvements, celebrating students' cultures, and inviting the presence of families on special program days. The concept of a student's fellow advisees as his or her "in-school family" will be promoted, and students within an Advisory will build special relationships, and make explicit commitments, that create a safe space and enable all to bring their struggles, doubts, and fears to the table as much as the attainments of which they are most proud.

Family Engagement: Family engagement is not limited to home contact around academic or social-emotional progress and student-led conferences. Families are invited frequently to the school for events that offer warmth and connection, that engage them in key aspects of their child's education, and that offer them special opportunities for enrichment. These include family potlucks, information sessions at major process points like internship application and FAFSA completion, and "parent CS nights" that teach families basic computational skills. Families also have the opportunity to join and participate in the school's Parent Association, are invited to regular awards ceremonies and celebrations of student work (including but not limited to portfolio presentations), and are always notified when their child received recognition or commendation of any kind.

Classroom Culture: Teachers will aim to create a community of learners who collaborate and promote each other in being wide-awake learners, taking responsibility for and showing self-determination in learning, safety and respect. This environment will support student growth and achievement that prepares them to succeed in high school, college and careers as loving and strong citizens who seek happiness, fairness and constant improvement for themselves and others.

Classroom culture at UACS will be based on this belief: In order to be collaborative, promotive, responsible, self-determined and wide awake, students need to be able to self-regulate.

- **Students learn to self-regulate best when expectations are clear.** Students need to learn the expectations through conversations that connect school rules and values to why. Students need to have expectations clearly communicated & consistent opportunities to learn how & why.
- **Students learn to self-regulate when competency feedback is provided.** In order to create a classroom in which students identities as part of a community of learners are valued, students need competency feedback around social process objectives that are linked to school values.
- **Students learn to self-regulate best when routines are simple and consistent.** Students need routines to develop an understanding of what is expected so that they can productively engage in the community of learning.
- **Students learn to self-regulate through repeated exposure to social process objectives.** Students learn to behave through direct instruction, reflection on, and positive reinforcement of norms and social emotional skills.
- **Students learn to self-regulate through participation within a trusting environment.** Students learn to behave through taking risks, academic and social, on a path that allows them to attain greater goals. Such risk taking can only ensue if students trust the teachers and students in the room to support them in this risk taking.

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Ongoing professional development, and required classroom practices, based on Jim Fay and David Funk's *Teaching with Love and Logic* reflect and reinforce this approach. Specifically, classroom expectations are based on core values, enabling teachers to respond flexibly to infractions based on how a value is being violated versus how a specific rule is being broken. Reflective early discussions between teachers and their students to establish classroom expectations will engage students in the act of agreeing on why values are important, and what behavior that goes against those values looks like. Teacher training will always emphasize putting the cognitive burden of rectifying bad decisions on the student, as well as providing students, at first interception of problematic behavior, with two equally valid choices.

Teaching with Love and Logic provides a specific framework and concrete strategies for classroom management that respects the autonomy of students while making subscription to values-promotive behaviors relevant, essential, and shared. Students in a Love and Logic classroom begin to hold each other accountable. The premise of the framework is that hurt, angry, or frustrated students understand and come to rely on those moments when compliance becomes a power struggle, so shifting their focus from compliance to choosing among valid options and doing the emotional and intellectual work around consequences is key.

In practice, teachers will take the following actions at the beginning of the school year to establish classroom culture that fosters the school's core values.

- create classroom visuals of expectations, rules and values
- create and enforce classroom routines that support the community of learning

Throughout the year teachers then:

- plan lessons around work habits and social process objectives
- assess development of social norms and problem identifying
- plan lessons/classroom systems to problem solve
- provide consistent feedback to students on social process competencies
- provide opportunities for students to reflect on social emotional skills and social norms
- provide positive reinforcement on social emotional skills and progress towards social norms
- facilitate opportunities for students to provide each other positive reinforcement

Dress Code: As a school preparing students for college and the world of work, students at UACS will be expected to adhere to professional dress standards. All students will be expected to wear a shirt (polo, t-shirt, sweatshirt, etc.) displaying the school emblem or a solid-color button-up shirt along with khakis, slacks or skirts. The school will provide all students with one shirt with the school emblem with additional shirts available for purchase at low cost.

School Safety and Order: In order to create and maintain a school environment that is conducive to learning, clear behavioral expectations and rules will be promulgated and adopted with input from staff and students. Expectations for behavior are communicated positively and in several forums. Entering students receive a student handbook that discusses the school's Positive Behavior Support Framework, amply conveys the kind of school culture to which the community is committed, and outlines processes and causes/effects of student accountability.

These are backed by and directly linked to core values, communicating to students that behavioral expectations stem from the need to create a specific kind of safe and nurturing learning environment.

Expectations are further reinforced in Summer Bridge and orientation at the start of each year, in home contact, and through numerous visual cues in the building, including posters in halls and classrooms focused on expectations and core values (the tone of culture “branding” is encouraging and community-oriented). Advisory lessons to begin each semester prompt discussion of values and expectations and serve as gentle reminders, while individual teachers set expectations for their classrooms based on Love and Logic principles.

When issues of student misbehavior arise, a ladder of consequences will be triggered, with clear roles and protocols.

Ladder of Consequences

Consequence	School Involvement
1. Love and Logic classroom interventions	Teacher
2. Talk with teacher inside classroom	Teacher
3. Step outside for lengthier private conversation	Teacher
4. Phone call to parent	Teacher, Dean
5. Conference with Guidance/Social Worker/Advisor	Teacher, Advisor, Dean, Counselor, Guidance
6. Intervention with Administrator	Dean, Principal, Student Support Coordinator
7. Intervention with Administrator and parent	Dean, Principal, Student Support Coordinator
8. Principal’s Suspension	Principal

In implementing the ladder of consequences, all staff will be trained in values-driven classroom management (as guided by *Teaching with Love and Logic*), in which responses automatically center on the most rehabilitative path for the student and on ameliorating the impact of his/her actions on the community. Restorative practice will govern interventions and staff will be trained in, and the school programmed to accommodate, the core elements of this research-validated culture framework. For example, Circles, also known as peacemaking circles, bring people together to talk about issues and resolve conflict. A trained facilitator, often called the “circle keeper,” encourages willing participants to share information, points of view, and personal feelings. The facilitator may use a talking piece, an object that allows the person in possession the opportunity to speak without interruption. Others in the circle are encouraged to remain silent and listen to what is being shared. By offering opportunities for safe and open communication, circles help resolve conflict, strengthen relationships between participants, emphasize respect and understanding, and empower all parties involved. Circle facilitators, with the permission of school administrators, can also invite family and community members to participate. Principles for forming circles in classrooms include:

- Practice giving and receiving meaningful compliments.

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- Create a student-generated agenda.
- Foster good communication skills.
- Learn, understand, and respect differences.
- Explore reasons for why people do what they do.
- Practice role-playing and brainstorming to solve problems.
- Focus on non-punitive solutions.
- Ensure confidentiality among participants.

Restorative justice programs allow for the reparation of harm. They have the potential to influence school climate and strengthen positive social connections between students and staff. Common elements to school restorative justice programs include:

- Student referrals at the discretion of teachers, administrators, or other students.
- Involving students who are willing to accept some responsibility for their actions.
- Involving victims and others in the process, with voluntary participation.
- Keeping proceedings confidential.

In addition, UACS will use mediation and conferencing to help students de-escalate and resolve conflicts. Mediation in schools typically resolves disputes between two students, while conferencing opens the process to other students, staff, and teachers. Both of these models are facilitated by a trained mediator and bring together affected parties to develop an appropriate response to the conflict. These programs teach students how to peacefully resolve conflict, hash out misunderstandings, and prevent further conflict. Peer mediation involves trained student mediators who assist their peers in settling disputes. Students are trained in mediation strategies and apply restorative problem-solving techniques. Mediation can help keep many minor incidents from escalating into more serious incidents. More importantly, peer mediation gives students a set of skills that can be applied to future conflicts.

Staffing for Culture and Discipline: The Principal is ultimately responsible for school culture and discipline, but will be assisted by a number of specific positions. During the first two years of operation, the Principal and Director of Instruction will be assisted by the Student Support Coordinator and Partnership Coordinator in establishing school culture and handling discipline. They will work closely with the Counselors and Advisors to set behavioral expectations and implement the Positive Behavior Supports Framework. The Dean of Students will join the school in Year 3 and take over day-to-day management of culture building and maintenance, including incentive and recognition programs, and be the first responder to discipline issues that require attention outside of the classroom.

With a deliberate approach to culture building, a robust student support staff, and co-teaching in many classes, we hope to create a vibrant school community and effectively prevent most serious discipline infractions that result in student exclusion from school activities.

(b) Discipline Policy (for general education students);

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A copy of the UACS Discipline Policy can be found in **R09b - Discipline Policy**. This includes Classroom Expectations, Bathroom and Common Areas Expectations, Locker Rules and Regulations, Ladder of Consequences, Due Process and Alternative Instruction, and Computer and Internet Usage Policy.

(c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act ("IDEA")); and,

See **R09c - Special Education Policy**

(d) Dress Code Policy.

See **R09d - Dress Code**.

Response 9b – Discipline Policy for General Education Students

The Urban Assembly Charter School for Computer Science (UACS) Discipline Code

Adapted from the Urban Assembly Gateway School for Technology Discipline Code and the New York City Department of Education Citywide Behavioral Expectations

The expectations and rules enumerated in this policy have been adopted by the UACS Board of Trustees. Additional expectations may be generated by school leaders, staff and in some cases students to promote a peaceful and respectful learning community.

Classroom Expectations

Students are expected to conduct themselves according to the UACS Core Values. Our Core Values are Grit, Empathy, Accountability, Aspiration, Collaboration, Reflection, and Scholarship. Students should exemplify this behavior when interacting with their teachers and their peers. Unless told otherwise by your classroom teacher, students will observe the following guidelines.

- Conduct yourself with RESPECT:
 - Respect your learning community - honor the rules that help your class to function smoothly.
 - Respect your peers - treat others as you wish to be treated.
 - Respect yourself.

Bathroom and Common Area Expectations

A student who must use the bathroom will raise his or her hand and ask permission and avoid asking during discussion or at any other point where class time might be disrupted.

- Only one student is allowed out of the class at a time.
- Students must have the bathroom pass when leaving the room.
- Bathrooms are locked during the first and last 10 minutes of class, as well as during transition time.
- Help in keeping the bathroom as well as all other common areas clean.
- You are only allowed to visit the main office during lunch or after your last period class.
- Students must respect the rules of the main office, and avoid any unnecessary noise.
- Students may go to the main office for the following reasons:
 - To report lost/stolen Metrocard;
 - To hand in or pick up trip or after-school club permission slips;

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- To make important phone calls home;
- To receive a pass to the nurse's office.

Locker Rules and Regulations

Locker rules and regulations must be followed in order to maintain access to a locker:

- Lockers are made available for the following student uses:
 - School supplies;
 - Textbooks, books, and/or notebooks;
 - Coats, sweaters, and/or gym clothing.
- Only UACS purchased locks will be permitted to be placed on the lockers to maintain the safety and security of student belongings.
- No food should be kept in lockers.
- Lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by state law or school rules.
- A student who uses a locker that is the property of the school is presumed to have no expectations of privacy in that locker or that locker's content. The school retains the right to inspect the locker and its contents to insure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen materials such as weapons, illegal drugs or alcohol, or any other material forbidden by school rules.
- Students will be allowed to access the lockers during three time periods throughout the school day (please plan out all books and items needed for your morning and afternoon classes accordingly):
 - Before and after school;
 - Before and after lunch or gym.
- Graffiti and/or damage to UAG lockers will result in a loss of locker privileges and student (s) will face appropriate disciplinary measures.
- Remember: lockers are a privilege, and students who do not follow the UAG locker policy will not be permitted to use a locker.

Expectations for behavior are communicated positively and in several forums. Entering students receive a student handbook which discusses our Positive Behavior Support Framework, amply conveys the kind of school culture to which we are committed, and outlines processes and causes/effects of student accountability. These are backed by and directly linked to core values,

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communicating to students that behavioral expectations stem from the need to create a specific kind of safe and nurturing learning environment.

Expectations are further reinforced in orientation at the start of each year, in home contact, and through numerous visual schools in the physical plant, including posters in halls and classrooms focused on expectations and core values (the tone of culture “branding” is encouraging and community-oriented). Advisory lessons to begin each semester prompt discussion of values and expectations and serve as gentle reminders, while individual teachers set expectations for their classrooms based on Love and Logic principles.

Ladder of Consequence: UACS believes that all students should be treated with care and respect. In order to ensure that each student is provided with a high-quality, rigorous, and healthy classroom environment, we must provide appropriate consequences and opportunities for those that might impede this from happening. All staff will reference and rely on a simplified ladder of consequences as follows.

1. Love and Logic classroom interventions;
2. Talk with teacher inside classroom;
3. Step outside for lengthier private conversation;
4. Phone call to parent;
5. Conference with Guidance/Social Worker/Advisor;
6. Intervention with Administrator;
7. Intervention with Administrator and parent;
8. Principal’s Suspension;
9. Expulsion only when required by law, e.g., Gun Free Schools Act.

Infractions and Consequences

LEVEL 1 Infractions	Guidance Interventions	Disciplinary Responses
<ul style="list-style-type: none"> ● Unexcused absence from school ● Failing to wear the required school uniform ● Cutting classes ● Being late for school or class ● Bringing items to or using items in school in violation of school policy ● Failing to be in one’s assigned place on school premises ● Behaving in a manner which 	<ul style="list-style-type: none"> ● Parent outreach ● Intervention by counseling staff ● Positive Behavioral Interventions and Supports ● Individual/group counseling ● Peer mediation ● Mentoring program ● Conflict resolution ● Collaborative problem solving ● Development of individual behavior contract 	<ul style="list-style-type: none"> ● Love and Logic classroom interventions ● Talk with teacher inside classroom ● Step outside for lengthier private conversation

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<p>disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)</p> <ul style="list-style-type: none"> ● Engaging in verbally rude or disrespectful behavior ● Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process ● Posting or distributing material on school premises in violation of school rules ● Failing to provide school officials with required identification ● Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission 	<ul style="list-style-type: none"> ● Short-term behavioral progress reports ● Referral to dean team or peer adjudication ● Community service (with parental consent) ● Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) 	
<p>LEVEL 2 Infractions</p>	<p>Guidance Interventions</p>	<p>Disciplinary Responses</p>
<ul style="list-style-type: none"> ● Smoking and /or use of electronic cigarettes and/or possession of matches or lighters ● Gambling ● Using profane, obscene, vulgar, or lewd language, gestures, or behavior ● Lying to, giving false information to, and/or misleading school personnel ● Misusing property belonging to others ● Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) ● Leaving class or school premises without permission 	<ul style="list-style-type: none"> ● Parent outreach ● Intervention by counseling staff ● Positive Behavioral Interventions and Supports ● Individual/group counseling ● Peer mediation ● Mentoring program ● Conflict resolution ● Collaborative problem solving ● Development of individual behavior contract ● Short-term behavioral progress reports ● Referral to dean team or peer adjudication ● Community service (with parental consent) ● Functional Behavioral Assessment (FBA)/ Behavioral 	<ul style="list-style-type: none"> ● Love and Logic classroom interventions ● Talk with teacher inside classroom ● Step outside for lengthier private conversation ● Phone call to parent ● Conference with Guidance/Social Worker/Advisor

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<p>of supervising school personnel</p>	<p>Intervention Plan (BIP)</p> <ul style="list-style-type: none"> ● Referral to a Community-Based Organization (CBO) ● Referral to appropriate substance abuse counseling services ● Referral to counseling services for youth relationship abuse or sexual violence ● Referral to counseling services for bias-based bullying, intimidation, or harassment ● Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) 	
<p>LEVEL 3 Infractions</p>	<p>Guidance Interventions</p>	<p>Disciplinary Responses</p>
<ul style="list-style-type: none"> ● Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community ● Entering or attempting to enter a school building without authorization or through an unauthorized entrance ● Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability ● Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel ● (e.g., pushing past another 	<ul style="list-style-type: none"> ● Parent outreach ● Intervention by counseling staff ● Positive Behavioral Interventions and Supports ● Individual/group counseling ● Peer mediation ● Mentoring program ● Conflict resolution ● Collaborative problem solving ● Development of individual behavior contract ● Short-term behavioral progress reports ● Referral to dean team or peer adjudication ● Community service (with parental consent) ● Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) ● Referral to a Community-Based Organization (CBO) ● Referral to appropriate substance abuse counseling services ● Referral to counseling services 	<ul style="list-style-type: none"> ● Love and Logic classroom interventions ● Talk with teacher inside classroom ● Step outside for lengthier private conversation ● Phone call to parent ● Conference with Guidance/Social Worker/Advisor ● Intervention with Administrator ● Intervention with Administrator and parent

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<p>person), or throwing an object (e.g., chalk) or spitting at another person</p> <ul style="list-style-type: none"> ● Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules ● Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) ● Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means ● Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others ● Knowingly possessing property belonging to another without authorization ● Violating the school’s Internet Use Policy ● Engaging in scholastic dishonesty which includes but is not limited to cheating, plagiarizing, and/or colluding ● Posting or distributing libelous material or literature (including posting such material on the Internet) 	<p>for youth relationship abuse or sexual violence</p> <ul style="list-style-type: none"> ● Referral to counseling services for bias-based bullying, intimidation, or harassment ● Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) <p>Supports for Students Transitioning from Suspension</p> <p><i>Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student</i></p>	
<p>LEVEL 4 Infractions</p>	<p>Guidance Interventions</p>	<p>Disciplinary Responses</p>
<ul style="list-style-type: none"> ● Engaging in sexual conduct on school premises or at school-related functions ● Making sexually suggestive comments, innuendoes, 	<ul style="list-style-type: none"> ● Parent outreach ● Intervention by counseling staff ● Positive Behavioral Interventions and Supports 	<ul style="list-style-type: none"> ● Love and Logic classroom interventions ● Talk with teacher inside classroom ● Step outside for lengthier

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<p>propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature</p> <ul style="list-style-type: none"> ● Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet ● Engaging in physically aggressive behavior, other than minor altercations, that creates a substantial risk of or results in minor injury ● Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others ● Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) ● Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual’s actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability ● Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug 	<ul style="list-style-type: none"> ● Individual/group counseling ● Peer mediation ● Mentoring program ● Conflict resolution ● Collaborative problem solving ● Development of individual behavior contract ● Short-term behavioral progress reports ● Referral to dean team or peer adjudication ● Community service (with parental consent) ● Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) ● Referral to a Community-Based Organization (CBO) ● Referral to appropriate substance abuse counseling services ● Referral to counseling services for youth relationship abuse or sexual violence ● Referral to counseling services for bias-based bullying, intimidation, or harassment ● Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) <p>Supports for Students Transitioning from Suspension</p> <p><i>Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student</i></p>	<p>private conversation</p> <ul style="list-style-type: none"> ● Phone call to parent ● Conference with Guidance/Social Worker/Advisor ● Intervention with Administrator ● Intervention with Administrator and parent ● Principal’s Suspension
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<p>paraphernalia, and/or alcohol</p> <ul style="list-style-type: none"> ● Falsely activating a fire alarm or other disaster alarm ● Making a bomb threat ● Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury ● Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury ● Possessing or selling any weapon ● Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol 		
<p>LEVEL 5 Infractions</p>	<p>Guidance Interventions</p>	<p>Disciplinary Responses</p>
<ul style="list-style-type: none"> ● Starting a fire ● Threatening to use or using force to take or attempt to take property ● Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents ● Using extreme force against or inflicting or attempting to inflict serious injury upon students or others ● Planning, instigating, or participating with another or others, in an incident of group violence ● Engaging in threatening, dangerous or violent behavior 	<ul style="list-style-type: none"> ● Parent outreach ● Intervention by counseling staff ● Positive Behavioral Interventions and Supports ● Individual/group counseling ● Peer mediation ● Mentoring program ● Conflict resolution ● Collaborative problem solving ● Development of individual behavior contract ● Short-term behavioral progress reports ● Referral to dean team or peer adjudication ● Community service (with parental consent) ● Functional Behavioral 	<ul style="list-style-type: none"> ● Love and Logic classroom interventions ● Talk with teacher inside classroom ● Step outside for lengthier private conversation ● Phone call to parent ● Conference with Guidance/Social Worker/Advisor ● Intervention with Administrator ● Intervention with Administrator and parent ● Principal’s Suspension ● Expulsion*

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<p>that is gang-related</p> <ul style="list-style-type: none"> ● Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity ● Selling or distributing illegal drugs or controlled substances and/or alcohol ● Possessing or selling any weapon, other than a firearm, as defined in Category I ● Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others ● Using any weapon, other than a firearm, to threaten or to attempt to inflict injury upon school personnel, students, or others ● Possessing or using a firearm 	<p>Assessment (FBA)/ Behavioral Intervention Plan (BIP)</p> <ul style="list-style-type: none"> ● Referral to a Community-Based Organization (CBO) ● Referral to appropriate substance abuse counseling services ● Referral to counseling services for youth relationship abuse or sexual violence ● Referral to counseling services for bias-based bullying, intimidation, or harassment ● Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) <p>Supports for Students Transitioning from Suspension</p> <p><i>Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student</i></p>	
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*only in cases required by federal law, i.e., Gun Free Schools Act.

Discipline Procedures: At UACS, we follow behavior expectations that reflect UACS’s core values, are set up to ensure that all students are safe, and are grounded in the belief that all students have the right to learn. We see discipline as a “teachable moment.” We utilize the “teachable moment” to help students learn from their mistakes in order to prevent a recurrence of negative behavior. We help students:

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;

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be given the opportunity to learn pro-social strategies and skills to use in the future;
understand the progression of more stringent consequences if the behavior reoccurs;
articulate and document their next steps so they can actively work to change the given behavior.

UACS teachers are responsible for ensuring the communication and consistency of behavioral expectations in the classroom. When discipline is needed we follow the processes below.

REMOVAL FROM CLASS SYSTEM: The goal is to have our students participate productively within the classroom.

- 1. Teacher attempts to help student correct behavior** based on classroom expectations.
- 2. Teacher calls dean to classroom** if a student needs to be removed.
- 3. Dean meets with the student** and asks the questions below in order to help the student reflect and articulate a targeted behavior goal connected to a behavior expectation.
 - a. Dean-** What happened in class that resulted in your removal?
 - b. Dean-** How did your behavior hurt the classroom community of learners?
 - c. Dean-** What behavior expectation do you need to work on in order to be a productive member of the class?
 - d. Student-** Documents targeted behavior goal connected to one specific behavior expectation.
- 4. Dean assesses student's ability to participate productively within the class** community to determine if he/she is prepared to return to class.
- 5. If student is able to return to class-**
 - a.** Dean escorts child back to the class and child communicates targeted behavioral goal.
- 6. If student is unable to return to class-**
 - a.** Dean has child sit with him/her to complete work from missed class.
- 7. Teacher completes Out of Classroom Removal form on Google docs and calls home by EOD for the incident**
 - i.** Describe the incident/infraction;
 - ii.** _____ (incident) hurt our classroom community of learners because _____;
 - iii.** You child met with _____ (dean) and articulated his/her goal as _____;
 - iv.** Describe the next step: I will be meeting with your child and the dean to ensure your child is prepared to re-enter our community of learners.

8. Dean calls home for any suspension

- i. Describe the incident/infraction;
- ii. _____ (incident) hurt our school community of learners because _____;
- iii. Describe the next step: Meeting with dean and child to complete behavioral expectations;
- iv. Parent recommendation;
- v. If this incident occurs again, these are the consequences.

9. Dean sets up follow-up meeting with teacher and student for the following school day based on information the teacher provided on Removal from Class form on Google docs

10. At the follow-up meeting, the Dean works with the teacher and student to review the behavioral expectations form

- i. **Teacher-** Describes what happened and how it affected our learning community.
- ii. **Student-** Responds to teacher's description.
- iii. **Teacher-** What is your next step to be a productive member of our learning community? How is this connected to one of our behavioral expectations?
- iv. **Student-** Responds to teacher's questions
- v. **Teacher-** How can I help you make sure you meet this goal?
- vi. If this is a **second removal**, the student is put on a **conduct card** for the targeted behavior. He/she will bring the conduct card to every class and have it signed by the teacher.

11. At grade team meeting, teachers review Out of Classroom Removal Form (Responses).

- a. Any student on the Classroom Removal Form (Responses) who is not making progress will be brought to PPT by the guidance counselor to explore next steps.

RE-ENTRY FROM SUSPENSION SYSTEM: UACS will welcome students back using the Positive Behavior Support Framework as an opportunity to develop the student's agency and responsibility. The goal is to have our students re-integrate into our school community so that they are able to participate productively within the school community.

1. Before returning to class, the student and his/her parent meet with the dean and respective guidance counselor to discuss the expectations for being a part of our school community.

- a. **Dean-** Welcomes student back and describes what happened and how it affected our learning community.

- b. **Student**- Responds to dean's description.
 - c. **Dean**- What is your next step to be a productive member of our learning community? How is this connected to one of our behavioral expectations?
 - d. **Student**- Responds to teacher's questions.
 - e. **Dean/Counselor**- How can we help you make sure you meet this goal?
 - f. **Option**: The student is put on a **conduct card** for the targeted behavior. He/she will bring the conduct card to every class and have it signed by the teacher.
 - g. **Counselor**- Reviews academic progress with the student (Transcript, Report card, RISA) and provides students with necessary make-up work.
 - h. **Teachers**- welcome student back, communicate a time the student can come meet with you to catch up.
2. Dean or counselor documents results of the meeting with the student in Google docs.

RE-ENTRY FROM LONG-TERM ABSENCE SYSTEM: The goal is to have our students re-integrate into our school community so that they are able to participate productively within the school community.

Before returning to class, the student and his/her parent meet with the guidance counselor.

1. Counselor creates an action plan with the student and documents the meeting in attendance Google doc.
2. Counselor communicates the action plan with teachers in grade team.
3. Teacher welcome student back, uses positive language and communicates a time the student can come meet with you to catch up.

Dignity for All Students Act: A counselor or the UACS Dean will serve as UACS's DASA-compliant point person for the prevention and handling of bullying and bias-based incidents. UACS codes of conduct will include DASA language stipulating the protection of all students and promoting a safe and welcoming learning environment. Signs will be posted throughout the school indicating the intolerance of bullying, promoting anti-bullying culture and behavior, and encouraging students to seek out the DASA staff member confidentially if bullying is taking place or anticipated. UACS believes that anti-bullying campaigns are most powerful when they are student-led, and we will work with student organizations, especially the Student Council, to run periodic anti-bullying campaigns, offer peers the opportunity to take an anti-bullying pledge, and promote with recognition and rewards observed behaviors throughout school that are empathic and signal acceptance of every student for who he or she is. UACS will comply with all mandated DASA reporting.

Computer and Internet Usage Policy

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Computers are made available to every student in our school that follows the computer usage policies appropriately. All students will have access to computers for classroom work and/or projects that require computer use. Students must abide by unique classroom procedures for distributing and collecting computers. While computers are in use, all students must follow UACS's computer rules.

UACS students demonstrate they are mature users of the internet by NOT:

- Visiting any site that promotes discrimination, racial, or religious hatred, illegal acts, or provides information which may be considered offensive;
- Viewing obscene or inappropriate language or images, including typing or searching inappropriate language, viewing, and/or subscribing pornographic sites;
- Using the network for non-educational purposes during instructional time, including GOLD;
- Altering the system in any way by changing passwords or system settings;
- Adding or attempting to change the system in any way;
- Downloading and/or storing music or any copyrighted material on systems without authorization from classroom teachers;
- Accessing another person's folder, work, or files;
- Using another student's password or computer, unless told to do otherwise;
- Videotaping and/or taking pictures of staff, students, and/or UAG classrooms without clearance from faculty;
- Using UAG tags and keywords or logos online, unless specified or approved by staff members;
- Refusing to hand in or close a computer at a staff member's request; or
- Refusing or delaying turning down the audio on a computer when requested.

In addition, UACS students demonstrate they understand one-to-one guidelines by NOT:

- Removing headphones from any classroom without permission, or utilizing headphones during classroom or instruction or hall passing;
- Eating or drinking while using computers;
- Removing equipment from UACS designated school premises;
- Leaving laptop unattended;
- Not returning laptops to their carts on time;
- Interrupting a class to obtain a computer after class has started;
- Using a computer that is not assigned to them, unless provided by the teacher;

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- Placing their computer in an inappropriate location (on top of lockers, heaters, on floor, etc.); or
- Ignoring classroom protocols regarding where computers should be placed upon entering classrooms.

If a student fails to follow the computer policies, they may face the following consequences:

Level	Action
1	Warning from Teacher regarding removal of privileges
2	Removal of privileges for the period
3	Removal of privileges for 1 day; advisor and/or parental contact
4	Removal of privileges for 2 days; social work and/or parental contact
5	Removal of privileges for 1 WEEK and Principal's Suspension from the school

Please note that consequences are ultimately up to the instructor's discretion, and harsher consequences may be provided based on the frequency and severity of the infraction.

All students working with laptops at UACS must agree and sign a contract at the beginning of the year, which ensures that all users are aware of the expectations guiding the use of the Internet and Computer systems.

DUE PROCESS

SHORT TERM SUSPENSION

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address or addresses of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardians. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with School's complaint process.

LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any

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of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Principal's discretion only if the student has committed the act at least three times in the academic year.

Procedures and Due Process for Long Term Suspension

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal shall

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refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Provision of Instruction During Removal

The School will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind* Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

Response 9c – Special Education Policy

In addition to the discipline procedures applicable to all students, the School shall implement the following disciplinary policy procedures with respect students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The School shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the School’s discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student’s parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student’s parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student’s parent(s) or guardian must be provided with a written notice which indicates that the School proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student’s Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student’s district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The School shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 5 days.

Also, the School will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- 1) Convene a CSE meeting within 10 school days to make a manifestation determination.
- 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- 3) Provide the student's parent with a copy of their procedural due process rights.
- 4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability

and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

Response 9d – Dress Code

We are preparing students for college and careers. All students are expected to wear appropriate attire to UACS. Because students are preparing for the world of work and interacting with adult professionals on a daily basis, the UACS observes a professional dress code policy.

Students must wear a UACS shirt (t-shirt, polo, fleece or sweatshirt) with the UACS emblem at all times or a solid-color button-up shirt. Nothing may be worn over the UACS shirt while inside school. All new students will receive one UACS shirt upon enrollment, with additional shirts, or replacements for lost shirts, available for purchase at low cost.

Pants must be khakis or slacks and skirts must end below the knee.

There is no specific requirement for shoes other than that they be close-toed.

Students must wear their UACS lanyard and school ID card.

Students will be excused from the dress code when they are required to wear formal business attire or during Spirit Week if dressed according to the day's assigned theme.

Clothing and accessories are prohibited which show obscene words or pictures, slurs, sexually suggestive statements, or that promote illegal crew, tagging, gang-related activities, or the use of alcohol, marijuana, tobacco and/or drugs, or weapons.

Hats, caps and other head coverings are not permitted except during participation in approved activities or for documented religious or medical reasons.

Baggy pants, saggy pants, and pants that slide past the hips and expose one's undergarment may not be worn to school.

Tube tops, strapless attire, one-shoulder attire, halter-tops, and tank tops may not be worn.

Consequence for non-compliance includes but is not limited to:

Borrowing and wearing a school shirt for the day

Loss of privileges

Revocation of outdoor lunch privileges (for current and future years)

Student conference, parent conference, meeting with administrators

Lunch detention

Adjudication by a peer justice group

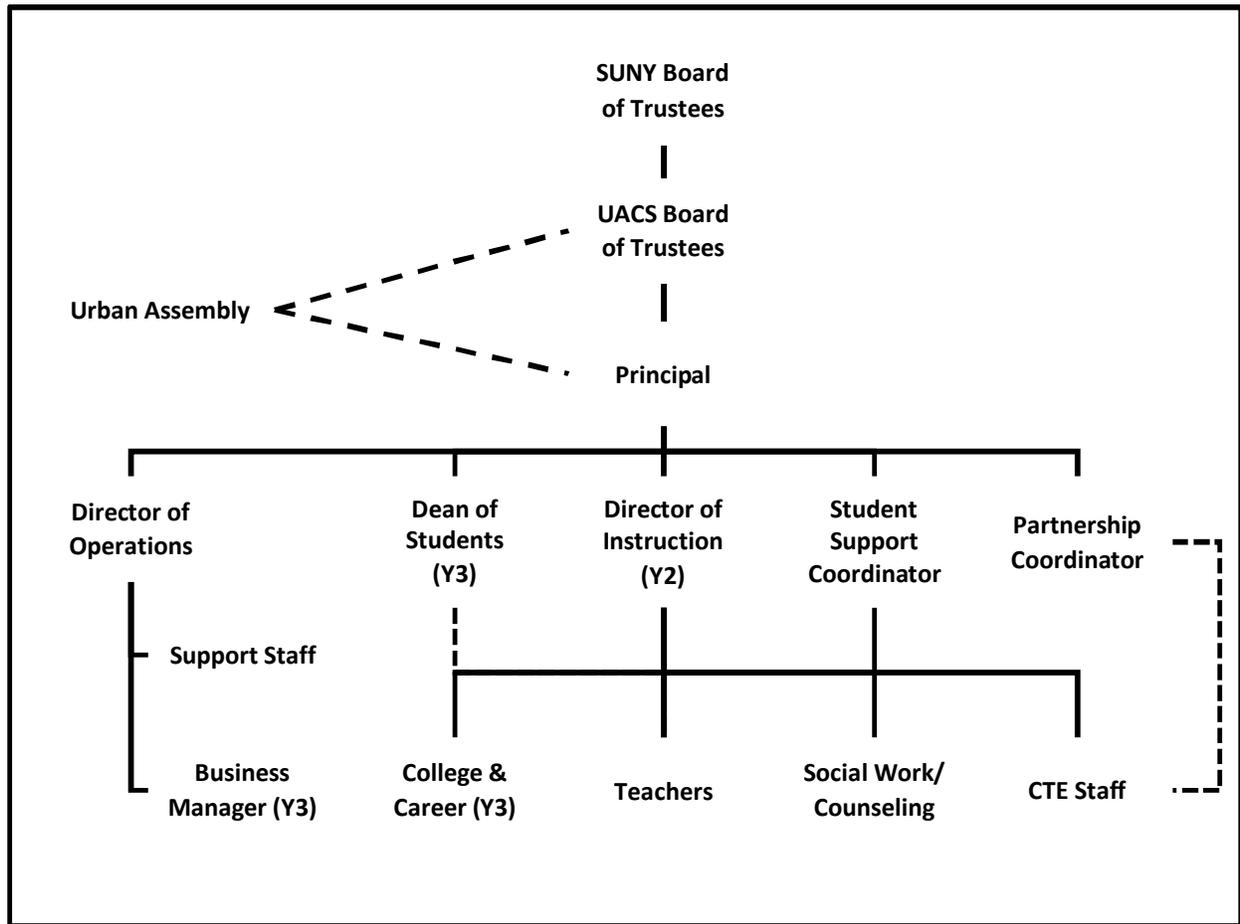
Exemption from events

All students will receive one dress code-compliant shirt during the summer home visit. Families that can't afford to purchase additional dress code clothing will receive assistance.

Response 10 – School Management and Leadership

(a) Organizational Chart

Provide organizational charts for the 1st and 5th years of operation showing clear reporting structures of the school leader(s) to the board of trustees and staff to the school leader(s). 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;



Unless indicated by a year in parentheses, all positions start in Year 1. The Director of Instruction joins in Year 2, the Business Manager and Dean of Students in Year 3. The first College and Career Counselor is hired in Year 3 as well. For a complete list of staff positions for each year of the charter terms, see **R-11 – Personnel**.

(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 for staff in management positions; and,

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 / educational service provider (“ESP”) / or partner organization (if any) in the selection process.*

School Leader: At UACS the school leader will be the Principal, an instructional leader who provides direction and oversight to all aspects of the school. Based on The Urban Assembly’s experience working in traditional district schools and conversations with charter school founders and leaders, we believe it is important to prioritize and protect instructional leadership from other responsibilities and have created an organizational chart and staffing plan to do just that. In keeping with the notion of a school as first and foremost an education organization, the Principal will devote a large portion of his or her time and energy to instructional leadership, but will also oversee the operational and financial aspects of the school. With support and input from The Urban Assembly, the role of the UACS Principal will include:

Staffing: The Principal will have the final say in all hiring decisions, actively participating in hiring all secondary leadership and instructional positions and ensuring that all other positions are filled by high quality personnel.

Curriculum: The Principal will make or delegate decisions regarding curriculum selection and development to ensure alignment to the school’s mission and vision.

Assessment: The Principal will ensure the school selects, develops and administers a range of diagnostic, formative and summative assessments and implements effective data analysis with which to guide instruction, evaluate programs, target intervention, and measure progress toward and achievement of goals.

Instruction: The Principal will monitor instructional practices to ensure effective delivery of the curriculum in ways that respect and respond to student needs and interests.

Staff Development: The Principal will ensure ongoing assessment of all staff members’ needs and develop and implement a comprehensive professional development plan that meets both the needs of the school and each individual staff member.

CTE: The Principal will ensure the implementation of a robust CTE program that provides students with quality instruction and opportunities for experiential learning that result in industry certification.

School Culture: As the school leader, the Principal ensures a school environment that is conducive to learning and leads by example to set expectations for student and staff behavior. The Principal will also handle the most serious discipline cases, including those requiring suspension or expulsion.

Operations: The Principal will ensure that the school has a safe and suitable facility to meet its needs, that students are provided with high quality health, food and transportation services, that staff are provided with adequate resources to carry out their responsibilities, and that technology is readily available for students and staff.

Finances: The Principal will ensure that the school has sound financial systems in place and is living within its budget. The Principal will take an active role in identifying the resources necessary for achieving the school's goals and ensuring they are allocated in a manner consistent with the school's mission.

Governance: The Principal will be the primary liaison with the school's Board of Trustees and will keep the board well informed about the implementation of the program described in this application and the school's performance. The Principal will be proactive, identifying potential issues and proposing recommendations where appropriate.

External Relations: As school leader, the Principal will speak and advocate for the school in the community. He or she will have a strong presence with the families of our students and other community members.

Partnerships: The Principal will facilitate the school's relationship with the Urban Assembly, its primary partner, as well as other key community and CTE partnerships, including higher education and industry partners.

Secondary Leaders: The Principal will be the sole person within management reporting directly to the school's board. In order to carry out his or her numerous academic, operational and financial responsibilities, the school will employ a number of secondary leaders to whom many day-to-day management responsibilities will be delegated.

Director of Instruction: The DI will report to the Principal and support the development of curriculum and assessment, providing ongoing support and coaching to teachers. The DI will facilitate professional development and participate in teacher evaluation.

Director of Operations: The DO will report to the Principal and manage all non-academic affairs of the school, including facility, food services, health services, transportation, and technology. The DO will supervise operational support staff and contractors, including office personnel, custodians, security, nursing and IT.

Student Support Coordinator: The SSC will report to the Principal and coordinate the administrative responsibilities of the special education and ESL programs and serve as the school's primary liaison to the Committee on Special Education (CSE). The SSC will also support and participate in evaluation of the student support staff and contribute to the professional development of all faculty members in areas related to students with special needs.

Partnership Coordinator: The PC will report to the Principal and coordinate the school's community and CTE partnerships, including identifying and securing industry and higher education partnerships and supporting industry staff as instructors at the school. The PC will also facilitate students' experiential learning opportunities outside the school.

Dean: The Dean will be hired in Year 3 and report to the Principal. The Dean will support teachers and staff in implementing a school culture that supports learning and achievement. The Dean will provide professional development to teachers and staff and work with students to promote positive behavior and deal with repercussions of misbehavior.

Grade Team Leaders: Grade teams will be a key organizational feature of the school, responsible for much of the planning and implementation around academics, social emotional development and school culture. Grade Team Leaders will be experienced teachers with leadership responsibilities for the teaching and academic support staff on their grade level. Reporting to the Director of Instruction, they will play a critical role in facilitating communication between faculty and administration. They will guide the team in exploring curriculum integration opportunities, improving instructional practices, reviewing and analyzing data, and identifying professional development needs. Most importantly they will facilitate team meetings to identify struggling students and target interventions, including GOLD periods.

Contracted Services: We recognize that starting a school from scratch without the assistance of a central district office is an enormous task. Given the school's small size, especially in its early years, it is impossible to adequately staff the school with all of the necessary skills and expertise necessary to launch and maintain a quality school. Therefore, our staffing plan focuses specifically on those areas we believe should rely on in-house personnel to build and refine the core program; in other areas we have elected to contract for services, especially those areas we cannot hope to support or fill with full-time positions. These include:

Security: If the school is located in NYCDOE space, we will rely on security provide by the district. If located in private space, the school will contract for a regular security presence in the building.

Nursing: The school will contract for a nurse until it reaches sufficient size in Year 3 to request a nurse from the Office of School Health.

Custodial: If the school is located in NYCDOE space, we will rely on janitors provide by the district. If located in private space, the school will contract for custodial services.

Technology: The school will contract for installation of technology infrastructure as well as ongoing IT support for our hardware and software needs.

Facility: If in private space, the school will use contractors for facility renovations and maintenance.

Professional Development: The school will contract with experts in the field, including leadership and staff coaching by Urban Assembly, to support the growth of our instructional staff.

Finance and Accounting: We will utilize the services of CSBM, Inc. in the pre-opening and beginning years of operation with the intention of decreasing their role once a Business Manager is hired in Year 3.

Payroll: The school will contract with a service provider such as ADP for ongoing payroll services.

Audit: We will hire an independent firm to conduct an annual audit.

The use of these contracted services allows the school to more nimbly grow and adapt to changing requirements, and permit our staff to stay focused on the school's priorities. Academic contractors, such as professional development consultant, will be overseen by the Director of Instruction. Non-academic contractors, such as security and custodians, will be overseen by the Director of Operations.

Reporting and Accountability: The Principal reports to the school's Board of Trustees and the secondary leaders described above all report directly to the Principal. For other positions, the lines of reporting and accountability are as follows:

General Education Teachers: initially report to the Principal, then to the Director of Instruction when hired in Year 2. The Dean of Instruction and Principal will share evaluation responsibility with input from the Student Support Coordinator and Dean of Students.

CTE Teachers: report to the Director of Instruction who will evaluate them with input from the Partnership Coordinator and Dean.

Special Education and ESL Teachers: report to the Student Support Coordinator who will evaluate them with input from the Director of Instruction and Dean.

Teacher Aides: report to the Student Support Coordinator who will evaluate them with input from the Director of Instruction and Dean.

Social Workers: report to the Student Support Coordinator who will evaluate them with input from the Director of Instruction.

College and Career Counselors: report to the Director of Instruction who will evaluate them with input from the Student Support Coordinator.

Business Manager: reports to the Director of Operations.

School Aides: report to the Director of Operations.

Contracted Services: Academic contractors, such as professional development consultants and coaches, will be overseen by the Director of Instruction. Non-academic contractors, such as security and custodians, will be overseen by the Director of Operations.

Urban Assembly: The founders recognize that the UACS is an independent charter school accountable to its own Board of Trustees and the SUNY Board of Trustees. That said, we expect The UA to play a vital role in the operation of the school, providing both academic and non-academic support to the Principal, other leaders, teachers and staff. While no school staff will formally report to or be evaluated by The UA, informal lines of communication and support will exist between various departments of the school and The UA. The primary connections are as follows:

Leadership Development: The UA Managing Director of School Support and The UA School Support Team will provide the Principal and other leaders with ongoing support through instructional rounds, observation/feedback processes, mentoring, leadership

coaching, strategic planning, succession planning, teamwork and teacher leadership development. The UACS Principal will also have access to other principals in the UA network of schools with whom to share and learn.

Curriculum: The UA Instruction Team will support the school with curriculum mapping and vertical alignment, curriculum review and adoption support, CCLS performance task development, Common Core curriculum development and alignment, and curriculum resources.

CTE: The UA CTE Team will support the school in the design, implementation and assessment of its CTE program, which includes courses, work-based learning opportunities, and certifications and credentials that align with industry standards. In addition, the full College and Career Readiness Team will bring quality programs, professional experiences and enrichment opportunities to UACS students.

Instruction: The UA Instruction Team supports professional learning communities (PLCs) for subject area teachers, Student Support Coordinators, student support teachers, teacher leaders, and instructional leaders. It also facilitates instructional rounds groups, inter-visitations and other professional development opportunities.

Assessment and Data: The UA Research & Evaluation Team will support the implementation of data systems and professional development on assessment and use of data to improve instructional practices and evaluate programs. Furthermore, the UA Instruction Team will support assessment development and administration, Degrees of Reading Power (DRP) and other assessment data review and action planning, and student work analysis and protocols/structures.

Social Emotional Development: The UA Social Emotional Learning (SEL) Team supports student post-secondary readiness by developing the systems, data, and practices of schools to improve staff and student social emotional competence through a focus on: behavior support systems, social emotional learning, and school culture/climate. It will support key school staff, including the Principal, Dean, Social Workers, Teachers and College and Career Counselors in developing the school Advisory Program and school culture.

Special Needs: the UA Instructional Team will support the Student Support Coordinator and special education and ESL teachers through PLCs and coaching.

College Preparation, Acceptance and Matriculation: The UA College Readiness Team provides ongoing coaching and professional development for school-based staff and connects schools with colleges and programs that help students to thrive after high school. It will allow the school and its students to access the UA Bridge to College Program, a youth-driven peer mentoring program that addresses the common pitfalls students face during the difficult months between high school graduation and college matriculation. College coaches, UA school alumni currently enrolled in college, are partnered with current high school graduates to help them identify and solve the many financial, logistical and personal difficulties faced during the transition. Through the Bridge to College Program, The UA has achieved a 75% college matriculation rate for its alumni within six months of graduation, and nearly 80% within one year of graduation.

Human Resources: While primary HR support will be outsourced to a professional experienced in charter human resources management, i.e., CSBM, The Urban Assembly's Operations Team and Human Resources Manager will be available for consultation and support as needed.

Technology: Primary technology support will be provided through a contract with an expert technology provider. In addition, The Urban Assembly's Operations Team and Office Manager will be available to advise and support as requested, e.g., vendor references.

Please see **Response 14-Partner Organizations** for a complete description of the UA organizational chart and capacities.

Management Practices and Procedures: The UACS Board of Trustees will delegate day-to-day management responsibilities to the Principal, who will use a distributed leadership model for the sake of efficiency in a large and complex organization. The school will use teams to focus attention on specific function areas and coordinate planning, execution, and evaluation cycles.

School Leadership Team: Led by the Principal, the school leadership team will include the Director of Operations, Director of Instruction, Student Support Coordinator, and Partnership Coordinator. This team will meet weekly with agendas created by the Principal with input from other staff members.

Instructional Leadership Team: Led by the Director of Instruction, this team will include the Principal, Student Support Coordinator and Grade Team Leaders.

Student Support Team: Led by the Student Support Coordinator, this team will include the Dean, Social Workers and College and Career Counselors.

Grade Teams: Led by a designated Grade Team Leader, these teams will meet at least weekly to discuss issues pertinent to their specific grade, including school culture, the Advisory Program and individual students of concern. Grade Teams are responsible for coordinating the GOLD program with input from student support staff.

Departments: As the school grows to employ multiple teachers within a subject, departments will be formed to facilitate curriculum development, alignment, review and revision as well as any discipline-specific pedagogical practices. Computer Science Teachers and the Partnership Coordinator form the CTE department and collaborate with industry and post-secondary partners.

Operations Team: Led by the Director of Operations, this team will include the Business Manager and key support staff. This team will monitor and troubleshoot all non-academic systems. The DO and BM will also consult regularly with CSBM to review financial systems and data.

UA schools make extensive use of professional learning community protocols to facilitate focused problem-raising and –solving strategies. All staff will be trained in these practices to ensure productive use of meeting time. School leaders will monitor meetings through attendance and/or minutes/reports to ensure they are maximized.

Management Evaluation: The UACS Principal will be evaluated by the school's Board of Trustees based on the responsibilities enumerated in the Principal's job description. (See the

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Urban Assembly Business Plan for more details on school leader evaluation.) The Board will work with the Principal to set annual goals with clear metrics related to academic performance, operational efficiency and financial soundness. A sub-committee with support from the Urban Assembly will conduct a mid-year review of progress towards those goals and conduct a full written evaluation at the completion of each school year. Evaluation will focus on quality of programmatic implementation and outcomes defined by the school mission and Accountability Plan.

UACS will use a “360” evaluation process that seeks input from supervisors, subordinates and other members of the school community to assess leadership. This includes the following sources to inform the evaluation process:

- State assessment results
- Graduation rates
- Industry certification rates
- Internal assessment results
- Enrollment numbers
- Attendance and lateness rates
- Student retention and attrition rates
- Staff retention and attrition rates
- Discipline data
- Staff, student and family survey results
- Grievances
- Urban Assembly feedback
- Industry partner feedback
- Higher education partner feedback
- Principal communication and reporting to the Board
- Financial reviews and audit results

All secondary leadership positions—Director of Operations, Director of Instruction, Partnership Coordinator, Student Support Coordinator, and Dean—will be evaluated by the Principal. The Principal will work with each leader to set annual measurable goals based on respective job descriptions. The Principal will conduct a mid-year review to discuss progress and identify areas for growth and complete a written end-of-year evaluation. The 360 approach will also be used for these evaluations, seeking input from a variety of school stakeholders and partners.

Grade Team Leaders will be evaluated by the Director of Instruction with input from the Student Support Coordinator, Partnership Coordinator, and Dean. Grade teams will establish goals for student academic performance and social emotional development, which will inform evaluation of the Grade Team Leaders as well as their skills in team facilitation, strategic planning, and problem-solving.

The evaluation process is designed as part of a continuous improvement model in which all staff, including leadership, should always be identifying areas for growth. When deficiencies are identified through the evaluation process, supervisors will assess their seriousness and impact on the school in determining next steps, which can include verbal and/or written warnings,

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improvement plans, targeted support and training, change in placement or responsibilities, and ultimately termination.

School Leader Selection: Research has shown school leadership to be a critical factor in the academic performance of schools, which has been corroborated by the Urban Assembly's experience operating more than 20 schools in New York City. UACS has budgeted to bring on the school leader, the Principal, in July 2016, a full year before the school begins operation. The school founders do not have a leader identified but have already begun outreach and will immediately initiate the hiring process once the charter is approved. We will disseminate the job posting widely and tap the pipeline of talent in UA schools.

UACS will seek the following qualifications in the selection of its founding Principal:

- Commitment to and alignment with the mission and vision of UACS.
- Demonstrable experience raising the achievement of urban students at the high school level.
- Experience with CTE and/or experiential competency-based education.
- Extraordinary leadership skills that inspire teamwork and dedication.
- Strong communication skills with students, families, staff, and community members.
- Exceptional management and organizational skills
- Experience being accountable for measurable goals and mission attainment.
- Ability to plan strategically and effectively adapt to unforeseen situations.
- Ability to set high expectations for student and staff behavior and create a positive school culture that is welcoming, fun and conducive to learning.

The process for recruitment for this unique position will include:

- a resume and cover letter
- student achievement results
- essay responses and a portfolio
- a teaching demo and coaching demo
- telephone and in-person interviews
- finalist interviews with board members, current UA principals, current school-based UA staff, current UA students and alumni, and parents.

All candidates will be assessed on the competencies for school leadership that The UA currently uses based on its work with the NYC Leadership Academy and the Wallace Foundation.

Once hired, the new school leader will participate in all professional learning opportunities for principals provided by The Urban Assembly during the planning year. The new leader will also receive individual coaching from The UA's leadership coach (an experienced school leader in both the district and charter landscapes) and will do a residency at the UA Gateway School of Technology.

Response 11 – Personnel

(a) Staffing Chart and Rationale

Complete the table provided in the budget template to list all staff positions (instructional and non-instructional) in the school during the first five years of operation and include a copy of it here. Provide a narrative that explains the rationale for the staffing structure and numbers.

Budget Template Table: Below is the requested table from the submitted budget template:

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	100	200	300	400	400

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	1.0
Deans, Directors & Coordinators	0.5	2.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	2.0	2.0	3.0	3.0	3.0
Administrative Staff	0.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	3.5	6.0	8.0	8.0	8.0

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	5.0	9.0	13.0	17.0	17.0
Teachers - SPED	0.5	2.0	3.0	4.0	4.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	2.0	3.0	4.0	5.0	5.0
Specialty Teachers	3.0	5.0	8.0	9.0	9.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	2.0	4.0	5.0	6.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.5	21.0	32.0	40.0	41.0

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	0.0	0.0	0.0	0.0	0.0
Other	1.0	2.0	3.0	4.0	4.0

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TOTAL NON-INSTRUCTIONAL	1.0	2.0	3.0	4.0	4.0
TOTAL PERSONNEL SERVICE FTE	16.0	29.0	43.0	52.0	53.0

Staffing Plan: Having started and operated many district schools in New York City, The Urban Assembly recognizes many of the constraints of the traditional district school model and seeks to implement an innovative staffing structure that best serves the needs of an independent charter school without a district office upon which to rely. We have consulted with many in the charter school arena regarding effective staffing models and have settled on a staffing plan that reflects our mission as a CTE high school for at-risk students and addresses the school’s instructional, operational and financial responsibilities. The table below details the specific positions we expect to fill over the five year charter period, aligning them with the required budget categories in the previous table.

UACS Staffing Plan

Budget Category	Position	Year 1	Year 2	Year 3	Year 4	Year 5
		2017-18	2018-19	2019-20	2020-21	2021-22
		9	9-10	9-11	9-12	9-12
		100	200	300	400	400
ADMINISTRATIVE PERSONNEL						
Instructional Management	Principal	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	Director of Instruction		1.0	1.0	1.0	1.0
	Student Support Coordinator	0.5	1.0	1.0	1.0	1.0
	Partnership Coordinator	1.0	1.0	1.0	1.0	1.0
	Dean of Students			1.0	1.0	1.0
Operation / Business Manager	Director of Operations	1.0	1.0	1.0	1.0	1.0
	Business Manager			1.0	1.0	1.0
Administrative Staff	Office Staff		1.0	1.0	1.0	1.0
TOTAL INSTRUCTIONAL		3.5	6.0	8.0	8.0	8.0
INSTRUCTIONAL PERSONNEL						
Teachers - Regular	ELA Teachers	2.0	3.0	4.0	5.0	5.0
	Math Teachers	1.0	2.0	3.0	4.0	4.0
	Science Teachers	1.0	2.0	3.0	4.0	4.0
	Social Studies Teachers	1.0	2.0	3.0	4.0	4.0
Teachers - SPED	Special Education Teachers	0.5	2.0	3.0	4.0	4.0

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Teaching Assistants	Teaching Assistants	2.0	3.0	4.0	5.0	5.0
Specialty Teachers	CTE Teachers	1.0	2.0	3.0	4.0	4.0
	PE Teachers	1.0	1.0	2.0	2.0	2.0
	ESL Teachers	1.0	2.0	2.0	2.0	2.0
	Language Teachers			1.0	1.0	1.0
Therapists & Counselors	Social Workers/ School Counselors	1.0	2.0	3.0	4.0	4.0
	College and Career Counselors			1.0	1.0	2.0
TOTAL INSTRUCTIONAL		11.5	21.0	32.0	40.0	41.0
NON-INSTRUCTIONAL PERSONNEL						
Other	School Aides	1.0	2.0	3.0	4.0	4.0
TOTAL NON-INSTRUCTIONAL		1.0	2.0	3.0	4.0	4.0
TOTAL PERSONNEL		16.0	29.0	43.0	52.0	53.0

School Leader: Our school leader will be the Principal, an instructional leader who reports to the school’s Board of Trustees and oversees the school’s academic program, operations and finances. The Principal will be hired during the planning year to manage all aspects of school planning and start-up.

Instructional Leadership: The Principal will provide high level guidance to the academic program, including major decisions regarding curriculum, assessment and professional development, and participate in some teacher training, coaching and evaluation activities. However, because the Principal is also responsible for operational and financial oversight as well as board communication and external affairs, the day-to-day management of the instructional staff will reside with the Director of Instruction who will be hired in Year 2. The DI will provide ongoing teacher training, support, and coaching in collaboration with the UA Instructional Team. He or she will be a regular presence in classrooms and instructional staff meetings, observing planning and instructional practices and providing feedback, and holding instructional staff accountable for student performance.

Special Needs: A Student Support Coordinator will be hired in Year 1 to manage the administrative responsibilities of the special education program, including serving as the primary liaison with the Committee on Special Education (CSE). The SEC will supervise special education and ESL teachers and provide professional development to all teachers in effective practices for meeting the needs of students with special needs. In the early years the Student Support Coordinator may also provide special education services to students, but as the special education population grows we anticipate this position will become primarily administrative.

School Culture and Discipline: Responsibility for school culture and discipline is distributed among administrators, counselors, advisors and a Dean of Students who is hired in Year 3. When the school opens the Principal will be responsible for setting expectations for behavior and working with faculty on implementing positive classroom management techniques.

Urban Assembly Charter School for Computer Science: Personnel

Advisors will deliver the Resilient Scholars program to foster social emotional development. Counselors will work with students individually and in groups based on identified needs and will be available for crisis intervention.

Operations and Finance: The school will open with a Director of Operations who will be responsible for managing all non-instructional affairs. He or she will work closely with CSBM, Inc., which will be contracted to provide back office support for fiscal functions. The DO supervises administrative staff and school aides who handle front office and food services. The DO also manages contracted services for nursing and security. A Business Manager will join the staff in Year 3, taking over some of the financial roles from CSBM.

CTE: UACS will eventually employ four Computer Science teachers and a Partnership Coordinator. The teachers will work closely with other faculty on curriculum integration and with Counselors and Advisors on developing the soft skills sought by industry. The Partnership Coordinator will develop industry partnerships to support work-based learning experiences and coordinate with teachers Work-based Learning Seminars to support students. College and Career Counselors will work with students on post-secondary planning.

(b) Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Principal

Responsibilities

Accountable for all aspects of the school and judiciously delegating responsibilities as needed.

Implement all school policies and procedures as directed by the Board of Trustees.
Hiring/termination/promotional decisions.

Conducting management evaluations and finalizing all staff evaluations.

Overseeing implementation of the academic program as outlined in the charter.

Set expectations for school culture.

Overseeing the operational functions of the school, including facilities, food services, health services and transportation.

Facilitating Urban Assembly school support initiatives.

Relationships with partner organizations.

Budget planning and financial oversight.

Compliance with all applicable federal, state, and SUNY regulations.

Monitoring attainment of mission and charter agreement, including Accountability Plan goals.

Strategic planning.

Timely reporting to the Board and responding to Board requests.

Speaking and responding to the public.

Qualifications

- Commitment to the school mission and model.
- At least five years of school leadership experience at the high school level.
- Excellent leadership and interpersonal skills.
- Demonstrated success in raising urban student achievement.
- High expectations for themselves, staff and students.
- Experience hiring, managing and evaluating employees.
- High level of organization and resourcefulness necessary for start-up environment.
- Exemplary communication skills and sophisticated analytical analysis.
- Strong recommendations from prior employers, colleagues and employees
- Experience with CTE programs and schools (preferred)

Director of Instruction

Responsibilities

- Coordinate implementation of the academic model.
- Oversee development of curriculum maps and pacing calendars.
- Oversee development and/or selection of assessments.
- Ensure the effective use of student data to improve instruction.
- Develop and implement professional development plan for instructional staff.
- Review and give feedback on lesson plans.
- Oversee academic RTI process.
- Model, coach, observe classroom instruction and give actionable feedback
- Evaluate instructional staff.
- Monitor progress towards goals and make adjustments to the academic model to ensure mission accomplishment.

Qualifications

- Commitment to the school mission and model
- Demonstrated success in raising urban student achievement.
- High expectations for themselves, staff and students.
- Experience coaching instructional staff to achieve high levels of performance.
- Experience creating and delivering effective professional development.
- Strong communication skills.

Student Support Coordinator

Responsibilities

- Oversee the special education program and ELL services.
- Primary liaison to CSE.
- Coordinate testing and referrals for evaluation

Urban Assembly Charter School for Computer Science: Personnel

Assist with recruiting, screening, hiring, assigning, and training special needs staff
Facilitates special education meetings, including IEP reviews.
Train all staff in RTI process and Child Find procedures.
Facilitate communication and collaboration between general and special education teachers.
Supervise and evaluates special education teachers.
Monitor IEP goal attainment.
Review data and evaluate special education program.
Ensure implementation of appropriate modifications and accommodations for students with disabilities.
Communicate with families of students with disabilities and ELLs.
Coordinate contracted and related services
Maintain a secure and confidential system for student records in compliance with all applicable laws
Assist with the development of the support services budget and management of resources
Provide special education services as necessary.

Qualifications

Commitment to the school mission and model.
Valid certification in Special Education.
Demonstrated success in raising achievement of students with disabilities.
Knowledge of New York special education laws and requirements.
Understanding of the principles, practices, and trends impacting inclusion programs.
Ability to communicate and work effectively with parents.
Ability to evaluate tests and measures of achievement.
Tough minded and able to hold service providers accountable.

Grade Team Leader

Responsibilities (in addition to teacher role)

Coordinate grade team meetings by setting agendas and implementing protocols.
Lead analysis of data to identify struggling students and target academic interventions.
Participation in instructional leadership team.
Provide coaching and support to grade team members.
Facilitate horizontal alignment of curriculum.

Qualifications

Commitment to the school mission and model
Demonstrable effectiveness in delivering rigorous and engaging instruction.
Strong communication and collaboration skills.
Effective use of process protocols.

Strong data analysis and action planning skills.

Dean of Students

Responsibilities

Lead planning and implementation of systems and training relating to school culture and behavioral norms for students and adults

Promote a healthy and vibrant school culture by supporting strong fidelity to the school's values and norms

Responsible for student discipline, including handling issues that require students to exit classes.

Coordinate with counselors and advisors to implement social emotional interventions.

Review and recommend changes to the discipline code as warranted

Qualifications

Commitment to the school mission and model.

Experience as a Dean of Students or Assistant Principal in an urban high school.

Proven ability to relate to students and families.

Compassionate leader who earns respect of students and staff.

Excellent, mature judgment in dealing with student crises and issues.

Experience in youth development and/or restorative justice preferred.

Self-starter who is comfortable in an entrepreneurial, start-up project.

Demonstrated flexibility, creativity and collaborative working style.

High expectations for student behavior and achievement.

Ability to effectively communicate and collaborate professionally with school leadership, parents, staff, and community members.

Ability to anticipate problems and develop solutions quickly and efficiently.

Partnership Coordinator

Responsibilities

Ensure student exposure to theme and related industry through substantive school- and work- based experiences

Develop and manage community and industry partnerships.

Develop clear industry and post-secondary agreements and commitments.

Facilitate communication between partners and school staff.

Coordinate and manage school- and work-based learning experiences with partners.

Develop out-of-school enrichment opportunities.

Manage the CTE Advisory Board

Qualifications

Urban Assembly Charter School for Computer Science: Personnel

- Commitment to the school mission and model.
- Experience with CTE and computer science instruction.
- Passion for working with adolescents
- Work experience in school environments
- Relationship development and management experience
- Program- and project-management experience
- Strong communication skills.
- Ability to multi-task.

Teachers

Responsibilities

- Adhere to UACS Instructional Values.
- Develop and deliver lessons aligned to UACS curriculum maps and pacing calendars.
- Implement effective classroom management strategies that engage students in rigorous work.
- Assess and grade student performance.
- Use data to identify students in need of intervention or enrichment.
- Collaborate with grade team and department to integrate curriculum across disciplines.
- Promote study of authentic literature.
- Participate in professional development.
- Lead an Advisory.
- Contribute to the professional environment and continuous improvement of school.
- Special Education Teachers: Align instruction to IEP goals and strategies, monitor student progress, collaborate with general education teachers to align curriculum and instruction, participate in IEP meetings.
- ELL Teachers: Implement sheltered immersion approach, using more intensive methods when necessary.
- CTE Teachers: Align curriculum and instruction to industry certification standards, work with industry partners on work-based learning and portfolio development.

Qualifications

- Commitment to the school mission and model.
- Demonstrated success raising achievement of urban students.
- Deep knowledge of subject matter content and pedagogy.
- Comfort with collaborative work environment.
- Strong communication skills, including with parents.
- Openness to critical feedback.

School Counselors/Social Workers

Responsibilities

- Home visits.
- One-to-one and group counseling with students.
- Participate in grade teams.
- Monitor indicators of social emotional development.
- Coordinating implementation of Resilient Scholars program.
- Lead grade team analysis of data to identify struggling students and target academic interventions.
- Conducting family outreach and ensuring that student attendance supports are in place.
- Coordinating crisis intervention and conflict mediation.
- Providing students with continuous feedback and support.
- Facilitating communication between students, teachers, families and community service providers.
- Working with parents/guardians/caring adults to ensure involvement in student education/life.
- Keeping accurate documentation of students' progress toward their goals and next steps in the process.

Qualifications

- Commitment to the school mission and model.
- Experience with youth development or advocacy, social work or psychology.
- Experience with case management and ability to track and support a caseload of students.
- Experience working with urban minority youth.
- Excellent inter-personal skills and the ability to de-escalate stressful situations.
- Able to deal with a fast paced environment.
- Able to shrug off disrespectful behavior to solve underlying problem.

College and Career Counselors

Responsibilities

- Assist students with job, career, and college planning.
- Assist students with college application process.
- Assist families with financial aid process.
- Coordinate college awareness activities.
- Coordinate college testing.
- Educate colleges about UACS's program and grading procedures.

Qualifications

- Commitment to the school mission and model.
- Experience in similar role.

Urban Assembly Charter School for Computer Science: Personnel

Strong interpersonal skills.

Ability to connect with urban minority youth and their families.

Ability to multi-task.

Director of Operations

Responsibilities

Oversee all day-to-day operational activities of the school.

Manage non-instructional personnel.

Develop and implement professional development plan for non-instructional staff.

Manage systems and processes, including student recruitment and enrollment lottery, student information systems, and academic and character data systems.

Coordinate HR functions including onboarding.

Oversee procurement and building maintenance, renovations and upgrades.

Coordinate food services, health services and transportation.

Plan logistics for school-wide events for students, staff and families.

Coordinate communications with parents and the community.

Oversee facility management and development and ensure that facility is maintained as a safe and clean environment.

Oversee technology needs and operation.

Develop recommendations regarding human resources policies

Submit all required compliance reports and data.

Develop, implement, and modify, as necessary, Unity Prep's student recruitment and outreach plan in collaboration with the Head of School.

Attend board meetings and work with board members and committees, as required or requested, to implement policies.

Qualifications

Commitment to the school mission and model.

Relevant work experience.

Charter school operations experience preferred.

Experience successfully managing and developing staff.

Demonstrated success providing superior customer service.

Strong interpersonal skills and track record of collaborating with diverse stakeholders.

Excellent writing and verbal communication skills, and demonstrated ability to communicate effectively to diverse audiences, including Board members, administrators, teachers, parents, students, vendors, and community-based resources.

Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines.

Relentless determination to do whatever it takes to help our students succeed.

Business Manager

Responsibilities

Ensure financial stability, sound financial planning, effective asset management, and full compliance with government and charter audit requirements.

Plan, organize, and direct all day-to-day fiscal operations.

Work with the Board Finance Committee, outside auditors, and charter authorizer to address operational improvements and recommend actions identified as part of the annual audit.

Establish and maintain accurate and timely fiscal records and reports for ongoing analysis of the organization's fiscal condition.

Submit periodic financial reports to Finance Committee and Board of Trustees and submit all financial reports required by the authorizer.

Monitor legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance.

Maintain accounting records for funds received and distributed and overseeing payroll processing and required tax reporting.

Audit for adequacy and effectiveness of the charter school's internal financial control and reporting systems.

Review and advise on all reports that have financial implications and assist with developing and monitoring the charter school's annual budget.

Review financial statements for accuracy of account classification and analyzing activities in various accounts, and assume overall responsibility of the integrity and adherence to individual and professional standards of all financial activities, including individual school financial recordkeeping.

Oversee accounts payable and performing other finance-related duties as needed or requested by the Director of Operations or Finance Committee.

Assist in the completion of the school's annual report.

Qualifications

Commitment to the school mission and model.

Experience in financial accounting, preferably in an educational environment.

Knowledge of relevant Education Codes and related laws and regulations, particularly those sections covering school finance requirements, accounting procedures, and the audit process. Familiarity with appropriate government programs and grants preferred.

Urban Assembly Charter School for Computer Science: Personnel

Prior successful experience with principles, practices, and methods of financial management, budget preparation, and control.

Working knowledge of computer applications, including accounting software, spreadsheets, databases, and word processing.

(c) Staff Recruitment and Retention

Describe how the school will recruit and retain staff, particularly high quality teachers including:

The process, policies and procedures to recruit and hire teachers and other staff; and,

The strategies for retaining high quality teachers.

Staff Recruitment: The Urban Assembly has considerable experience assisting schools in identifying and hiring high quality school staff members. In addition to strong relationships with numerous teacher and school leader training programs, such as Columbia Teacher's College, Harvard University, Hunter College, CUNY, City Tech (for CTE), New York City Leadership Academy, New Leaders, Teach for America, and Math for America, by virtue of our work with 21 public high schools and their partners we have access to an enormous pipeline of talented and experienced potential employees for UACS. The school will disseminate job descriptions via online job sites, including Idealist.org, chalkbeat.org, and the New York City Charter School Center. School leaders will attend job fairs and present at colleges of education.

Hiring Process: Please see **R-10 – School Management and Leadership** for a description of the hiring process to bring on our Principal a full year before UACS opens. For all other staff, UACS will engage in a comprehensive search-and-hire process led by the Principal and other secondary leaders and including, as appropriate, representative stakeholders. A committee process will be used to ensure multiple perspectives on each candidate; we think it important that teacher and student voices participate in teacher hiring as they will be working closely with the hires.

Job descriptions describing specific responsibilities and qualifications will be widely disseminated to attract candidates and used as the criteria by which we evaluate their potential in any given position (again, see **R-10 – School Management and Leadership** for specifics).

Hiring processes will vary depending on the role, but will all have in common these features:

Application including resume and letter of interest,

Initial screening of candidates based on the alignment of skills and experience described in resumes and letters of interest with job descriptions,

Phone interviews using interview protocols,

In-person interviews using interview protocols (for an example see Partnership Coordinator Hiring Process in **R-23b – Supplemental Attachments**),

Urban Assembly Charter School for Computer Science: Personnel

Demonstration instruction or task, depending on position,
Reference checks,
Fingerprinting and background checks.

For all instructional positions, including instructional leaders as well as teachers, we will request evidence of student achievement attributable to the candidate and attempt to observe demonstration instruction, either in-person or by video. For high school teacher references we prefer to talk with supervisors, colleagues and current or former students.

Staff Retention: UACS will retain staff by offering a professional work environment and the opportunity to join a model school that significantly impacts the lives of underserved youth. While unable to compete with the pension of district-employed teachers, UACS has established in its budget a respectable average salary that allows us to offer higher salaries to teachers with demonstrable skill in raising student achievement. The school will also offer a standard package of health, vision and dental insurance as well as a 3% salary match to a retirement savings account.

More importantly, teachers at UACS will have significant input into curriculum and assessment development and access to high quality professional development and coaching from the school's instructional leaders and the UA School Support Team. They will participate in professional learning communities with their peers at the school and at other UA network schools. They will have opportunities to participate in instructional rounds at other schools and get continuous feedback on their own performance. Our teachers will be connected to industry partners and higher education with high levels of collaboration. Finally, our teachers will work in a school with ample social emotional supports for students so they can focus on quality teaching and learning.

(d) Personnel Policies

See **R11d-Personnel Policies**

Response 11d – Personnel Policies

**Urban Assembly Charter School for Computer Science
Personnel Policies**

Mission

The Urban Assembly Charter School for Computer Science (UACS) equips students to be upwardly mobile in technology careers regardless of industry, providing the cognitive skills, direct training, and life preparation they need to succeed in any chosen computer science profession and in the pursuit of higher education. Our goal is to provide a dynamic and connected four-year experience in computer science training, academic education, and social-emotional development, culminating in a high school diploma, an industry credential, and a concrete post-secondary plan for education or work. Our students' success and our enduring involvement with their communities will reverberate as a middle class opportunity for families and neighbors. Our graduates will be highly tech-literate, emotionally intelligent, and broadly skilled lovers of challenge and adapters to diverse contexts of learning, living, and working.

About This Guide

This guide is provided to help familiarize you with UACS's policies, benefits programs, and services, so that you can make the most of your career with us. It summarizes what you need to know and it is designed for easy reference.

This guide answers many of your questions about employment benefits, responsibilities, and job duties. It also highlights certain aspects of employment with us. It is not intended to be comprehensive or to address all possible applications or exceptions to the policies and procedures described. No guide can answer every question you might have and you are encouraged to confirm full details with the Director of Operations.

Please note that general information is contained in this guide and nothing in it is intended or should be interpreted as a binding contract or promise of any kind. UACS has the right to modify or eliminate the benefits and policies described in this guide at any time, without prior notice. However, we will keep you up to date regarding any changes that may affect you. UACS adheres to Employment "At Will", which is discussed later in this guide.

This guide replaces any and all prior written and oral communications relative to the contents of this guide or any previous guides.

Please read this guide carefully. The Director of Operations is available to discuss any questions you may have.

Employment “At Will”

This guide is for informational purposes only. Nothing contained in this guide is intended to create or imply a contract for either employment or for the provision of any benefit. Employment with UACS is “at will” and accordingly your employment may be terminated for any reason at any time, with or without notice. No representative of UACS may enter into any agreement or make any representation, written or oral, to alter your “at will” employment status, or otherwise create any contractual obligation to you.

Equal Employment Opportunity

At UACS, we believe that our success depends on the full and effective employment of qualified persons. We do not discriminate on the basis of race, color, creed, sex, national origin, age, ancestry, marital status, disability and/or perceived disability, sexual orientation, citizenship status, veteran status, genetic information, or any other characteristic protected by federal, state, or local law, rule, or regulation. The school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641 and 34 CFR § 106.9. We have an obligation to hire and develop the best people we can find – basing our judgment on their job-related qualifications – because it is morally right.

UACS is an equal opportunity employer. This policy applies to all terms, conditions and privileges of employment as they apply to recruitment, hiring, placement, compensation, fringe benefits, staff development and training, promotion or transfer, lay-off or termination, or any other condition of employment.

Our goal is to maintain a satisfied and productive staff. We firmly believe that every employee has the right to be treated with dignity and respect.

Diversity Vision Statement

UACS believes in the importance of a diverse workforce. The recognition of and appreciation for the diverse ethnic, cultural, and varied perspectives that each employee contributes to the overall success of our organization is highly valued.

We are committed to ensuring an atmosphere of fair and equitable treatment of every employee. We know that we can achieve success in our mission when we maintain a

workplace atmosphere where all employees are comfortable and are given the opportunity to do their very best.

We encourage diverse points of view that contribute to the achievement of our goals. The success of our organization depends on the success of each employee. We value and celebrate our differences and our common ground.

Employee Classifications

UACS fully complies with all federal and state wage-hour laws. Each position within UACS is assigned exempt or nonexempt status, based on applicable federal and state laws. If you have a question about your classification, please contact the Director of Operations.

Regular Full-Time: Generally, salaried employees who have successfully completed their introductory periods and are scheduled to work forty (40) hours per week on a consistent basis are considered by UACS to be regular full-time employees. Regular full-time employees are eligible to participate in all UACS benefit programs, subject to the terms, conditions, and limitations of each program.

Regular Part-Time: Generally, employees who have successfully completed their introductory periods and consistently work less than forty (40) hours per week are considered by UACS to be regular part-time employees. Part-time hours vary by department. Your supervisor will assign hours based on department needs and budget considerations. Regular part-time employees are eligible for limited benefits which will be discussed by the Director of Operations during orientation.

Temporary: An employee who is hired for a pre-determined period of time, or for a period contingent upon the completion of certain tasks or upon the occurrence of certain events, are considered by UACS to be temporary employees. Generally, temporary employees are paid through the payroll system for hours worked and are not eligible for any employee benefits unless specified differently.

Introductory: Newly hired or rehired employees who have been employed less than ninety (90) days.

Non-Exempt: Regular full-time, regular part-time, and temporary employees who do not qualify as exempt supervisory, managerial, administrative, or professional employees under federal and state wage-hour laws are considered to be non-exempt. Non-exempt employees are eligible to receive overtime pay,

or comp time, (1 and 1/2 times their regular rate of pay) for hours worked in excess of forty (40) hours in any workweek.

Exempt: Regular full-time or part-time supervisory, managerial, administrative, or professional employees who are generally paid on a weekly, quarterly, or annual salary and who are not eligible to receive overtime pay are considered by UACS to be exempt employees.

Introductory Period

The first ninety (90) days following your date of hire, rehire, or transfer to another position within UACS is considered an introductory period. Your supervisor will assess your work performance and share expectations and standards during this time.

This period is a time for you and your supervisor to determine whether your job placement, personal abilities, and personal goals are well matched and likely to achieve the intended outcomes for your role. Successful completion of this introductory period does not guarantee continued employment for any specified period of time. Unsuccessful performance during this period will either lead to termination or an extended introductory period for up to an additional three months. In both regards, employment with UACS is always “at will.”

Your length of service with UACS dates from your initial date of employment. It will be considered when decisions are made about your employment with UACS as well as for benefits determinations.

Vacation time and sick time cannot be used during your introductory period. At the end of your introductory period, you will be credited with vacation and sick time calculated from your hire date. You may use your personal time during your introductory period.

Work Hours

UACS expects staff to put in a professional work day at the school sufficient to carry out their duties. Students are expected to be in school on most days from 9 am to 4:40 pm. This does not mean UACS employees are not working outside of these hours, sometimes on Saturdays and during the summer. UACS’s work hours vary for each particular department and school.

As employees of UACS our commitment is to the work, not the clock. Most full-time exempt employees are scheduled to work a minimum 40 hour work week, which may include Saturdays and summer. Time-and-a-half will be paid to all eligible non-exempt employees for overtime pay for hours worked over 40 hours per week. Paid

absences such as vacation days, paid holidays, sick days, pre-approved personal absence days and jury duty days are excluded from any overtime calculation.

Recording Your Time

Part-time employees are required to submit timesheets to their supervisor for approval at the end of each pay period. Your supervisor expects you to record all time worked in a timely and current manner.

Entries on timesheets for any full or part days you do not report to work must be recorded as Holiday, Vacation Leave, Personal Leave, Sick Leave, Jury Duty, or Bereavement. Failure to submit signed time sheets by the due date may result in a delay of your being paid for that time. Falsification of time sheets will subject you to discipline up to and including termination.

Your Personnel File

UACS maintains a personnel file for each employee. Only job related information is contained in a personnel file. Job related information is limited to information necessary and relevant to document an employee's official work history at UACS. This includes items that document official employment actions related to hiring, evaluation, job performance, training, disciplinary action, commendations, compensation, promotions or other changes in status or job title, job descriptions, time and attendance records, government required employment forms and the like.

The following documents are maintained in separate files: education records, medical records, confidential investigatory records and intellectual property records. All information is confidential.

The Director of Operations is the primary custodian of personnel files of all employees at UACS both past and present. The information in it will be considered confidential and as such will be shared with discretion only as required. Only supervisors and other management personnel who have legitimate business reasons to review information contained in your file will be granted access. Employment files are also subject to review by federal, state, and local regulatory agencies.

Employees should inform the Director of Operations about all changes in their personal status, such as marriage, change in dependent status, or a change of address. Changes are recorded and placed in your file to ensure that all information is current. Updated records are essential in order for you to receive important documents such as insurance enrollment and W-2 earnings statements for tax purposes.

You may review your own employment file by making a request to the Director of Operations. The Director of Operations will then contact you to arrange a mutually convenient time to review it. If technical errors are found in employment documents, they should be brought to the attention of the Director of Operations. If you disagree with information contained in the file, and that disagreement cannot otherwise be resolved, you may submit a written statement explaining your position may be submitted to the Director of Operations, and it will become part of your file.

Hiring Procedures

Hiring procedures will vary depending on the role, but will all have in common these features:

- Application including resume and letter of interest,
- Initial screening of candidates based on the alignment of skills and experience described in resumes and letters of interest with job descriptions,
- Phone interviews using interview protocols,
- In-person interviews using interview protocols,
- Demonstration instruction or task, depending on position,
- Reference checks,
- Fingerprinting and background checks.

For all instructional positions, including instructional leaders as well as teachers, we will request evidence of student achievement attributable to the candidate and attempt to observe demonstration instruction in person, but may use video if necessary.

Policy Regarding Checking & Providing References

UACS's policy is to check the professional references and other qualifications of applicants before a job offer is made. When unusual circumstances makes this impossible, offers of employment may be made contingent upon satisfactory reference checks. Documentation relating to all reference checks is maintained in your personnel file.

Neither employees nor supervisor are authorized to respond to employment verification or reference check inquiries for current or former employees of the organization. All such inquiries must be referred to the Director of Operations. Under no circumstances may any employee other than the Director of Operations release any information about any past or present UACS employee.

Background Checks

UACS requires fingerprinting and criminal background checks on all prospective employees. In addition, the school may conduct Internet and/or social media searches.

Employment/Salary Verifications

The Director of Operations is responsible for providing all employment or salary verifications for current or former employees. All inquiries should be directed to the Director of Operations.

Employment of Relatives

UACS will consider employment of an employee's family; however, relatives who are hired will be assigned to different departments. At no time may relatives report to one another. If, as your career progresses, changes occur that can result in your working with any family members, please notify the Director of Operations to assess and resolve the changed situation.

Accepting Gifts and Other Financial Relationship Issues with Vendors, Contractors, and Other Outside Sources

To ensure the highest level of objectivity in dealing with UACS's vendors, suppliers, contractors, and other organizations, and to avoid the appearance of impropriety, employees and their immediate families are not permitted to accept personal benefits, solicited or unsolicited, of any kind, including gifts, free services, discounts, loans,

entertainment or other special favors. No money, gifts, or gift certificates may be accepted by any employee. Employees should notify their supervisor if they receive gifts of any value from any source that may be a conflict of interest. Employees should notify their supervisor if any person or company repeatedly offers such gifts. Staff may accept tokens of appreciation from students and their families that are valued at no more than \$10.

Employees may not use corporate assets or funds for any unlawful or improper purpose. UACS does not authorize and will not condone any payment by any employee that is in the nature of a bribe, kickback, or undisclosed commission (or a commission in excess of those required in the ordinary course of business) to a third party for obtaining any business or otherwise bestowing a special favor on UACS or its employees. Gifts or payments may not be offered or given to public officials, political parties, or candidates.

Any employee who is aware of an activity which appears to be in conflict with this policy must notify the Director of Operations. If an employee is faced with participating in an activity which appears to be in conflict with this policy, he or she must notify the Director of Operations.

Conflicts Of Interest

As an employee of UACS, you are expected to exercise good faith in your dealings with UACS and its partners, vendors, contractors, other business associates and clients, consistent with the high degree of trust and confidence that is placed in you by UACS. UACS, in turn, exercises the highest degree of ethical conduct in its dealings with its business associates. This only can be accomplished by your individual commitment to UACS's values.

If you discover that you, a family member or domestic partner, or another person with whom you have a personal relationship will derive personal gain or benefit from any transaction between UACS and an individual, or organization, you should refer the matter and disclose all pertinent facts to the Director of Operations.

No employee may engage in personal activities that conflict with the best interests of UACS. In addition, you may not engage in personal activities that are in conflict with the interests of UACS's schools. Relationships that might, even by implication, cause embarrassment to you or impair UACS's best interests or public position should not be entered into or continued if they have been entered into in the past. You must avoid conflicts involving business or personal opportunities that come to your attention as a result of your duties with UACS.

All employees will receive a copy of the school's Code of Ethics and Conflict of Interest policy and be notified whenever changes are made to said policies.

Whistleblower Policy

All employees are required to observe high standards of business and personal ethics in carrying out their duties and responsibilities. It is the responsibility of employees to report any violations or suspected violations of law.

This policy is intended to encourage and enable employees to raise concerns regarding violations or suspected violations of law within the organization prior to seeking resolution outside the organization. No employee who in good faith reports a violation of law shall suffer harassment, retaliation, or adverse employment consequences. An employee who retaliates against someone who has reported a violation of law in good faith is subject to disciplinary action, up to and including termination.

In most cases, your supervisor is in the best position to address your concerns. However, if you are not comfortable speaking with your supervisor or are not satisfied with their response, you are encouraged to speak with the Director of Operations. Supervisors are required to report all suspected violations of law to the Director of Operations, who will initiate an investigation.

Any employee filing a complaint of a violation or suspected violation of law must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that have been made maliciously or with knowledge of their falsehood will be viewed as a serious disciplinary offense.

Reports of violations or suspected violations of law will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation and other requirements of law relating to disclosure.

Political Activity

UACS encourages you to support the candidate or party of your choice. We believe in expressing our views on local and national issues affecting our operations. However, any affiliation with a candidate or party that suggests UACS as an organization, as distinct from you as an individual, actively supports or opposes any candidate or party is strictly prohibited.

We respect and support the right of each employee to take an active interest in political activities consistent with applicable laws. However, you may not use UACS or its property for political purposes, nor may you use the name of UACS to further any political cause or candidate. Employees should not engage in political activity during the course of the business day.

Travel & Transportation

Privately owned vehicles may not be used for UACS business without advance permission from your supervisor. If you use your own vehicle for UACS business, you will be reimbursed for all tolls, plus mileage in accordance with rates set by the Internal Revenue Service. Moving violations will not be reimbursed by UACS. Reimbursement of allowable and approved expenses will be made following submission of a completed payment requisition, including paid receipts and supervisor approval.

Our Code of Conduct

UACS is committed to ensuring that co-workers and UACS's rights are respected. Generally, no conduct which is disruptive, unproductive, unethical, or illegal will be tolerated.

It is not possible to provide employees with a complete list of every possible type of unacceptable conduct. The following are examples of some, but not all of the rules which we all are expected to follow. Violation of Our Code of Conduct will lead to disciplinary action which, based on the circumstances of the individual case, could result in corrective action up to and including suspension without pay or termination.

Insubordination, refusing to follow a supervisor's directions, or other disrespectful conduct towards a supervisor

Use, possession or distribution of intoxicants or illegal drugs on our premises or reporting to work while under the influence of intoxicants or drugs

Sleeping on work time

Fighting in the work place or the threat of bodily harm to co-workers

Willful or careless destruction or damage to UACS's property, records or equipment or to another employee's property

Unauthorized use, possession or taking of UACS's or any other person's property

Violation of safety or operating rules

Inappropriate behavior

Carrying or possessing weapons of any kind on UACS's property or while engaged in any assignment

False statements, either oral or written, about the organization, other employees, yourself, or a work situation

Excessive absenteeism or tardiness

Falsifying reports or records

Sexual Harassment or other harassment or discrimination toward another employee

UACS may consider an employee's job performance, prior violation of our work rules, and other relevant circumstances in determining whether to counsel, warn or terminate an employee.

Policy Against Discrimination or Harassment

UACS is committed to providing its employees with a productive work environment, which is free of discrimination and harassment. UACS's policy includes maintaining an environment free of sexual harassment, intimidation, threats, coercion or discrimination which includes harassment based on gender, pregnancy, childbirth or related medical conditions, as well as discrimination based on a person's race, color, gender, disability, age, religion, or national origin, sexual orientation, sexual identification, uniformed service, or any other characteristic protected by law with respect to recruitment, hiring, training, promotion, and other terms and conditions of employment. UACS will not tolerate harassment of employees by supervisors, co-workers, or vendors. Similarly, UACS will not tolerate harassment by its employees of non-employees with whom UACS has a business, service or professional relationship.

To ensure that no employee is subjected to such discrimination or harassment, UACS strictly prohibits any offensive, intimidating or unwelcome physical, written or spoken conduct regarding any person's race, color, gender, disability, age, religion, national origin, ancestry, sexual orientation, sexual identification, marital status, veteran status or any other personal characteristic protected by law.

Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures or cartoons regarding a person's race, color, gender, disability, age, religion, national origin, ancestry, status with regard to public assistance, sexual orientation, sexual identification, marital status, family care leave status, veteran status, or any other personal characteristics protected by law.

In particular, sexual harassment includes unwelcome sexual advances or propositions, sexual flirtations, verbal abuse of a sexual nature, subtle pressure or requests for sexual favors or acts, unwanted touching or intimacy, insulting or degrading sexual remarks or conduct, epithets, slurs, or negative stereotyping based on gender, sexually explicit or offensive jokes, and the posting or display of sexually offensive or degrading materials in the work place.

No UACS supervisor has the authority to engage in harassing conduct and/or to alter an employee's terms or condition of employment based on the employee's refusal to submit to such conduct. UACS prohibits its supervisors, and all other employees, from implying or suggesting that an applicant or employee's submission to or refusal to submit to sexual advances or participation in such sexual conduct is a condition of continued employment or receipt of any job benefit (including job assignment, compensation advancement, career development, or any other term or condition of employment).

All UACS employees are encouraged to raise questions they may have regarding these issues directly with their supervisor or the Director of Operations.

Complaint Reporting Procedure

You should report any incident of discrimination or harassment promptly to the Director of Operations. Employees who believe they have been the subject of any form of unlawful discrimination or harassment should tell the harasser that his or her conduct is unwelcome. If you do not feel comfortable addressing the person directly or need assistance, please feel free to contact the Director of Operations. If the Director of Operations is the subject of your complaint, you may contact the Principal.

Supervisors must notify the Director of Operations if they know of discrimination or harassment by or of any employee, customer or vendor. The very nature of harassment may make it impossible to detect unless the employee being harassed registers a complaint with their supervisor or the Director of Operations.

Consequently, in order for UACS to deal effectively with such problems, the employee must report the offensive conduct or situations at the earliest possible stage. There will be no retaliation or reprisals of any kind against anyone who has raised any good faith concern about discrimination or harassment.

Investigating Complaints

All complaints or allegations will promptly be investigated by the Director of Operations, and all people will be treated respectfully. A record of the complaint and the findings will become a part of the complainant's investigation file. Registering a complaint in good faith will in no way be used against an employee, nor will it have any adverse impact on the complainant's employment. During the investigation process, the confidentiality of the information received, the privacy of the individuals involved and the wishes of the complaining person will be protected to as great a degree as is legally possible. After an appropriate investigation, disciplinary actions will be determined, if any, and a written record of each action will be compiled.

Workplace Threats and Violence

The security and safety of our employees is of paramount importance to us. Threats, threatening behavior, or acts of violence against employees, visitors, clients, guests, or other individuals by anyone on UACS's property will not be tolerated. Violations of this policy will lead to disciplinary action, which can include termination, arrest, and/or prosecution.

All employees must notify their supervisor of any threats which they have witnessed, or received, or which they have been told that another person has witnessed or received. Even absent a direct threat, employees should report any behavior they have witnessed which they regard as threatening or violent, when that behavior is job-related or might be carried out at a UACS site, or is connected to UACS employment.

Visitors In The Workplace

Only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employees' and clients' well-being, and avoids potential distractions and disturbances.

Authorized visitors will receive directions or be escorted to the appropriate destination. Employees are responsible for the conduct and safety of their visitors. Visitors should not be allowed to move about the workplace unescorted.

Additionally, the workplace is not a suitable environment for children. While we recognize the needs of employees who care for children, we do not allow employees to bring children to the workplace for a full day. An employee who needs to stay home with a child should use benefit time to do so. Employees should request such time off in advance, whenever possible.

Employee Safety

We are committed to a safe work place. Employees are expected to follow established work practices and to comply with the following safety rules:

Report all injuries incurred to yourself or another employee immediately to your supervisor. A report of work injury must be immediately sent to the Director of Operations.

Report unsafe conditions in the workplace, including defective tools and other equipment to the Director of Operations.

Use personal protective equipment in any area for which it has been issued.

Do not use defective tools or equipment. Use only the proper tools for a task.

Employees should get help if a repetitive task causes discomfort.

Alcohol or other drugs must not be brought into the workplace.

UACS is also committed to monitoring its facility and equipment in order to maintain the integrity of UACS and its employees. Because UACS property used by employees is the sole property of UACS, we reserve the right to open and inspect the property at any time, with or without advance notice or consent. This right includes free access to equipment with locking devices, passwords, or special entry codes. Any questions about this policy should be directed to the Director of Operations.

No employee will encounter reprisal for notifying his supervisor or the Director of Operations Director about actual or perceived safety problems. Prompt notice of unsafe conditions will help prevent future injuries or illness.

Substance Abuse

UACS prohibits the sale, purchase, use, transfer, or possession of alcohol or illegal drugs on company property or during work hours. Further, coming to work while under the influence of alcohol or illegal drugs is strictly prohibited. Possession of any alcoholic beverage or illegal drug in Partnership vehicles is also prohibited. An illegal drug is any drug for which sale, transfer or consumption is prohibited by law. A violation of this policy will result in disciplinary action up to and including immediate termination.

Your supervisor may refer you to the Employee Assistance Program, (EAP), provided by our long term disability provider if drug or alcohol abuse is affecting your ability to work. The EAP is described in detail in the insurance carrier's brochure.

Smoking

The New York City Clean Indoor Act of 1995 prohibits smoking in public buildings. Smoking is prohibited at all times in offices, elevators, hallways, and restrooms in an effort to provide a safe and healthy work environment. This policy also refers to electronic cigarettes. Employees who wish to smoke may do so in designated areas outside the building. Violation of this policy may result in disciplinary action up to and including termination.

Using UACS Telephones, Equipment and Property

School Telephones- UACS does not support the use of school telephones for non-business purposes. UACS will analyze telephone bills as well as other bills for goods and services for misuse of UACS resources and employees' work time. Employees are expected to reimburse UACS for any personal long distance phone calls. Disciplinary measures will be taken against any employee who is responsible for the misuse of organizational resources and time or for failing to reimburse UACS for personal phone calls.

Office Equipment – UACS's office equipment and supplies are provided for business purposes. Employees should not use UACS property and equipment for non-work related activities.

Using Your Computer

All computer hardware and software are the property of UACS and are provided to you for use in performing your job responsibilities. The use of computers for personal reasons should be kept to a minimum. Any documents or information stored on your computer are property of UACS and can, under certain circumstances, be accessed by the system administrator.

You will be issued a password in order to access the computer system. In order to protect your work, you should not share your password with anyone else. Employees should not access or attempt to access another staff member's computer files.

In order to maintain the integrity of our system, employees may not install any software programs or additional hardware without specific authorization from the Director of Operations. If you have any questions about additional hardware/software installation, please discuss this with your supervisor.

It is also important that all employees honor the licensing software agreements provided by the manufacturers and software designers. Software cannot be copied or redistributed without authorization from UACS. All data collected about our schools and business operations is property of UACS and cannot be shared or distributed to anyone without specific authorization by UACS.

Violation of these policies may be grounds for disciplinary action.

Using E-mail and the Internet

UACS's e-mail and internet system provides an opportunity for employees to do research on issues that affect their work, as well as providing a method of communicating among employees and business associates. The e-mail system should

not be used for personal reasons, or to make personal announcements, (e.g., selling items or soliciting donations.) As the e-mail and internet systems are the property of UACS, all messages sent or received on the system are property of UACS. The e-mail system is for UACS business. It should not be used for dissemination of requests for non-UACS fundraising or other personal business.

All students have UACS accounts. All Internet correspondence with students should be done via your UACS email account to a student's UACS email account. Personal Facebook accounts and other social networking sites are not appropriate forums for communicating with students.

E-mail is like any other form of communication; the same care should be taken with e-mail as with other forms of communication. The e-mail system should not be used to view, create, or distribute any pornographic material. The e-mail system should not be used to create or distribute any offensive or disruptive messages. Offensive messages would be those that address someone's actual or perceived race, color, creed, national origin, age, citizenship status, sexual orientation, gender or gender identity, ethnicity, marital status, arrest or conviction record, status as a victim of domestic violence, political beliefs, or disability.

UACS reserves the right to review, audit, intercept, access and disclose all messages created, received, or sent over the e-mail system. UACS reserves the right to review, audit, intercept, and access all internet web sites viewed by staff.

Violation of these policies may be grounds for disciplinary action.

Business Appropriate Attire and Appearance

As part of our efforts to provide our employees with a professional, comfortable, and productive environment, we have implemented a Business Appropriate Attire policy. Our intent is to provide you with a work environment that we hope will promote greater productivity and job satisfaction.

Due to the different nature of our work, it is up to your supervisor to determine the appropriate guidelines for business wear. For specific guidelines on what is appropriate, please contact your supervisor. In general, employees should not wear tank tops, any article of clothing that shows a bare midriff or any article of clothing that can be construed as suggestive. Employees should also remember that if you are attending a school or an off-site meeting, appropriate business attire should be worn.

If a supervisor feels that an employee's dress is inappropriate for a professional environment, the concern will be pointed out to the employee, so that the employee can wear appropriate clothing in the future. In extreme cases, the employee may be asked to go home and change to more appropriate attire. Good grooming and

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personal hygiene are always expected. Additionally, you are expected to keep your office and/or work area clean and free of debris.

Media Relations

UACS's media policy is designed to ensure all communications with the media are consistent, accurate, and timely. It is the responsibility of the Principal to ensure that media contact is properly coordinated and in compliance with established guidelines. As such, all contact with the media must be conducted with the following guidelines:

Employees are not authorized to contact the media directly or grant interviews without approval from the Principal.

If any employee is contacted by the media, the phone call should be referred to the Principal. If the Principal is unavailable, the call should be referred to the Director of Operations.

Solicitations and Distribution

To avoid distractions and to avoid the feeling that you are being pressured to participate or contribute to something that you do not wish to, solicitation of any kind is prohibited during work hours. Distribution by any employee of advertising material, handbills, printed or written literature, or e-mail solicitations of any kind in working areas of our organization is prohibited at any time. Trespassing, solicitation and/or distribution of material by non-employees on UACS property is prohibited at all times.

Salary

Your starting salary depends on job responsibility and comparable work for your position. This is determined by UACS's annual budget, the type of work and experience you bring to the position and the responsibilities you are accountable for. UACS requests your supervisor to review your performance throughout the year.

Payroll Deductions

Certain deductions from your paycheck are required by law. Your payroll stub itemizes any deductions that are taken from your gross earnings. Federal and/or state law requires that we take deductions for Social Security, federal income tax, state and city income tax (where applicable), state disability insurance, and any other legally mandated taxes or deductions; e.g., garnishments, child support.

If you are paid by check (rather than direct deposit), you can request that you receive your vacation pay immediately prior to the start of any vacation of one continuous week or longer. To be eligible, you must make your request in writing to Payroll at least two weeks prior to the day you are scheduled to start your vacation.

Any questions about your paycheck or deductions should be immediately brought to the attention of the Director of Operations.

Payroll Direct Deposit

UACS provides a direct deposit option for regular full-time and regular part-time employees. Employees should request a Direct Deposit Election form from the Director of Operations. Direct deposit is active the first payroll after submitting the election form. If you have any questions about this policy, please contact the Director of Operations.

Attendance, Leave and Absences

UACS is a school with paid scheduled vacation and holiday days off for staff. Full time staff members are year-round employees. In addition to paid days off, UACS will grant staff members an annual number of Leave Days as approved by the Board of Trustees. UACS does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Director of Operations the use of Leave Days, giving advance notice whenever possible.

All absences and lateness must be reported directly to your supervisor by telephone or e-mail by 6:30 a.m. When staff members can anticipate Leave Days in advance, they are responsible for working with their supervisor to assist in planning appropriately for their absence. Employees who are absent for three (3) or more days and have not contacted their supervisor will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with UACS. Staff with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for termination. Failure to notify a supervisor may be considered an unexcused absence and subject to disciplinary action up to and including termination.

Holidays

As a regular full-time or part-time employee, you may be eligible for the following paid holidays:

- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day

Friday following Thanksgiving
Winter Recess (includes both the Christmas and New Year holidays)
Martin Luther King, Jr. Day
President's Day
Spring Recess
Memorial Day
Independence Day

Full-time employees who may be required to work on a holiday shall be entitled to take another day off, with prior approval.

Part-time employees with benefits are only eligible for those holidays that fall on their regular scheduled work day.

Time Off and Leave

Personal Time – Employees will be allowed two (2) personal days at the beginning of each fiscal year. Personal days are recognized as time required to address personal, family or household emergencies, or religious holidays. Personal days are not accrued; they are all available to the employee at the beginning of the fiscal year. Unused personal days may not be carried over at the end of the fiscal year, nor will they be paid out to employees while they are employed or upon termination of employment.

Jury Duty - A temporary leave of absence will be granted for required court attendance as a juror. Regular full-time and regular part-time employees who have completed their introductory period will receive their regular pay for up to two weeks. All other employees will be paid in accordance with applicable State and local laws.

Your jury summons must be presented to your supervisor on receipt to be eligible for this wage supplement program. You are also expected to report for work during hours or days that your presence is not required on the jury panel. Additionally, if you are excused from jury service, you should submit a receipt from the court verifying the time spent on jury duty. Upon completion of your jury service, you must send your completion certificate to the Director of Operations.

UACS may ask you to request a postponement of jury service to a later date, depending on our business needs.

Military Reserve or National Guard - If you belong to a Military Reserve or National Guard unit of a branch of the United States Armed Forces, your obligations may include a training period. As soon as you know the date of this training, notify

your supervisor and the Director of Operations. Employees may be granted one limited military leave of absence per year, not to exceed fifteen working days, based on a written request approved by the Director of Operations. Employees may use their vacation for additional, temporary military service. UACS will pay an employee the difference between military and regular pay to a maximum of fifteen (15) working days annually.

UACS will pay an employee the difference between military and regular pay to a maximum of fifteen working days annually.

Any full-time employee who leaves the employment of UACS to perform involuntary active service in the United States Armed Forces will be reinstated with accrued seniority by UACS in accordance with the provisions of the Military Selective Service Act of 1967. An employee who voluntarily remains in the service beyond the minimum, time will not be eligible for automatic reinstatement.

Unpaid Personal Leave of Absence

Regular full-time and regular part-time employees who have worked for UACS for at least 12 months and for at least 1250 hours in the last 12 months may apply for an unpaid personal leave of absence for a period of up to 3 months. The request must be submitted in writing to the Director of Operations at least one month in advance of the intended commencement of the leave. The notice must state the date you wish to return. All requests will be reviewed by your supervisor, the Director of Operations, and the Principal, and approval will be considered based on individual circumstances and the needs of the organization. UACS retains the sole discretion to deny an unpaid personal leave.

If you are granted an unpaid personal leave of absence of more than one month, your eligibility for benefits that accrue on the basis of length of service will be suspended and you will be responsible for the payment of health insurance premiums.

For a leave of absence to be valid, you must obtain a written confirmation of the leave from the Director of Operations before departing. This will not be necessary in the case of an emergency leave of absence.

Due to operations and staffing needs, we cannot guarantee that your position will be available when you wish to return to work. UACS will make reasonable efforts to return you to the same or a similar job at the same or similar salary you held prior to the leave of absence, subject to business requirements that may exist.

An unpaid leave of absence cannot be attached to a Family/Medical leave. If you are requesting a family medical leave of absence, please read the Family/Medical leave policy.

Family Medical Leave

UACS will provide Family and Medical Leave to all eligible employees. The company posts the mandatory FMLA Notice and upon hire provides all new employees with notices required by the U.S. Department of Labor (DOL) on Employee Rights and Responsibilities under the Family and Medical Leave Act in New York State.

The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

If you have any questions, concerns, or disputes with this policy, you must contact the Director of Operations.

The Leave Policy

You are eligible to take up to 12 weeks of unpaid family/medical leave within any 12-month period and be restored to the same or an equivalent position upon your return from leave provided you:

Have worked for UACS for at least 12 months, and for at least 1250 hours in the last 12 months

The 12-month period is calculated from the date when your first Family Medical Leave begins.

Please see the Director of Operations for additional information.

Reasons for Leave

You may take family/medical leave for any of the following reasons:

- 1) The birth of a child and in order to care for such child
- 2) The placement of a child with you for adoption or foster care and in order to care for the new child
- 3) To care for a spouse, son, daughter, or parent (“covered relation”) with a serious health condition
- 4) Because of your own serious health condition which renders you unable to perform an essential function of your position
- 5) Any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is on active duty or has been notified of an impending call or order to active duty in the U.S. National Guard or Reserves in support of a contingency operation

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Leave because of reasons (1) or (2) must be completed within the 12-month period beginning on the date of birth or placement and must be taken as a consecutive period unless a different arrangement is agreed upon.

Only employees who have worked for UACS for at least one year and who have worked at least 1,250 hours during the prior 12 months are eligible for this leave. The twelve month period in which leave may be taken will be calculated by measuring forward from the date the employee's first family/medical leave begins.

For the purposes of this policy, a serious health condition is an illness, injury, impairment or physical or mental condition that results in incapacity (being unable to work, attend school or perform other regular daily activities) and involves:

Inpatient care in a hospital, hospice or residential medical care facility;

A condition that lasts more than three consecutive days and requires at least two treatments from a health care provider;

A condition that lasts more than three consecutive days and requires continuing follow-up treatment from a health care provider;

Pregnancy, or prenatal care;

A chronic serious health condition that may recur and requires periodic follow-up treatments by a health care provider;

A condition that may be permanent or long-term and requires the continuing supervision of a health care provider; and/or

The need for multiple treatments by a health care provider, including surgery or other medical interventions.

UACS may require that requests for medical leave be supported by certification(s) of the serious health condition for the employee or his or her family member.

An employee requesting leave for a foreseeable event, such as the birth of a child or planned surgery, must provide thirty days' notice to the Director of Operations. In circumstances where thirty days' notice cannot be given, an employee must provide as much notice as possible.

Additional information regarding Family Medical Leave is available from the Director of Operations. Please feel free to speak with the Director of Operations if you believe your situation is unique and needs further consideration. All leave requests will be considered on a case by case basis.

Paid Sick Leave

Employees who may need to go on FMLA because of medical necessity (other than for the birth or placement of a child) should contact their supervisor and the Director of Operations. You may be eligible to take up to one month paid leave.

Job Responsibilities

Upon request your supervisor will provide you with a job description for your position. Job descriptions outline the work that you will be responsible for carrying out. At times employees will be required to assume tasks that may not necessarily fall precisely within the areas of their position.

Training and Professional Development

When appropriate, internal or external training programs are offered to aid employees' career development. They are designed to provide employees with opportunities to advance in their chosen fields by increasing their skills. Employees are encouraged to talk with their supervisors about training needs and opportunities.

Staff Evaluation

Staff will be evaluated by their supervisor, which will be finalized by the Principal. All staff will receive a written evaluation mid-year and at the end of the year that describe areas of strength and areas for improvement based on pre-determined criteria.

All staff will receive a summative performance evaluation at least twice per year that is conducted by his or her supervisor or a designee. Non-academic staff will set annual goals with their supervisor based on their job description and be evaluated against those goals. UACS uses a modified Danielson Framework for Teaching rubric to evaluate teachers. Teachers will be expected to collect and document evidence throughout the year demonstrating their level of mastery of the teacher performance competencies. Examples of evidence might include lesson plans, video of instruction, student assessment data showing growth or attainment, and documented feedback from students, peers or instructional leaders. The evaluation will include the teacher's portfolio and analysis of it as well as data collected through observation of instruction and other professional duties throughout the year. The supervisor will meet with each teacher to review his or her ratings.

Coaching and Teacher Improvement Plans

Coaching plans can be initiated and concluded at any time around individual Danielson domains and indicators, and teachers may be paired with each other,

scheduled for peer observation, and/or asked to share work for a tuning protocol where the need for moderate growth in an individual area is surfaced.

Where evaluation indicates a deeper need for improvement, the supervisor will initiate a Teacher Improvement Plan (TIP). TIPs include specific areas for growth, strategies and supports, as well as timelines for expected improvement with measurable metrics and benchmarks. Teachers are invited to collaborate in the TIP process by sharing their own ideas for the plan, but supervisors have the final say in finalizing the TIP. The TIP is implemented with the teacher engaging in the action steps/activities and with the support outlined in the TIP.

Benchmark meetings are scheduled and the teacher is responsible for presenting evidence to his or her supervisor that demonstrates the progress the teacher has made or is making towards achieving improvement on the outlined activities. Teachers and supervisors will look to teaching practice and student outcomes for evidence of growth in the identified areas for improvement. If the teacher successfully completes all the activities for improvement outlined in the TIP prior to the final meeting, each subsequent TIP meeting between the teacher and supervisor will serve as a way to provide opportunities to further improve on the teacher's performance.

If prior to the final TIP meeting the teacher is unable to successfully satisfy all the identified activities for improvement that were outlined in the TIP, the purpose of the final meeting will shift to a discussion of the reasons for non-completion of those activities, where the teacher could improve his/her performance, and possible professional development opportunities in which the teacher may wish to engage.

Administration shall maintain copies of all documents used in the development and implementation of the TIP, have the documents signed by the teacher, and place copies of all documents in the teacher's permanent personnel file.

While the school will attempt to warn staff when their performance does not meet expectations and provide them with the opportunity to improve, neither a warning, coaching plan nor TIP are required for termination.

Medical, Dental and Vision

Regular full-time employees are eligible for medical, dental, and vision benefits. For a description of these benefits, please review the relevant benefit booklets and consult the Director of Operations.

Short Term Disability (STD)

If you are away from work for more than a week due to a confirmed illness or injury, you will be placed on a medical leave of absence. In order to receive STD benefits, you must notify your supervisor and call the Director of Operations. You must provide the medical reason for leave on the sixth day of absence or two weeks prior to the anticipated leave date. The first five days of leave will be funded by the employee's accrued paid time off, if available. STD benefits begin on the sixth business day of your leave. The Director of Operations will provide you with a STD claim form.

Parental leaves are covered under the STD plan. You cannot use STD while receiving a full salary from UACS. STD benefits can only be collected when an employee is no longer receiving payment from UACS. Coverage usually starts when your doctor tells you to stop working and ends six weeks after your baby is born.

There is no cost to you for STD coverage.

Workers' Compensation

Accidental injuries that may occur during working hours or conditions caused by work activities are covered under our Workers' Compensation policy. This insurance provides for payment of medical expenses and weekly compensation payments during the period of disability.

If you are unable to complete your workday because of a work-related injury, you will be paid for the balance of your regular workday.

Report all injuries, no matter how slight, as soon as possible to your supervisor. If your supervisor is unavailable, report the injury to the Director of Operations. You must complete all necessary forms promptly so that UACS may process your claim quickly and properly.

Unemployment Compensation

UACS pays an unemployment tax on its payroll. Employees who become unemployed through no fault of their own and are unable to find suitable employment will be eligible for unemployment compensation benefits. The New York State Department of Labor determines an employee's eligibility for benefits.

403(b) Tax Deferred Annuity Plan

All regular full-time employees can elect to participate in a tax-free deferred annuity plan from the first day of employment. After one (1) year of employment, UACS

matches up to 3% of your salary. For further information about this plan, contact the Director of Operations.

Optional Benefits

For information about other optional benefits, contact the Director of Operations.

Complaints

We encourage you to bring your questions, suggestions, and concerns to our attention. We will give careful consideration to each of these in our continued effort to improve our relationship with our employees.

Differences of opinion are bound to occur at almost any workplace. When many people work together, situations may be viewed differently. While we cannot guarantee that we will always give you the answer that you want, you can expect fair consideration of any problem or question that may arise.

If you have a problem or a question, you initially should discuss the situation with your supervisor. You and your supervisor work closely on a day-to-day basis, and experience has shown that most problems can be settled at this level. We encourage you to speak honestly and openly with your supervisor.

If you still feel that your problems have not been dealt with fully, or if for some reason you do not wish to discuss the matter with your supervisor, you should discuss your concern with the Principal.

UACS Board of Trustees has adopted a separate policy that outlines the steps that should be taken to elevate a complaint to school leadership and then to the board. For complaints related to a breach of the charter or law, staff may take their complaint directly to the Board. Consult the school's Complaint Policy for relevant procedures.

Termination

Being designated an "at will" employee shall mean that either the employee or UACS may terminate the employment relationship at any time, with or without cause. Within five working days of an employee's termination, UACS will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however, employees shall not earn any

additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

Voluntary Termination (Resignation)

If, for any reason, you consider resigning your employment with UACS, we suggest you discuss this with your supervisor and the Director of Operations. Employees resigning from UACS are required to give notice equal to their annual allowance of vacation time. If an employee gives less notice than their annual vacation accrual, the balance of time will be withheld from any accrued vacation time.

Involuntary Termination

Involuntary termination of your employment occurs within the discretion of management, based on a number of reasons including but not exclusive to lack of work (position elimination, work volume decrease, reorganization or downsize of the workforce or the unavailability of a position upon return from an extended leave of absence); work performance; misconduct; failure to adhere to UACS policies, procedures or practices; or other circumstances where management believes termination is appropriate.

Exit Interviews

During your last week of employment, you may have an exit interview with the Director of Operations. At that time, you will turn in any UACS property in your possession such as your ID/access card, keys, or other equipment. You will also be informed of your rights to continue medical and dental coverage through the Consolidated Omnibus Budget Reconciliation Act (COBRA).

COBRA

In the event that your employment terminates, whether voluntarily or involuntarily, you will be offered, in accordance with COBRA, the opportunity to extend employer-provided health insurance coverage at your own expense. This coverage may be offered for 18 months (and in some cases, up to 36 months) if you retire, resign or are terminated for any reason other than gross misconduct. You will receive COBRA information by mail, within 45 days of your termination date from our COBRA administration provider.

Response 12 – Partner Organizations

(a) Partner Information

- *Describe any partner organizations that will have a significant relationship with the proposed school including:*
 - *Name of the partner organization(s);*
 - *Description of the nature and purpose of the proposed school’s relationship with the organization(s);*
 - *Any contract or monetary relationships between the proposed charter school and the partner organization(s);*
 - *Names of proposed board members affiliated with the partner organization(s); and,*
 - *Name of a contact person for the partner organization(s), along with the address, phone number, and e-mail of such contact person.*
- *Explain the due diligence process used to select the partner(s) and/or CMO and their role in the development of this proposal.*

Institutional Partner

The Urban Assembly: UACS is being founded with the support of The Urban Assembly, which intends to have a significant role as a partner organization in the school’s start-up and implementation, though it will not have management responsibilities over the school.

Partner Information

Name	Nature & Purpose of the Relationship	Contract or Monetary Relationships	Proposed Board Member(s)	Contact Person
The Urban Assembly (UA)	The UA will be the management organization that provides programs and support services to ensure the effective delivery of the proposed charter model.	An Education Services Agreement describes the scope and financial elements of the partnership. (See BPA S06b)	Eric Watts, Director of Career & Technical Education Kristin Kearns-Jordan, The UA Board of Directors	Richard Kahan Founder & CEO 90 Broad Street, Suite 2101 New York, NY 10004 (212) 867-3060

Background: The Urban Assembly (UA) is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for post-secondary success. The UA creates unique public schools that are open to all students, scales up

Urban Assembly Charter School for Computer Science: Partner Organizations

promising programs, and coordinates with over a hundred partner organizations in the private, public, non-profit and higher education sectors. The UA serves approximately 9,000 students through 21 small district middle and high schools, including seven Career & Technical Education schools and three all-girls schools, in partnership with the NYC Department of Education. The strategic focus is two-fold:

1. The creation and support of high quality, effective secondary schools for predominantly low-income students.
2. The development of promising practices and innovative programs that will be disseminated throughout our network and the field of public education.

The UA is open to all students and serves a population of predominantly at-risk, under-resourced youth. The Urban Assembly is open to all students. Since 2001 over 7,300 students have graduated from UA schools.

- 86% of students and their families are living near or below the poverty line.
- 74% of students enter below grade level in ELA and/or Math
- 20% of students require Individualized Education Programs (IEPs)
- 11% of middle school students and 6% of high school students are English Language Learners (ELLs)
- 51% of youth are Latino, 40% are African American, 5% are Asian, and 3% are White.

The UA consistently achieves high school graduation rates and college matriculation rates significantly higher than the average for NYC district secondary schools, and has reduced the “achievement gap” in graduation rates that has persisted throughout the city between white students and African American and Latino students.

- **Graduation Rates:** In 2015, UA schools achieved a 78% high school graduation rate. This is 7% above the city average, and 13% above the city average for African American and Latino students.
- **College Matriculation and Persistence:** More than 80% of UA alumni enroll in college, and 70% are still enrolled or have attained their degree. Comparatively, about 20% of American college students from the lowest income brackets complete a bachelor’s degree.
- **College Persistence:** 80% of UA graduates that enroll in college return for at least a second year. 66% of all UA graduates that enrolled in college are either still in college or have already graduated.
- **Career Readiness:** The UA has created seven CTE schools, featuring over 25 career pathways, dozens of related work-based learning experiences, and partnerships with over 30 leading industry employers.

Over nearly two decades The Urban Assembly has demonstrated unique capacity to support the design, launch, and effective running of new small high schools in New York City. Even more importantly, The UA created and continues to promote the ongoing success of two technology-

Urban Assembly Charter School for Computer Science: Partner Organizations

themed high schools with robust computer science curricula, including The UA Gateway School for Technology, on which the UACS model is closely based. Finally, The UA has a proven track record of developing strong Career & Technical Education (CTE) programs and using exemplary practices, as evidenced in The UA report *High-Quality Career and Technical Education: Essential Elements to Prepare Students for College and Career* (2015), to achieve powerful results with CTE's heaviest-lift elements, including industry-based curricula and employer partnerships. (See **R23b – Supplemental Attachments**)

The UA School Support Model: The Urban Assembly believes that demography should not determine a young person's destiny and that a first class public education is possible for all. It strives to close the achievement gap by ensuring that 100% of UA students graduate high school prepared to pursue their individual college and career pathways. The UA strives for excellence in its schools and is committed to leading by example to strengthen broad scale public education in this country.

The UA School Support Model is comprised of collaborative teams led by a Managing Director of School Support that provide differentiated services to schools. These core school support teams include the:

1. Instruction Team
2. College and Career Readiness Team
3. Social-Emotional Learning Team
4. Research & Evaluation Team

The teams work together to support school leaders, teachers, college advisors, guidance counselors, social workers, deans and partnership coordinators. Through this support, UA and schools collaborate on defining, and then meeting goals related to student outcomes that the schools and UA agree upon at the beginning of each school. Key supports provided include:

- Leadership Development
- Instructional Coaching and Rounds
- Professional Learning Communities
- Curriculum Response and Planning
- Resource Collection and Distribution
- Innovations & New Program Implementation
- Data Analysis and Inquiry
- CTE and Higher Ed Partnership Development

The Instruction Team

The UA Instruction Team drives continuous improvement of school leaders and teachers through collaboration, goal-setting, quality professional development, data analysis and feedback. Innovative practices include:

- Leadership Development through Instructional Rounds and the Principal Advisory Group
- Degrees of Reading Power literacy assessment across all 21 schools, implemented three times per year

Purpose: Build schools' capacity by strengthening educator practice and leadership practice in order to improve student outcomes. Student academic success is always at the center of this work and The UA instructional coaching team works in tandem with school personnel. A team of coaches serves focus areas that include data & accountability, literacy, mathematics, CTE, leadership, and Special Education. This allows for professional development within a whole school concept and combines outside resources with on-site coaching and support:

- **Leadership Development:** Instructional Rounds; Observation/Feedback Process; Mentoring; Leadership Coaching; Strategic Planning; Succession Planning; Leadership Teamwork; Teacher Leadership
- **Data Analysis and Inquiry:** Degrees of Reading Power (DRP) data review and implications; Student work analysis and protocols/structures; Formative and Summative assessment; Inquiry Team development.
- **Instructional Coaching:** Content Coaching; Strategy Coaching; Anchor Classrooms/Lab Site development; Coaching Residencies; Classroom Management; Peer Coaching Development; ICT Team Development; Literacy Coaching; Teacher Team development and coaching
- **Professional Learning Communities:** Special Education Coordinators PLC; ESL Teachers PLC; Teacher Leaders PLC; Math Standards for Practice PLC; Assistant Principal PLC; Instructional Rounds Groups; Principals Meetings; School-based professional development; Quality Review Preparation
- **Curriculum Response and Planning:** Curriculum Mapping and Vertical Alignment; Curriculum review and adoption support; CCLS Performance Task development; Common Core Curriculum Development and Alignment; Curriculum Resources
- **Innovations & New Program Implementation:** Evaluation and implementation reviews; UA supported professional development days; Promising practices symposiums, presentations; Data analysis and implications.

The College and Career Readiness Team

The Urban Assembly College and Career Readiness Team builds schools' capacity to develop a holistic approach to providing all students with the skills, knowledge and readiness they need to choose and succeed in a post-secondary pathway within the global 21st century economy. The

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UA works with school leaders and all of their staff to create a school-wide culture of post-secondary success made tangible by a set of integrated supports, including college and career counseling and advisory structures, academic and programmatic supports and partnerships--all of which is needed to ensure students have great options and plans upon graduation.

Innovative practices include:

- College Enrollment through **The Bridge to College Program**, which has now been replicated to serve 12,000 students annually at over 50 non-UA partner schools.
- Development of **College and Career Centers** at CTE schools.
- The UA is a central convener and leader in CTE, recently producing the 2016 **CTE Symposium** at NYU – a gathering of high profile practitioners, policy-makers and stakeholders.
- In 2015, the UA published a paper titled *High-Quality Career and Technical Education: Essential Elements to Prepare Students for College and Career*. In the paper, The UA shared key lessons that have led to the development of our Career & Technical Education model. We believe our model in NYC has great potential to help students throughout the country and to contribute to a national dialogue. The paper is being distributed nationally.
- The UA has created unique schools that are the first of their kind in the country, including The UA School for Emergency Management and The UA Maker Academy. The UA is creating quality programs and curricula for these schools, as well as the other five CTE schools in the UA community: The UA New York Harbor School, The UA School for Green Careers, The UA Gateway School for Technology, The UA School for Global Commerce, and The UA School for Collaborative Healthcare.
- Cultivation and management of theme-related partnerships and programs for every school, including ongoing support for school-based **Partnership Coordinators**, a unique staff member within UA schools who is tasked with coordinating resources, opportunities, and partners to support engagement in school and post-secondary success for all students.
- **Weekly Programs & Opportunities Update**, including internship opportunities, college access opportunities, sports/fitness/health programs, potential partnerships, student enrichment, workshop opportunities for educators, and opportunities for grants, scholarships and other resources.

College Readiness: The UA prepares students for college access from the earliest grades by creating, supporting and monitoring quality college offices at all UA schools.

Purpose: Build schools' capacity to develop structures and supports that ensure all students' post-secondary access and success. The UA provides ongoing coaching and professional development for school-based staff, including a designated college counselor at each site, and connects schools with colleges and programs that support our students to thrive after high school. Key service areas:

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- Develop the capacity of each school to provide comprehensive and effective **college planning**: Provide individualized, on-site College Coaching for each school to develop a UA Model College and Career Center; Convene monthly UA College Counselor Meetings for professional development, community building, resource sharing, Naviance troubleshooting, and guest speakers; Deliver ongoing Professional Development workshops for College Counselors, families, students, school leaders, and staff including but not limited to: financial aid, college essays, college recommendations, and structuring a model UA College and Career Center; Distribute a weekly College Update highlighting issues, reminders, UA resources, and breaking college access news.
- Leverage the strength of the network to provide opportunities to individual UA schools: Promote UA schools to partner colleges and organizations; Foster relationships among college admissions representatives and individual UA college offices; Profile promising practices through work with NYC DOE Office of Postsecondary Readiness.
- Support UA graduates after high school: Deliver targeted summer matriculation support to each UA graduate through the **Bridge to College Program**.

Career Readiness: The UA's labor trend research and experience building external partnerships with leading organizations has enabled us to create quality CTE schools, providing more than one pathway for post-secondary success.

Purpose: Build schools' capacity to deliver high-quality, state- and industry-approved programs that provide students with academic and technical knowledge and skills that prepare them for college and careers. The UA supports our CTE schools as they design, implement, and assess their programs, which include courses, work-based learning opportunities, and certifications and credentials that align with industry standards. In support of the CTE programs, UA staff members work with schools to establish and maintain strong industry and post-secondary partnerships that provide students with early college and career experiences while in high school. Key service strategies:

- Provide **professional development** for CTE teachers and staff: Instructional coaching of CTE teachers to improve pedagogical content knowledge and to help plan courses within career pathways that align to industry, state and national standards; Coordination support for the integration of CTE content in academic courses; Convening of CTE PLCs and workshops.
- Provide more **work-based learning experiences**, post-secondary opportunities, and industry recognized credentials for CTE students: Liaising with current and new partners in order to strengthen school industry advisory boards; Supporting school Partnership Coordinators in working to establish and maintain these necessary partnerships; Reviewing work-based opportunities to ensure schools are prepared to meet state CTE approval and that students are receiving appropriate experiences
- **Advisory board** management and support: Collecting and sharing of promising practices around board development that includes how to engage board members through curriculum development, fundraising, and mentorship and internship opportunity creation

- **Track CTE students after graduation:** Develop systems that can track students' career paths after they leave the UA community through surveys and salary data collection

The Social-Emotional Learning Team

We believe that a significant number of our students cannot meet their academic potential because of mental health issues, and have therefore created a Social-Emotional Learning Team, one of only a few in NYC. Innovative practices include:

- A robust system of outcome metrics that integrates several related service areas and includes: Classroom Assessment Scoring System (CLASS), the Devereux Student Strength Assessment (DSSA), Social Emotional Assets and Resilience Scales (SEARS), Discipline Actions (OORS/SOHO), Learning Environment Survey, Individualized Education Plans, Quality Review Indicators 1.4/3.4, Suspension Rates, Out of Classroom Referrals, Academic Learning Time, and staff turnover.

Purpose: Build schools' capacity to ensure that all staff and students receive relevant training and instruction to develop competencies impacting students' mental health in order to achieve success in school, work, and life. Created in June 2014, the SEL Team supports student post-secondary readiness by developing the systems, data, and practices of schools to improve staff and student social emotional competence through a focus on: behavior support systems, social emotional learning, and school culture/climate. Working across schools with key school staff, including principals, deans, social workers, teachers and counselors, the SEL Director employs the following key strategies to address mental health, emotional, behavioral, and social challenges:

- **Develop and Establish Behavior Support Systems:** implement school-wide behavior support systems; Classroom management consultation for deans/teachers; De-escalation techniques for deans and teachers; Development of behavioral data systems; Direct consultation for intensive supports for high needs students and teachers.
- **Develop and Establish Social-Emotional Learning Programming:** Development and support of teams to implement school-wide social-emotional programming, supports and data systems; Training and support to develop staff social-emotional competencies; Direct consultation for intensive support for high needs teachers and students; coordinating with graduate schools for social work intern placement.
- **Monitor and Enhance School Culture/Climate:** Work with school staff and collaborative UA team members to develop positive school culture.

The Research & Evaluation Team

Neither The UA nor its schools can be effective without up-to-date data and analysis. Therefore a Research & Evaluation team is dedicated to providing schools and UA teams with the information and tools necessary to deliver targeted supports for student achievement. Innovative practices include:

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- The development of school-specific Data Dashboards provided to each school every Fall which incorporate a wide-variety of data points for Principals.

Purpose: Collaborates with each UA team to use student data for effective school support, and monitors students' needs and performance for internal and external reports of progress toward meeting our organization's mission of post-secondary success for all students. Research & Evaluation (R&E) supports UA teams by managing data for reliability and security, reporting on data and supporting its effective use, and providing initial tech support to build team/school capacity when dealing with targeted or new data streams. All UA school support teams collaborate with R&E to manage student data that informs their support strategies, monitors their student outcomes, and evaluates program services. The R&E team manages all school data so that UA can monitor school effectiveness and the impact of our collaborative support strategies. The R&E team also facilitates the implementation of new data systems in order to minimize costs, centralize data entry, and act as a one-stop support desk for trouble shooting problems between schools, staff and partners.

Services Agreement: With confidence the founders of UACS have selected The Urban Assembly as the primary school support partner based on its experience and expertise. The Urban Assembly will provide direct support and services as lead partner for the effective implementation, evaluation, and ongoing improvement of all model elements described in this proposal. We acknowledge that the UACS Board of Trustees is entrusted to faithfully and autonomously hold the charter and it will hold The UA accountable for supporting the achievement of objectives laid out in this application. The Board is prepared to review, reconsider, and rescind The UA's primary school support partner status if contractual agreements are not met.

The Urban Assembly has provided a draft services agreement along with its business plan (see **BPA S06b - Management Contract**) that details the relationship between The UA and UACS. Based on this agreement the proposed school budget (see **R-21e – Budget Template**) under the staff development line item includes \$85,000 in Year 1 and \$100,000 per year thereafter for UA services.

Strategic Adviser

NYC Foundation for Computer Science Education (CSNYC): CSNYC is the chief organizing force in the city for myriad efforts to rapidly increase the quantity and quality of computer science instruction offered to public school students in New York City. It goes without saying that our goals closely align. While CSNYC will not be involved in operating the school, it will offer UACS invaluable advice and access to expertise.

Name	Nature & Purpose of the Relationship	Contract or Monetary Relationships	Proposed Board Member(s)	Contact Person
NYC Foundation for Computer Science Education (CSNYC)	CSNYC is a leader of instruction and pedagogy in computer science in NYC and will help ensure the strongest curriculum, assessments, and instruction at the proposed school.	None	Leigh Ann DeLyser, Director of Education & Research	Michael Preston Executive Director 115 West 18th Street, 2nd Floor New York, NY 10011 (914) 806-4211

CSNYC was founded in 2013 to address the overwhelming lack of computer science education in our public schools. CSNYC’s mission is to ensure that all of New York City’s 1.1 million public school students have access to a high-quality computer science education that puts them on a pathway to college and career success. It is a driving force behind Computer Science For All, is a public/private partnership between the City of New York and the private sector. After two years of operation, CSNYC is now reaching 7% of the City’s schools and 10,000 students—who fully represent the economic, ethnic, and gender diversity of the City. Its objective is for all of New York City public school students to have access by 2025 to a high-quality computer science education in order to develop the knowledge and skills needed to realize their potential in pursuit of higher education and careers.

CSNYC believes that the reasons for studying computer science are endless. Below are a few that stand out.

- Computer science develops understandings of the design and functionalities of technologies used daily.
- Learning computer science fosters logical and critical ways of thinking, creative expression, and problem-solving abilities—all in fun and engaging ways.

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- Studying computer science builds students' capacities to participate in an ever-changing, globalized society.

CSNYC is focused on collaboration city-wide and overcoming several key hurdles, including:

- **Lack of Diversity and Inclusion:** In computer science education, at both the K-12 and post-secondary levels, there is a significant underrepresentation of female, Black and Latino students, which mirrors participation (or lack thereof) in the professional fields. Until recently, the few existing computer science programs in the City were offered only in selective and private high schools.
- **Lack of Teachers and a Healthy Teacher Pipeline:** Owing to the relative absence of state accredited pre-service teacher certification programs and the paucity of in-service PD programs, there are few teachers with computer science backgrounds. Without clear pathways and standards, developing the necessary knowledge bases and skills can take years for current teachers.

To date, CSNYC has reached over 100 schools and 10,000 students. CSNYC has helped launch two new public high schools—the Academy for Software Engineering (AFSE) and the Bronx Academy for Software Engineering (BASE)—and continues to identify and support promising computer science education programs.

- The Academy for Software Engineering (AFSE) opened its doors in September 2012. A visionary partnership between New York City and its private technology sector, AFSE was created to provide innovative computer science and software engineering education to local high school students. The hands on curriculum, coupled with technology sector internships, professional mentors and cutting edge equipment and curricula have made AFSE among a handful of sought after public high schools. AFSE was conceived and founded by CSNYC Chairman Fred Wilson and the Solomon Wilson Family Foundation, CSNYC Executive Director Evan Korth and a Board of Advisors that includes academics, educators, software engineers and technology company CEOs.
- At Bronx Academy for Software Engineering (BASE), a 4-year CTE high school opening in 2013, students receive four years of training in programming, software design and app development before most students are ever introduced to it. The curriculum across all disciplines calls on students to engage in creative, solution-oriented problem solving. All learning revolves around the context of community, and students' senior projects will take on an issue that is directly related to a community they care about and use design thinking and software engineering to work toward a meaningful solution. Teachers work with every student to set academic goals in each class, and the Seminar (advisory) class helps students make connections across their academic classes, get to know each other and develop post-graduation plans.

CSNYC espouses philosophies and a theory of action we share, and its work developing the AFSE school model will be critical to the formation of various key aspects of the UACS program. Our Computer Science curriculum, which is the backbone of our CTE program, will be largely based on the AFSE model and informed by CSNYC. We've chosen to adopt this model because industry experts with whom we've conferred independently affirm that it faithfully reflects

Urban Assembly Charter School for Computer Science: Partner Organizations

computer science skills and standards and has the depth, breadth, and substance to prepare young people for computer science careers. CSNYC has also developed assessments and work-based learning modules along with its curricula that likewise have been industry sanctioned and already show promising results. Finally, CSNYC's background in recruiting, hiring, and training capable computer science teachers, where such teachers are otherwise scarce in the workforce, makes them an invaluable resource for the staff-building and professional development we will need to undertake in perpetuity.

Based on expertise cultivated in the design and execution of the AFSE model, CSNYC's support for UACS will include:

- Leigh Ann DeLyser, CSNYC Director of Education and Research, will serve as a member of the UACS board, providing all services and contributions incumbent upon an individual in this role.
- As a large-scale organization that has developed and now oversees delivery of computer science curriculum and assessments in schools across the city, CSNYC will provide guidance to UACS in creating and refining instruction and evaluation in computer science, which will be based primarily on its work with the Academies for Software Engineering (AFSE).
- Engaging its experience in computer science schools, CSNYC will offer input on the professional development and training of UACS teachers to help ensure that technical curricula and assessments are delivered with fidelity to industry expectations and with instructional rigor.
- With broad networks and established strategies for finding and deploying computer science teachers, CSNYC will advise UACS on the elements and tactics of a vibrant pipeline for computer science teacher recruitment and champion the hiring and onboarding of qualified computer science computer science teachers.
- To maintain excellence and foster ongoing improvement, CSNYC will facilitate a relationship between UACS and AFSE schools so that leaders, teachers, and staff can visit with and observe each other and so that practices can be freely exchanged between schools.

A letter of intent to advise and provide a model for the UACS has been provided by CSNYC, which concretizes the supports described above (see **R-12b – Partner Commitment**). We do not anticipate a monetary relationship between UACS and CSNYC at this time.

Other Anticipated Partners

A key tenet of Urban Assembly schools and component of The UA theory of change is the meaningful involvement of multiple community, non-profit, governmental, and private sector partners in the daily experiences of students. If students are to be active, participatory citizens of the world, high school cannot be an island, and integrated partnership enables them to develop cognitive and non-cognitive skills working alongside adult professionals in diverse settings. It also allows for the constant and exciting real-world application of classroom learning. These school features are all the more essential in CTE, where graduation readiness is in large part based on what students preparing for the world of work have directly experienced with and learned from representatives of industry. To that end we have already begun forming collaborating program partnerships with the following organizations. Most of the following have submitted letters of support or commitment (see **R-15e – Evidence of Support**).

- **East Side House Settlement** is one of New York City's oldest non-profit social service organizations. Established in 1891 on the Upper East Side of Manhattan, it moved to the Mott Haven neighborhood of the South Bronx in 1962, within one of the country's poorest congressional districts. Today East Side House serves 10,000 individuals from 28 program locations in the Bronx and Northern Manhattan with a staff of more than 600 full and part-time teachers, social workers, and other experts. Throughout its history, East Side House's mission has been to help improve lives and enrich the quality of life in the community.

East Side House Settlement shares our belief in the need for more quality school choice options in communities of need and in the promise of the CTE model. They have contributed immeasurably to our community engagement work to date, and we anticipate working closely with them to build and sustain a strong school culture and support services for UACS students and families.

- **TEALS** uses volunteers from industry to co-teach computer science curriculum in schools alongside pedagogues, with the idea that the content will transfer to those teachers and they can deliver it independently going forward. This will help with computer science skills and content integration across disciplines. Furthermore former TEALS volunteers may be among the talent pool for computer science teachers.
- **NPower** has a multifaceted mission that includes skills volunteering with students and teachers to teach and inspire, career speakers and IT panels, a tech service corps that trains people 18-25 and veterans 20-40 for entry- or mid-level IT jobs in banks, hospitals, and other institutions, and, most recently, a workshop on cybersecurity that was conducted with 33 CTE tech school teachers from across NYC. They have also previously collaborated with CSNYC. Though they largely serve displaced members of the current workforce, their interest in reaching people at a younger age motivates the possible adaptation of some of the above programming modules for our schools.
- **ScriptEd** delivers computer science skills through the teaching of front-end web development. Classes are taught by volunteers, with foundation and advanced courses and paid internships for qualifying students. Their team has expressed interest in

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collaborating on curriculum and on helping us recruit teachers from their volunteer bases, which includes people who are gaining pedagogical expertise to round out their tech content knowledge. Like us they are committed to serving a low-income population and to recruiting more young women to tech careers.

- **Per Scholas** trains underemployed people to a collegiate level of computer science skill and work experience and helps them attain their second and third jobs in the tech sector. 42% of people they serve are 18-25, carry a lot of loan debt without a degree, get low-paying jobs, and don't have a lot of technical skills coming in. They want to stem this trend by helping us better serve people at the high school level. They hope to provide program tracks in software testing and data science/analytics. They also have a relationship with NYCHA that can assist in community outreach and student recruitment.
- **The Knowledge House** is a non-profit social enterprise located in Hunts Point with the mission to build a pipeline of 1,000 technologists and entrepreneurs coming from low income communities. They offer schools and nonprofit organizations web literacy and tech-entrepreneurship programs that provide the youth they serve with 21st century hard and soft skills, access to post-secondary training and career readiness for the technology and social innovation sector. Moreover, they are currently funded to work with CTE schools in the Bronx. The Knowledge House hopes to provide student programs as well as internship placement support and, potentially, program offerings for families.
- **Code Interactive:** The mission of Code/Interactive (C/I) is to inspire and equip underserved students with the skills in computing, leadership, and professionalism needed to thrive in the Internet economy and beyond. C/I's year-round programs introduce students from underserved communities to the creative power of technology through the teaching of hard and soft skills. By providing hands-on training in today's most relevant technology subject areas, C/I's programs serve as the building blocks for long-term career paths in technology. C/I's leadership was introduced to the UACS team through CSNYC, a principle guide and support for our model, and C/I has expressed strong initial enthusiasm for what we propose to build and for the organization's own potential to play a role in that process.
- **Girls Who Code:** The UA has a long-standing relationship with Girls Who Code, which is a national nonprofit organization working to close the gender gap in the technology and engineering sectors. With support from public and private partners, Girls Who Code works to educate, inspire, and equip high school girls with the skills and resources to pursue opportunities in computing fields.
- **Bronx Community College (BCC)** is a two-year institution of higher education that offers A.S. and A.A.S programs in computer science and computer information systems. Given BCC's location in the Bronx and post-secondary education programs in computer science, they are key partner that will provide early college experiences for our students. In addition to providing college coursework for our high school students, BCC

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faculty and staff will also serve on the curriculum design team for our computer science coursework.

- **Hostos Community College (HCC)** is a two-year institution of higher education that offers A.S. and A.A.S programs in computer science and computer information systems. Given HCC's location in the South Bronx and post-secondary education programs in computer science, they are key partner that will provide early college experiences for our students. In addition to providing college coursework for our high school students, HCC faculty and staff will also serve on the curriculum design team for our computer science coursework. Many of our students will likely be enrolled at HCC after graduation so their faculty and staff are essential partners to ensure our students are college and career ready.
- **Pathways to Prosperity Network** is a national network of states and regions that work together to build systems of career pathways that link high schools, colleges, and employers. The network is a joint initiative by Jobs for the Future and the Harvard Graduate School of Education. While New York City is currently not part of the network, we receive technical assistance from their founder and co-director, Robert Schwartz. His knowledge and expertise, along with the Pathways to Prosperity Network framework, has heavily influenced the design of The Urban Assembly Charter School for Computer Science.
- **Cornell Tech** is an institution of higher education that has graduate-level programs (master's, Ph.D., and post-doctoral) in computer science. Faculty, staff, and students are highly engaged in the technology community within New York City and they will likely be engaged in the The Urban Assembly Charter School for Computer Science. Cornell Tech representatives will provide curriculum development support to teachers and interact with students through our guest speaker series.

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(b) Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be at or below fair market value.

See **R12b - Partner Commitment** for letters from Urban Assembly and CSNYC as well as a draft agreement between UA and the school.

Fair Market Value: The Urban Assembly uses a FTE base to determine its service charge to schools. The UA's cost rate ranges from \$28 -\$72 per hour. This rate puts the UA service charge at the low end of the fair market rate based on the pool of Department of Education vendors who offer similar services. The estimated rate of similar vendors to the DOE is \$29- \$190 per hour. Furthermore the DOE supplements this rate with dedicated DOE staff providing back office services, therefore the UA service contract includes services not mentioned in the PSO contract (see **BPA S08a(2) – Five-year Financial Model**).



January 21, 2016

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker,

We at the New York City Foundation for Computer Science Education (CSNYC) are pleased to submit this letter of intent to advise and provide a model for the Urban Assembly Charter School for Computer Science (UACS). The applicant's record of accomplishment gives us confidence in the future success of this school, the mission of which is important and closely aligned with our organization's work.

Specifically, we believe the following aspects of the model reflect our own deeply held theory of change and align with the work we are supporting across NYC.

- Career-preparatory instruction will be based on existing, evidence-based computer science curricula including modules and assessments already in use in NYC public schools including the Academy for Software Engineering (AFSE), the Bronx Academy for Software Engineering (BASE), and nine high schools in the Software Engineering Program (SEP).
- Students' exposure to the world of work through constant interaction with industry professionals and through computer science internships will help prepare them for future college and career pathways.
- The school will actively work to recruit and train software engineering professionals to become computer science teachers who will master both CS content and pedagogy; the school's model includes creative use of different kinds of instructional positions and expertise.

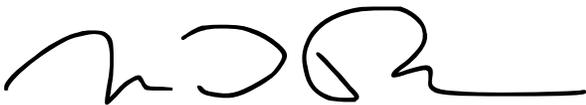
As a source of guidance and counsel to UACS, we look forward to contributing in the following ways to the design and delivery of key programs.

- Leigh Ann DeLyser, our Director of Education and Research, will serve as a member of the UACS board, providing all services and contributions incumbent upon an individual in this role.
- As a large-scale organization that has developed and now oversees delivery of computer science curriculum and assessments in schools across the city, we will provide guidance to UACS in creating and refining instruction and evaluation in computer science, which will be based primarily on our work with AFSE, BASE, and SEP high schools.
- Engaging our experience in CS schools, we will offer input on the professional development and training of UACS teachers to help ensure that technical curricula and assessments are delivered with fidelity to industry expectations and with instructional rigor.
- With broad networks and established strategies for finding and deploying CS teachers, we will advise UACS on the elements and tactics of a vibrant pipeline for CS teacher recruitment and champion the hiring and onboarding of qualified CS teachers.
- To maintain excellence and foster ongoing improvement, we will facilitate a relationship between UACS and the software engineering high schools so that leaders, teachers, and staff can visit with and observe each other and so that practices can be freely exchanged between schools.

CSNYC currently supports computer science programs in 150 public schools across the city, including more than 10 CTE high schools like the Urban Assembly Gateway School for Technology. We can offer the new charter school expertise in CS curriculum, teacher training methodologies, and inclusion in a vibrant community of CS education and industry practitioners.

If there is anything more we can tell you about our work, or about the ways in which we support this proposed school, please don't hesitate to reach out.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael Preston', with a stylized, cursive script.

Michael Preston
Executive Director

Response 13 – Governance

13. Governance

(a) Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

Selecting school leader(s) (and partner or management organizations, if any);

Monitoring school performance; and,

Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.

The Urban Assembly Charter School for Computer Science (UACS) will be governed by an independent volunteer board of trustees composed of experts in a variety of relevant fields, including education, business and finance, management, law, and technology.

The UACS Board of Trustees will be accountable to the SUNY Board of Trustees, parents and our school community for the successful achievement of our mission and the goals established in our Accountability Plan (see **R-02d – Accountability Plan**). The Board will have the following roles and responsibilities:

Establish the mission and vision of the school

Establish parameters for the school program, i.e., key design elements including the CTE model

Enter into a performance contract (the charter) with our authorizer

Set guiding policies and regularly review and amend as necessary

Establish measurable goals by which to evaluate progress towards mission accomplishment

Hire the school leader to manage day-to-day operations

Provide clear direction and support to school leadership without micromanaging

Monitor and evaluate the performance of the school leader, terminating if necessary (see **R-10 – School Management and Leadership** for more information on leader evaluation)

Establish partnership agreements.

Monitor and evaluate the performance of key partnerships, modifying or terminating partnerships if necessary

Ensure adequate resources by approving annual budgets based on needs assessments and priorities and monitoring financial systems to ensure organizational viability

Monitor implementation of programs and services

Urban Assembly Charter School for Computer Science: Governance

Monitor compliance with all applicable laws and regulations

Enhance public image and advocate for the school

Formulate long-term strategic plans

(b) Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

Number of trustees;

Officer positions;

Ex-officio members (voting and non-voting);

Standing committees (if any);

Delegation of authority to any committees, officers, employees or contractors;

Information to be received from the CMO, school leadership, staff or contractors as applicable;

Frequency of board and committee meetings;

Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;

Trustee recruitment and selection process and criteria;

New trustee orientation process; and,

Board/trustee training and development.

Board Size: The UACS Board of Trustees will have a minimum of five members and no more than 15 members. Our proposed founding board has seven members. We believe this is a reasonable and efficient size to provide an adequate range of skills and expertise and populate key board committees.

Membership: Board members are volunteers and will not be compensated for their service, though the school may pay for some expenses related to governance activities. Members must be at least 18 years of age. The Board will have no ex-officio members and the board will have no more than 40% of membership from any one external organization. Two board members are affiliated with our partner organization, the Urban Assembly. However, our proposed by-laws stipulate that "no more than two (2) Trustees may be affiliated with such not-for-profit entity." The board functions as a collective entity and no individual board member may speak for the board unless specifically delegated to do so.

Members will have three year staggered terms. The founding Board members will have three classes with one-, two- and three-year terms, respectively.

Meetings: The Board will meet at least monthly at the school location once the facility is accessible. The Board will establish an annual meeting calendar and the time and location of each board meeting along with the agenda will be publicized on the school's web-site at least one week in advance of the meeting. The Board Chair will run the meetings and a quorum of at

least a majority of board members will be required for the board to take official action. Board members may participate in a meeting via video conferencing technology in the same fashion as if they were at the meeting in person, and while a member may participate in the meeting by audio conferencing, such a member will not be counted for the purposes of determining quorum nor may such a member vote on any matter before the Board at that meeting. Meetings of the Board will be open to the public in accordance with the Open Meetings Law (OML) and time will be allocated in the agenda at each meeting for public comments in accordance a public comment policy that the Board shall approve.

The board may go into executive session upon a majority vote of the members taken in an opening meeting in accordance with the requirements of the OML as set forth below. The board may choose to invite non-board members to attend parts or all of an executive session. An executive session may be held for following reasons:

Discussion of the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation.

Deliberations regarding proposed, pending or threatened litigation.

Discussions which will imperil the public safety if disclosed.

Discussions which may disclose the identity of law enforcement agent or informer.

Discussions relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed.

The board will take no formal action related to appropriate of public funds during an executive session.

Minutes will be recorded for all board meetings and copies archived in the school's main office for review by the public. Minutes of each meeting will be drafted by the board's Secretary and submitted to the board for their review and approval at the subsequent board meeting.

Relationship with The Urban Assembly: The UACS Board of Trustees is an independent entity with its duty of loyalty, care and obedience to the Urban Assembly Charter School for Computer Science. While two UACS board members will be affiliated with The Urban Assembly, their input will carry no more weight than any other individual voting board member. They will identify all conflicts of interest and recuse themselves from any deliberations and votes directly pertaining to the school's relationship with The Urban Assembly, e.g., partnership agreement and contracted services. The school leader reports directly to the UACS Board of Trustees and follows its direction. Moreover, votes of the board are final and individual members may not direct the school leadership or staff to disregard decisions and policies established by the school's full Board. Finally, UA-affiliated members will not serve in the role of Board Chair or Treasurer.

That said, we expect the school's Board to have a close relationship with The Urban Assembly and seek its input in monitoring and evaluating implementation of the academic program and

school leader. While the UA affiliates on the Board will provide some information regarding UA support for the school, the Board will also request formal reports and evaluation information to inform its decisions.

Reporting: The Board will direct the school's Principal to present a standing report at every regular board meeting. A dashboard of data items and their format will be stipulated by the Board. At a minimum, the dashboard will include the following data:

- Enrollment
- Attendance
- Tardiness
- Student attrition and reasons
- Staffing positions filled and vacant
- Staff attrition and reasons
- Staff terminations and reasons
- Student performance data
- Suspensions and other informative discipline data
- Summary of staff, parent or community complaints
- Financials including budget to actual and cash balances
- Compliance reporting update

The Board may also request reports from individual staff members on specific items, e.g., curriculum programs, CTE implementation or college guidance, as well as from partner organizations, e.g., Urban Assembly or industry partners, or the school's parent organization.

Officers: The UACS Board of Trustees will operate with four officer positions elected by the Board members:

Chair: The board Chair is responsible for leading the board and setting the tone for all members. The Chair sets meeting agendas with input from board members, school leaders and others, and presides at all meetings of the Board. The Chair communicates with and supports the school leader as manager of the school. When so delegated, the Chair also serves as the voice of the Board and communicates with partner organizations, the authorizer and the community at large. The Chair coordinates with Committee Chairs and school leadership to monitor committee work and ensure that committees have adequate resources. The board Chair is responsible for fostering an effective decision-making environment by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas. The Chair typically executes all documents on behalf of the School unless the Board has delegated the authority to another officer or employee of the School.

Vice-Chair: The Vice-Chair discharges the duties of the Chair as required in the Chair's absence. This may include presiding at meetings, developing agendas, communicating with the school leadership or committees, and representing the Board in the community.

Treasurer: The Treasurer is the chief financial officer of the Board. The Treasurer keeps and maintains, or causes to be kept and maintained, adequate and correct books and records of account. The Treasurer is chair of the Finance Committee, regularly reviews the financial condition of the school, and reports to the Board on all financial aspects of the school. The Treasurer works with school leaders to develop the annual budget for adoption by the Board and oversees the hiring of an independent auditor to conduct the annual audit. The Treasurer communicates regularly with the school's Director of Operations and Business Manager as well as Charter School Business Management, Inc. (CSBM) but has no decision-making authority unless delegated by the Board.

Secretary: The Secretary keeps or causes to be kept a full and complete record of the proceedings of the Board and its committees, gives notice of all Board meetings as required by law, and in general maintains all of the documents of the board, including bylaws, code of ethics and policies adopted by the board.

Committees: In order to conduct the work of governing the school, the Board will operate with a committee structure to focus attention on specific functions and priorities. The Board will have a number of standing committees and may appoint special committees as necessary. Except for the Executive Committee, which will be composed of only Board members, other committees may include Board and non-Board members. In establishing committees, the Board may delegate decision-making authority to committees. However, they may not have authority in certain matters, including:

- the filling of vacancies in the Board or in any committee or removing any Trustee from the Board or any committee;

- the final approval of recommendations regarding formal complaints filed by individuals or groups against the School;

- the amendment or repeal of Board By-laws or the adoption of new By-laws

- the granting of degrees; and

- the amendment or repeal of any resolution of the Board which, by its terms, shall not be so amendable or repealable.

The UACS Board will have the following standing committees:

Executive Committee: The Executive Committee will be composed of five board members, typically including the Board officers and/or committee chairs, and will be chaired by the Board Chair. The Executive Committee will monitor the performance of the board, assessing the board's expertise, capacity, and work products. It will identify and nominate candidates for empty seats on the board and coordinate board training and development. During intervals between Board meetings the Executive Committee may transact business of the school as delegated by the Board.

Finance Committee: The Finance Committee will include the Board's Treasurer and the school's Director of Operations and Business Manager and work closely with CSBM representatives to develop and recommend to the Board an annual budget, monitor

revenues and expenditures and recommend budget adjustments when necessary, and recommend an audit firm and review audit findings. The Finance Committee will review and recommend changes to the school's Financial Policies and Practices and also develop and regularly revise long-term budget projections to inform strategic planning of the board. The Finance Committee will meet at least monthly prior to full Board meetings to go over financial records, including budget to actuals, cash balances and cash flow projections, and will report at every regular board meeting on the financial health of the school.

Academic Accountability Committee. The Academic Accountability Committee shall oversee implementation of the education program and monitor progress towards and achievement of the school's Accountability Plan goals. This committee will include at least two board members as well as the school Principal. This committee will be responsible for evaluating whether the school is adhering to its charter agreement and achieving its mission and goals. The Academic Accountability Committee will set annual internal goals for the school and monitor progress towards achieving these goals as well as the goals set forth in the school's Accountability Plan. The committee will at least annually review the school's charter application and charter agreement to determine if the school is on track to keeping all of the promises it made to parents and its authorizer, the SUNY Board of Trustees. The Academic Accountability Committee will also review the school's Annual Report and Accountability Plan Progress Report before they are submitted to the New York State Education Department and SUNY Charter Schools Institute.

Ad hoc committees may include:

A **Facility Committee** to oversee identification of space, lease negotiations and renovations.

A **Development Committee** to recommend a development plan and goals and support development activities.

An **Evaluation Committee** to recommend annual goals, collect and analyze data regarding the school leader's performance and make recommendations to the board regarding the school leader's retention, job description and duties, and compensation adjustments.

A **Grievance Committee** to assess the merits of complaints and recommend remedies.

A **Discipline Committee** to hear appeals of school discipline decisions, i.e., long-term suspension and expulsion recommendations.

Committees will appoint their own chairs, who will communicate regularly with the Board Chair to coordinate their work. All committees are subject to the New York Open Meetings Law.

Board Recruitment and Selection: The Executive Committee will be responsible for monitoring the skillsets and diversity of the board and coordinating recruitment of members to fill empty seats. A sample matrix is presented below to illustrate the types of skills and characteristics we will seek to balance on our board.

Urban Assembly Charter School for Computer Science: Governance

Board Member:	A	B	C	D	E	F	G	H
Expertise/professional skills:								
K-12 teaching								
K-12 instructional leadership								
K-12 school leadership								
CTE								
Computer science industry								
Higher ed teaching								
Teacher training								
Non-profit management								
Business/Corporate								
Legal								
Charter law and regulations								
Finance/Accounting								
Organizational start-up								
Youth services								
Social services								
Community development								
Public relations								
Marketing								
Fundraising								
HR/Personnel								
Real estate								
Architecture								
Government relations								
Medicine or health care								
Religious organization								
Technology								
Media								
Other:								
Other:								
Other:								
Characteristics:								
Parent of school-age child								
School community resident								
Race: Asian								
Black								
Hispanic								
White								
Gender: Male								
Female								
Age: Under 20								
20-35								
35-55								

Urban Assembly Charter School for Computer Science: Governance

Board Member:	A	B	C	D	E	F	G	H
Over 55								
Other:								
Other:								
Other:								
Other:								
Other:								

The board will maintain and regularly review and update a job description for board members that describes expectations, including time commitment, participation in board and committee meetings, and financial support for the school (no minimum contribution will be required to serve on the board). Armed with this job description and informational materials about the school, the Executive Committee will utilize a number of methods to identify and cultivate board member candidates. These include:

Personal and professional networks (the Urban Assembly works with preeminent industry partners, community based organizations, government agencies and institutions of higher education throughout the New York City).

Board matching services (e.g., BoardNetUSA, Bridgestar, Bridgespan, BoardServeNYC)

Meet and greets

Community meetings and forums

All board candidates will be required to tour the school and attend at least one board meeting before their candidacy will be considered by the Board. Candidates will be required to submit a resume and a letter explaining their interest in joining the Board. The Executive Committee will conduct due diligence to ascertain whether any past behavior or conflicts of interest exist that could be damaging to the school or its reputation. In addition, to maintain the independence of the board no more than 40% of the board may be employees or affiliates of any one organization. While the board will seek out members who are parents and community residents, the board will not have community or parent representative positions. The Executive Committee will recommend strong candidates to the Board and only the full Board may appoint new members by a majority vote of seated members.

New Member Orientation: New board members will be provided with a binder containing:

1. a copy of the charter application;
2. board bylaws and code of ethics;
3. all of the most recent versions of policies adopted by the board to date;
4. board agendas and minutes for the last year;
5. board, officer and committee descriptions; and
6. the last year’s Annual Report and Accountability Plan Progress Report.

As part of the on-boarding process, new members will also meet with a member of the Executive Committee to review the board's procedures, consider committee assignments, and discuss any questions or concerns about participation in the UACS Board of Trustees.

Board Training and Development: The Executive Committee will be responsible for evaluating the performance of the Board. It will use evaluation protocols to evaluate both overall board practices, such as meeting efficiency and committee productivity, as well as individual board members, e.g., attendance, preparation, contributions. Board members will be expected to complete and submit annual self-reflections on their own performance and that of the board overall as part of this process. The Executive Committee will also review and report on feedback from external evaluations by its authorizer and other agencies that shed light on governance performance.

The Executive Committee will establish performance metrics for the board and individual members to be adopted at each annual meeting and report on progress towards and attainment of those goals at the end of each year. Based on this assessment of board performance, the Executive Committee will recommend board training and development activities to be adopted by the Board. These may include:

- Readings on effective governance practices.
- Attendance at conferences and professional meetings related to governance.
- Discussion topics for self-reflection at board meetings.
- Workshops conducted by consultants with governance expertise.
- Evaluation and coaching for officers and committee chairs.

The proposed budget includes funds for ongoing board development.

(c) Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

The UACS Board is keenly interested in community input to ensure it is providing an excellent education opportunity to its students and their families. Input into governance will occur in the following ways:

Committees: Not only are committee meetings open to the public in the same manner as Board meetings, but committees can benefit from the participation of parents, staff and other members of the community. For example, the Finance Committee requires the input of the Director of Operations and Business Manager, but can also tap the expertise of other staff and parents who are knowledgeable about the school's operations and financial matters. Similarly, the Academic Accountability Committee will benefit from staff, parents and other educators who can bring their perspectives to understanding whether the school is meeting the promises in its charter.

Board Meetings: As noted, in accordance with a to-be-established public comment policy, time is allocated at every board meeting for the public to comment. Any

member of the public, including school staff and parents, are welcome to speak at a board meeting and raise issues and concerns that the board should consider. Board meeting dates and locations will be publicized and accessible in accordance with the OML.

Board Communication: In addition to public comments at Board meetings, the community is welcome to contact the Board about any matter of concern. The Board will have a dedicated e-mail address and information about how to contact the board will be provided in Staff and Family Handbooks and the school's website.

Board Membership: While under state law employees of the school may not be board members, the Board will welcome candidates for membership who are parents of current or past students of the school. The Board will not set aside positions on the board for parents or expect parents who are on the board to represent the perspective of all parents. Moreover, a parent board member must possess all of the qualifications required for board membership; the fact of being a parent does not in and of itself qualify one for board membership.

School Visits: While the Board will assiduously avoid micro-managing, members will visit the school on occasion, both during the academic school day and for special events. Members may informally interact with staff and parents, which is an opportunity to hear their thoughts on the school and convey this information back to the board. They will not speak for the board during these visits, unless specifically delegated to do so.

Surveys: The school will at least annually survey students, parents and staff regarding their satisfaction with the school. The results will be analyzed by the Board's Academic Accountability Committee and findings reported to the full board. This information will be used as part of the evaluation of the Principal and inform the Board's priorities and agenda.

Grievance Process: The Board will adopt a formal grievance process by which staff and parents may submit complaints to the Board if they are not satisfied with responses at the school leadership level. The Board will take these complaints seriously, appointing ad hoc grievance committees as necessary to investigate and respond to each case. The Executive Committee will review grievances as part of its annual evaluation of board performance.

School Leader Reports: At each board meeting the Principal is expected to present a report on the status of the school, including student performance, enrollment, discipline and other data. This is an opportunity for school leadership to formally communicate to the board any issues raised by staff or parents. In addition, the data should provide some insight into staff and parent issues. For example, a decline in enrollment or staff turnover could suggest possible dissatisfaction that the board will explore.

Board Support: While board members will not insert themselves into management, board members were selected for their considerable expertise and experience and one of their roles is to provide expert advice and guidance to the school. Thus, it is anticipated that the Board Chair will be in constant communication with the Principal as

Urban Assembly Charter School for Computer Science: Governance

will the Director of Operations and Business Manager with the Board Treasurer. The information gleaned from these interactions will inform board decisions.

Advisory Board: An important feature of CTE programs is the relationships with industry and higher education. We anticipate creation of an Advisory Board composed of members from our industry and higher education partners and others who can advise the school on best practices and expectations for college and career readiness. The Advisory Board will have no decision-making power over the school. It will only advise school leadership and the Board on CTE-related issues.

(d) By-laws

See **R13d - Board Bylaws**

(e) Code of Ethics

The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written 1) to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law; and, 2) must comply with recent requirements in the NY Not-For-Profit Corporation Law. Please see the Guidance Handbook for more details.

See **R13e - Code of Ethics**

(f) Complaint Policy

The complaint policy must include procedures for handling complaints including from staff, parents, employees and contractors.

See **R13f - Complaint Policy**

**BY-LAWS
OF
THE URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE**

**ARTICLE I
NAME**

The name of this Corporation is The Urban Assembly Charter School for Computer Science (the "School").

**ARTICLE II
MEMBERSHIP**

The School has no members. The rights which would otherwise vest in the members vest in the trustees of the School (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

**ARTICLE III
BOARD OF TRUSTEES**

Section 1. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law, General Municipal Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

- (a) To elect and remove Trustees;
- (b) To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
- (c) To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- (d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
- (e) To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
- (f) To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

- (g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- (h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the New York Not-for-Profit Corporation Law and any limitations noted in the By-laws; and
- (i) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-laws.

Section 2. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The exact number of Trustees is to be determined from time to time by a resolution of the Board. No decrease in the number of Trustees shall shorten the term of any incumbent Trustee.

Section 3. Classes. The Board shall have three (3) classes of Trustees, each class to be as nearly equal in number as possible, as determined by the Board. The initial classification of the Trustees will be established by the Board.

Section 4. Terms. The term of each Trustee shall be three (3) years, except that upon the initial election of Trustees, the initial term of one class of Trustees will be one (1) year, the initial term of one class of Trustees will be two (2) years and the initial term of one class of Trustees will be three (3) years.

Section 5. Election of Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the authorizing charter entity.

Section 6. Eligibility. Subject to the restrictions in Section 7 below, the Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

Section 7. Interested Persons.

- (a) Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the School for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

- (b) Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of the foregoing sentence, “single entity” shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners.
- (c) Where the School has engaged a not-for-profit educational service provider that provides services to the School pursuant to a contract between such entity and the School, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one (1) such Trustee’s affiliation is limited to serving as director of such entity; provided, however, that in such case the following restrictions shall apply:
 - (i) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;
 - (ii) such person(s) shall not hold the offices of Chair or Treasurer of the Board;
 - (iii) when the Board has proper grounds to go into executive session pursuant to the New York Open Meetings Law, and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
 - (iv) the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 8. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the New York Education Law and other such sections of the New York Education Law and the Not-for-Profit Corporation Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes.

Section 9. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or

duty of a Trustee. If any Trustee shall fail to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Section 10. Vacancies. The office of any Trustee shall become vacant on his or her death, resignation, refusal to act, removal from office, expiration of term, or any other cause specified in the School's charter. If any Trustee fails to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned, and the vacancy shall be filled. The Board may fill any vacancy occurring in the middle of a Trustee's term by electing another individual to serve for the duration of his or her predecessor's unexpired term and may be reelected in accordance with the provisions of this section.

Section 11. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

Section 12. Meetings.

Section 12.1. Annual Meetings. An annual meeting of the Board shall be held at the School (and until a School facility is identified, such location as determined by the Board) at a date and time designated by the Board. At the annual meeting the Board may elect officers pursuant to a policy adopted by the Board.

Section 12.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than on a monthly basis as required by Law.

Section 12.3. Special Meetings. Special meetings of the Board may be called (i) at any time by the Chair, (ii) by the senior Trustee on written request of three (3) Trustees if the Chair is absent, or (iii) by any other manner determined by the Board. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 12.4. Notice of Meetings. Annual, regular and special meetings of the Board shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board shall be transmitted to each Trustee not less than five (5) and no more than ten (10) days before the meeting to the usual address of every Trustee.

Section 12.5. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 12.6. Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location and date of the meeting will may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live video-conferencing shall not be permitted to vote. Further, Trustees will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can be participate in the meeting if they so wish at any location in which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations. Members may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues.

Section 13. Quorum. Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. As used in these By-laws, the term “entire Board” shall consist of the number of trustees that were elected as of the most recently held election of trustees.

Section 14. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Section 15. Action by the Board. Any reference in these By-laws to action to be taken by the Board shall mean such action at a meeting of the Board. Except as otherwise expressly required by applicable law or these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum has been established, shall be the act of the Board. In any case in which a Trustee is entitled to vote, he or she shall have no more than, nor not less than, one (1) vote.

Section 16. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Section 17. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. one (1) or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- b. legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; or

- c. a Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Section 17 above, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 18. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in section 17, and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 29. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE IV OFFICERS

Section 1. Officers of the School. The officers of the School shall be the Chair, a Vice-Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve a term that is co-terminous with their term as Trustee. Any two (2) or more offices may be held by the same person, except the offices of Chair and Secretary or the offices corresponding thereto.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board of Directors and shall carry out those duties usually incident to the office of President and shall serve as Chair of the Executive Committee. The Chair shall execute all documents on behalf of the School unless the Board has generally or specifically delegated the authority to execute the document in question to another officer or employee of the School.

Section 1.2. Vice-Chair. The Vice-Chair will assume the responsibilities of the Chair in his or her absence, including convening regularly scheduled Board meetings and presiding or arranging for other Trustees.

Section 1.3. Secretary. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these By-Laws or as required by the laws of the State of New York, and shall act as the custodian of the School's records.

Section 1.4. Treasurer. The Treasurer shall be the principal financial officer of the School and shall ensure that there is an adequate and correct accounting of the property and business transactions of the School.

Section 2. Election. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Trustees of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE V COMMITTEES OF THE BOARD

Section 1. Committees of Trustees. The Board, by resolution adopted by a majority of the entire Board, may designate from among its members an Executive Committee, consisting of five (5) or more Trustees, and other standing committees, each consisting of three (3) or more Trustees and other non-Trustees as the Board may deem appropriate. All committees are subject to the New York Open Meetings Law.

Section 2. Guidelines. Unless otherwise provided by these By-laws or in a resolution of the Board by creating or modifying a special committee, members of each Committee shall be elected by a majority of the Trustees. Each Committee member, to the extent provided in the resolution establishing the Committee, shall have all the authority of the Board, except that no such committee shall have authority as to the following matters:

- (i) the filling of vacancies in the Board or in any committee or removing any Trustee from the Board or any committee;
- (ii) the final approval of recommendations regarding formal complaints filed by individuals or groups against the School;
- (iii) the fixing of compensation of the Trustees for serving on the Board or on any committee;
- (iv) the amendment or repeal of these By-laws or the adoption of new By-laws
- (v) the granting of degrees; and
- (v) the amendment or repeal of any resolution of the Board which, by its terms, shall not be so amendable or repealable.

Section 3. Alternate Members. The Board may elect one (1) or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4. Special Committees. The Board may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board and in no case shall have powers which are not authorized for standing committees.

Section 5. Executive Committee. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the school as the Trustees may authorize.

Section 6. Finance Committee. The Finance Committee shall have and may exercise the authority, without limitation, to (i) recommend the annual appointment of the School's auditors; (ii) review with the School's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the School shall use in financial reporting, internal auditing procedures and the adequacy of the School's internal control procedures; (iii) otherwise to take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies; (iv) review detailed monthly and quarterly financial statements; and (v) perform such other matters as the Board may assign from time to time. The Treasurer shall be a member of the Finance Committee.

Section 7. Academic Accountability Committee. The Academic Accountability Committee shall oversee the education program and review student achievement data and progress toward accountability goals for the School.

Section 8. Procedures of Committees. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board.

Section 9. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VI CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable School officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the School's Conflict of Interest Policy.

Section 2. Conflicts of Interest Policy. The Board shall adopt a Conflict of Interest Policy consistent with the requirements of the New York Not-For-Profit Corporation Law and the General Municipal Law. The Conflict of Interest Policy shall: (a) define the circumstances that constitute a conflict of interest; (b) include procedures for disclosing, addressing and documenting potential and actual conflicts of interest; (c) prohibit a conflicted Trustee, officer or employee from participating in deliberations or voting or improperly influencing a vote on such conflict; (d) require that the existence and resolution of a conflict be properly documented, including in the minutes of any meeting at which the conflict was discussed or voted upon; (e) require Trustees, officers and key employees, prior to their initial election, appointment or hire, as applicable, and no less than annually thereafter, to disclose any entities with which they are affiliated and with which the School has a relationship, and any transactions possibly giving rise to a conflict for the Trustee, officer or key employee; (f) require the Board or a committee of independent trustees (as defined in the Conflict of Interest Policy) to oversee the adoption and implementation of and compliance with the Conflict of Interest Policy; and (g) limit participation in any Board or committee deliberations or vote on matters relating to the Conflict of Interest Policy to independent directors.

ARTICLE VII CONTRACTS, LOANS, GRANTS AND PROPERTY

Section 1. Contracts. Except as otherwise provided by law, the Board may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

Section 2. Loans. The Board may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the School to effect loans and advances at any time for the School from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds, or other certificates or evidences of indebtedness of the School, and when authorized to do so to pledge, hypothecate or transfer, to the extent permitted by law, any securities or other property of the School as security for any such loans or advances. Such authority conferred by the Board may be general or confined to specific instances.

Section 3. Grants. The Board, on the basis of written recommendations from individual Trustees, officers and employees of the School, may, prospectively or retroactively, authorize the Chair, on behalf of the School, to make grants and other contributions.

Section 4. Property Holding. The Board may take and hold by gift, grant, devise or bequest in their own right or in trust for any purpose comprised in the objects of the school, such additional real and personal property, beyond such as shall be authorized by its charter, as the Board of Trustees of the State University of New York (the "SUNY Trustees") shall authorize within one (1) year after the delivery of the instrument or probate of the will giving, granting, devising or bequeathing such property. Such authority given by the SUNY Trustees shall make any such gift, grant, devise or bequest operative and valid in law. Any grant, devise or bequest shall be

equally valid whether made in the School's name or to the Trustees, and such powers given to the Trustees shall be powers of the School.

Section 5. Control of Property. The Board may (a) buy, sell, mortgage, let and otherwise use and dispose of its property as it shall deem for the best interests of the School; and (b) lend or deposit, or receive as a gift, or on loan or deposit, literary, scientific or other articles, collections, or property pertaining to its work. Such gifts, loans or deposits may be made to or with the School. Any such transfer of property, if approved by SUNY Trustees, shall during its continuance, transfer responsibility therefor to the school, which shall also be entitled to receive any money, books or other property from the state or other sources to which the School would have been entitled but for such transfer.

ARTICLE VIII NON-LIABILITY; INDEMNIFICATION; INSURANCE

Section 1. Non-Liability of Trustees. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

Section 2. Indemnification of Trustees and Officers. In accordance with the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed by the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency, by reason of the fact that he or she or his or her testator was a Trustee, Officer, employee or agent of the School, against any judgments, fines, amounts paid in settlement and reasonable expenses, including attorney fees. No indemnification may be made to or on behalf of any such person if (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding or (b) he or she personally gained in fact a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law.

Section 3. Insurance. The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers and employees pursuant to Section 2 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 2 above.

ARTICLE IX BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board, the Executive Committee and all Standing Committees shall be kept at the main office. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligations imposed by any applicable federal, state or local law.

**ARTICLE X
FISCAL YEAR**

The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

**ARTICLE XI
CORPORATE SEAL**

The Board may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

**ARTICLE XII
AMENDMENTS**

Section 1. Amendments. These By-Laws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board, be amended by changing, altering, suspending, supplementing or repealing the same by a majority vote of the entire Board; provided, however, that no By-Law by which more than a majority vote shall be required for any specified action by the Board shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action thereunder.

Section 2. SUNY Approval. No material amendment to these By-laws shall be effective without approval of the Charter Schools Institute/ SUNY Trustees (as applicable).

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Board of the School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

Secretary

Date

Response 13e - Code of Ethics

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
CODE OF ETHICS FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES**

The Board of Trustees (the “Board”) of The Urban Assembly Charter School for Computer Science (the “School”) recognizes that sound, ethical standards of conduct serve to increase the effectiveness of School leadership as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals. The Board also recognizes its obligation to adopt a code of ethics consistent with the provisions of the New York General Municipal Law and the Education Law, setting forth the standards of conduct required of all School trustees, officers and employees.

Therefore, every trustee, officer and employee of the School, whether paid or unpaid, shall adhere to the following standards of conduct:

1. *Gifts:* A trustee, officer or employee shall not directly or indirectly solicit any gifts nor accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* A trustee, officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* A trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. *Representation before the Board for a contingent fee:* A trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board:* A trustee, officer or employee of the School, whether paid or unpaid, who participates in the discussion or gives official

Urban Assembly Charter School for Computer Science: Code of Ethics

opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she, or his or her spouse, has in such matter. The term "interest" means a direct or indirect pecuniary or material benefit accruing to a trustee, officer or employee.

6. *Investments in conflict with official duties:* A trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* A trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* A trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the Board on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every trustee, officer and employee of the School. Each trustee, officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
CONFLICT OF INTEREST POLICY**

The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of Urban Assembly Charter School For Computer Science (the “School”) when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the School. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the School, the Board of Trustees of the School (the “Board”) shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1

Conflicts of Interest

Section 1. School Trustees, Officers and employees, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the School, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with the School, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the School is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with such School), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. School Trustees, Officers and employees are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the School at the time of such determination. With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available.

Section 3. No Trustee, Officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$75.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the Board of Trustees.

Section 4. Employees of the School may not serve on the Board of Trustees.

Article 2

Disclosure and Voting

Any potential or actual conflict of interest described in Article 1 of this Policy must be promptly disclosed in good faith in writing to each member of the Board, together with all material facts known to such Trustee, Officer or employee in with respect to the actual or potential conflict of interest. All such potential or actual conflicts of interest shall be reviewed by the Board. Any Trustee, Officer or employee to which the potential or actual conflict of interest relates shall leave the room while deliberations are conducted. If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting; provided, that the Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with the School.

Article 3

Committee Review

The Board may delegate to the Finance Committee or any Board committee comprised solely of Independent Trustees (each a "Committee") the adoption, implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4

Records of Proceedings

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

- (i) The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board's decision as to whether a conflict of interest exists.
- (ii) The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer or

employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

Article 5

Disclosures

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees, in addition to all Officers and employees, shall disclose in writing to the Secretary of the School:

- (i) Any entity of which the Trustee, Officer or employee is an officer, director, trustee, member, owner (except as a shareholder of a public corporation which does not do business with the School) or employee;
- (ii) Any entity of which a Relative of the Trustee, Officer or employee is an officer, director, trustee, member, owner or employee and with which the School has a relationship;
- (iii) Any Financial Interest the Trustee, Officer or employee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the School for a fee or other compensation; and
- (iv) Any position or other material relationship such Trustee, Officer or employee may have with any not-for-profit corporation or any position or other material relationship held by a Relative of such Trustee Officer or employee, with which the School has a business relationship.

Each Trustee, Officer and employee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

Article 6

Miscellaneous

Section 1. Any contract willfully entered into by or with the School which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. In no instance shall a trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.

Section 3. Trustees, officers, or employees of any single external organization shall hold no more than 40% of the total seats comprising the Board.

Section 4. Trustees, Officers and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, such Trustee, Officer or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Trustee, Officer, or employee's interest in the matter will be reflected in the Board minutes.

Section 5. Trustees, Officers and employees shall make all appropriate disclosures whenever a grievance of conflict of interest is lodged against them.

Section 6. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict of Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Section 7. No Trustee, Officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests.

Section 8. Trustees, Officers and employees may never ask a subordinate, a student or a parent of a student to work on or give to any political campaign.

Article 7

Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

- (i) **Affiliate.** An affiliate of the School is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the School.
- (ii) **Financial Interest.** A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the School.
- (iii) **Independent Trustee.** A member of the Board who:
 - a. Has not been an employee of the School or an Affiliate of the School within the last three (3) years;
 - b. Does not have a Relative who has been a Key Employee of the School or an Affiliate of the School within the last three (3) years;
 - c. Has not received more than \$10,000 in compensation directly from the School or an Affiliate of the School in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the School);
 - d. Does not have a Relative who has received more than \$10,000 in compensation directly from the School or an Affiliate of the School in any of the last three (3)

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- years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the School);
- e. Does not have a substantial Financial Interest in and has not been an employee of any entity that has made payments to or received payments from, the School or an Affiliate of the School in excess of the lesser of: (a) \$25,000 or (b) 2% of the School's consolidated gross revenue over the last three years (payment does not include charitable contributions);
 - f. Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has made payments to or received payments from, the School or an Affiliate of the School in excess of the lesser of: (a) \$25,000 or (b) 2% of the School's consolidated gross revenue over the last three years (payment does not include charitable contributions);
 - g. Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;
 - h. Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;
- (iv) **Key Employee**. A person employed by the School who is in a position to exercise substantial influence over the affairs of the School.
- (v) **Officer**. A person who has the authority to bind the School as designated in the By-Laws of the School.
- (vi) **Related Party**. Persons who may be considered a Related Party of the School or an Affiliate of the School under this Policy include:
- a. Trustees, Officers, or Key Employees of the School or an Affiliate of the School;
 - b. Relatives of Trustees, Officers, or Key Employees;
 - c. Any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
 - d. Founders of the School; and
 - e. Any non-stock entity controlled by one or more Key Employees.
- (vii) **Related Party Transaction**. Any transaction, agreement or any other arrangement with the School or an Affiliate of the School in which a Related Party has a Financial Interest.
- (viii) **Relative**. A spouse, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses of brothers, sisters, children, grandchildren, and great-grandchildren; or a domestic partner as defined in section 2994-A of the New York Public Health Law.
- (ix) **Trustee**. Any voting or non-voting member of the governing board of the School.

**THE URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
WHISTLEBLOWER POLICY**

Section 1. Policy. Urban Assembly Charter School For Computer Science (the “School”) is committed to lawful and ethical behavior in all of its activities and requires all persons associated with the School including but not limited to its Trustees, Officers, employees and volunteers, to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics, honesty and integrity in the conduct of their duties and responsibilities (“Code of Conduct”). It is the policy of the School to prevent or detect and correct any improper activities.

Section 2. Procedure for Reporting. It is the responsibility of all Trustees, Officers, employees and volunteers to report in good faith any concerns they may have regarding actual or suspected activities which may be illegal or in violation of the School’s policies with respect to, without limitation, fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, discrimination, harassment and misuse of the School’s assets, as well as any violation or suspected violations of high business and personal ethical standards, as such standards relate to the School in accordance with this Whistleblower Policy. Alleged violations and potential violations should be reported to the Chairman of the Board of Trustees (the “Board”) or the Principal (the “Designated Officials”). Any Designated Official receiving such a report shall promptly provide written notice of same to the Finance Committee, if any, or to such other committee of independent Trustees formed by the Board to oversee all whistleblower matters as they may arise, or if there is no such committee, to the independent Trustees on the Board; as defined in the School’s Conflict of Interest Policy, or, if there are allegations against one or more Board members, to at least one other Officer and one Trustee not named in the complaint (in each case, the “Independent Committee”).

Section 3. Handling of Reported Violations. The Independent Committee (or the Designated Official(s) receiving such notice under the general oversight and direction of the Independent Committee) shall investigate all reports filed in accordance with this Whistleblower Policy with due care and promptness. Reported matters will be investigated to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem. Investigators will issue a full report of all matters raised under this Whistleblower Policy to the Independent Committee, which will, in turn issue a full report to the Board. The Board may conduct a further investigation upon receiving such a report.

Section 4. Good Faith. Anyone reporting a concern or complaint concerning a violation or suspected violation of the Code of Conduct must act in good faith and have reasonable grounds for believing the matter raised is a material violation of law or ethical standard or a material accounting or auditing matter. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

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Section 5. Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. The School shall take reasonable steps to ensure that the identity of the reporting person and the reported information remain confidential, except as otherwise required by law or as necessary to carry out an investigation or remedial action.

Section 6. No Retaliation. No Trustee, Officer, employee or volunteer of the School who in good faith reports any action or suspected action taken by or within the School that is illegal, fraudulent or in violation of the Code of Conduct shall suffer intimidation, harassment, coercion, discrimination or other retaliation, express or implied, or, in the case of employees, adverse employment consequences. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School.

Section 7. Handling of Reported Violations. The notified Designated Official will acknowledge receipt of the report to the reporting person, but only to the extent the reporting person's identity is disclosed or a return address is provided, within five (5) business days. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Independent Committee, and appropriate corrective action will be taken if warranted by the investigation.

Section 8. Distribution of the Whistleblower Policy. A copy of this Whistleblower Policy shall be distributed to all Trustees, Officers, employees and volunteers of the School who provide substantial services to the School.

Section 9. Record Retention. All records relating to any report or any investigation of a report shall be maintained for at least seven (7) years.

R-13f – Complaint Policy

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Faculty, staff, and other members of the school community should always try to resolve their difficulties among themselves first. Consultation with the Principal or other school leaders is encouraged if efforts among parties involved are not fruitful. When this is not sufficient to resolve an issue, the school has adopted the following policy for informal and formal complaints.

Informal Complaints

Complaints that do not involve violations of law or the charter are defined as informal complaints. UACS has a multi-step process for resolving informal complaints. If a member of the UACS community believes that an issue has not been resolved through discussion with involved parties and/or school leaders, the following additional procedures are available.

1. Complainant submits an informal complaint in writing to the Principal. Complaint forms are available at the main office and included in staff and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, and the requested remedy. A complainant shall not be limited as to the amount of text he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one.
2. The Principal or a delegate from the School Leadership Team will make all reasonable efforts to investigate the complaint. The investigation shall include, but not be limited to: interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint.
3. The Principal and/or appropriate School Leadership Team member(s) shall respond to and, if necessary, remedy a valid complaint within ten (10) working days from the date the complaint was received. The Principal or appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in the appropriate teacher/student file, if applicable. The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law. The response will inform the complainant of the right to appeal to the UACS Board of Trustees.
4. If the complainant is not satisfied with the response and remedy provided by school leadership, the complainant may appeal to the school's Board of Trustees within fifteen (15) days of receiving a written response/report from school leadership. The Principal shall provide a copy of the disposition to the Board of Trustees if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. All complaints must be submitted to the Board in writing, which will acknowledge receipt of said complaint within five business days.

5. The Chair of the Board will appoint a Grievance Committee comprised solely of board members to investigate the complaint. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint and present its findings and recommendations to the Board at the next regularly scheduled Board meeting.

The Board will affirm or amend the Grievance Committee recommendation and shall, as necessary, direct the Principal and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary. The decision of the Board regarding informal complaints is final and cannot be appealed to the SUNY Board of Trustees.

Formal Complaints

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint directly to the UACS Board of Trustees alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school. This is defined as a formal complaint.

UACS prefers that complainants voluntarily first use the informal complaint process describe above to attempt to try to resolve their concerns with school management before bringing it to the attention of the UACS Board of Trustees. However, nothing in this policy should be interpreted as preventing the submission of a formal complaint directly to the UACS Board of Trustees. The formal complaint process should follow these steps:

1. Complainant submits a formal complaint to the Chair of the UACS Board of Trustees. Complaint forms are available at the main office and included in staff and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, and the requested remedy. A complainant shall not be limited as to the amount of text he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one. All complaints must be submitted to the Board in writing, which will acknowledge receipt of said complaint within five business days.
2. The Chair of the Board will appoint a Grievance Committee comprised solely of board members to investigate the complaint. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint and present its findings and recommendations to the Board at the next regularly scheduled Board meeting.
3. The Board will affirm or amend the Grievance Committee recommendation and shall, as necessary, direct the Principal and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing and clearly set forth the reasoning of the Board's decision. Complainant will also be informed of the right to appeal the UACS Board's decision to the Board of Trustees of SUNY.
4. Any individual dissatisfied with the response of the UACS Board of Trustees may bring a further complaint which alleges a violation of the charter, charter law or any other

provision of law relating to the management or operation of UACS to the Board of Trustees of SUNY.

5. Any individual dissatisfied with the response of the Board of Trustees of SUNY may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of UACS to the Board of Regents.

The complainant's right to a prompt and equitable resolution of a complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Response 14 – District Relations

Provide supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include:

Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges; and,

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.

Evidence of Support: The founders of UACS are proud to have secured letters of support from:

Carmen Fariña, Chancellor, New York City Department of Education
Bronx Community Board One

These letters can be viewed in **R-15e – Evidence of Support**.

The letter from the Chancellor notes the longstanding relationship between the NYCDOE and The UA and “the high quality of their support for school leaders and schools and their relentless commitment to high expectations for all UA students.” The letter goes on to say “We welcome the opportunity to deepen and expand the collaboration between the DOE and the proposed UA Charter School for Computer Science.”

In addition, we anticipate receiving a letter of support from the New York City Mayor’s Office, and the Superintendent of CSD 7 indicated that a letter of support is forthcoming, but it was not available at the time of submission for this proposal.

Ongoing Relations: UACS anticipates maintaining a strong relationship with CSD 7 and the New York City Department of Education via our partnership with The Urban Assembly. UA has a long history of and an extensive web of relationships with the NYCDOE that can support our growing relationship with CSD 7. The UA will be able to bring to bear over UA’s 15 years of experience in a working relationship with the NYC DOE as it has evolved through administrations, structures, and priorities.

Low-Performing Schools: Please see **R-01 – Community Need and Proposed School Impact** for a list of and data pertaining to low-performing schools in CSD 7. UACS might partner with some of these schools through shared professional development activities, such as instructional rounds and professional learning communities. In addition, some of our students’ work-based learning opportunities could involve tutoring and mentoring students in other schools, particularly in subjects related to computer science. UACS will be an open school and welcome guests to tour our classrooms and learn from our practices.

Response 15 – Student Demand, Community Support, Recruitment and Retention

(a) General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

New York City has more than 400 high schools and about 800 programs for high school students, and enrolls students in traditional district high schools using a city-wide matching system. Each year 8th grade students rank their top 12 high school choices across the city and can participate in a separate process for Specialized High Schools with highly selective admissions criteria. In addition, students may apply to charter high schools. As a result of this system, high schools in New York City are used to recruiting from a city-wide pool of students. While we recognize that charter schools must give preference to students in the CSD of location and we expect many of our students to live within or in close proximity to the South Bronx, we plan to recruit broadly to ensure all students in the city are aware of the unique educational opportunity at UACS. Our recruitment strategies are described in the next section. Given this context for high schools in New York City, our analysis of demand focuses on both the South Bronx and the larger city.

Community Outreach: As described in **R03 - Proposal History**, we have conducted extensive outreach within CSD 7 and across the city, talking to educators, politicians, community leaders and parents. The response to our plan has been enthusiastic. Anecdotal evidence suggests students and their families are seeking opportunities such as UACS and will apply to enroll. We also have hard evidence: we received 120 Intent to Apply forms, which we believe is a strong indicator that demand will be high once we our marketing and recruitment efforts take full effect.

General Charter Demand: We know there is strong demand for charter seats based on applications for seats. According to the New York City Charter School Center, city-wide there were approximately 249,700 applications from 64,600 applicants for 22,000 available charter seats in 2015-16. That's three applicants for every seat. In the Bronx there were 20,681 applicants for 6,606 seats and more specifically in the South Bronx there were 12,354 applicants for 4,621 seats.

Urban Assembly Experience: The Urban Assembly supports a group of 21 small public schools serving over 9,000, including seven Career & Technical Education (CTE) schools serving 2,200 students. Most are students from low-income neighborhoods across the city. Every Urban Assembly school is open to all students, i.e., none of these schools are selective. We have consistently started and maintained schools with strong enrollment and little attrition. Moreover, demand for our schools is high as evidenced by the table below. Notably, the UA

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Gateway School for Technology, the model school for UACS, had 1,393 Round 1 applicants for 108 seats last year in the NYC high school matching process.

Urban Assembly Seats versus Applicants in 2015

DBN	School Name	Total 9th Grade Seats in 2015	Total Round 1 Applicants in 2015	CTE School
02M135	The Urban Assembly School for Emergency Management	108	279	CTE
02M282	Urban Assembly Maker Academy	108	438	CTE
02M300	Urban Assembly School of Design and Construction	108	424	
02M305	Urban Assembly Academy of Government and Law, The	81	646	
02M316	Urban Assembly School of Business for Young Women	108	372	
02M507	Urban Assembly Gateway School for Technology	108	1393	CTE
02M551	Urban Assembly New York Harbor School	108	700	CTE
03M307	Urban Assembly School for Media Studies, The	108	371	
03M402	The Urban Assembly School for Green Careers	108	268	CTE
05M157	The Urban Assembly School for Global Commerce	81	222	CTE
05M369	Urban Assembly School for the Performing Arts	108	751	
07X551	The Urban Assembly Bronx Academy of Letters	81	557	
09X241	Urban Assembly School for Applied Math and Science	81	1601	
09X505	Bronx School for Law, Government and Justice	105	1611	
12X372	Urban Assembly School for Wildlife Conservation	81	451	
13K483	The Urban Assembly School for Law and Justice	108	1288	
13K527	Urban Assembly Institute of Math and Science	81	272	
19K764	The Urban Assembly School for Collaborative Health	81	231	CTE
20K609	Urban Assembly School for Criminal Justice	81	257	

CTE Demand: Between 1960 and 2003, New York City did not open a single new career-focused high school. Since then the city has begun to partner with industry to create new schools with a career focus, such as the widely-regarded Pathways in Technology Early College High School (PTECH) model, which is being replicated state-wide. However, there are currently only three CTE high schools in CSD 7 (Alfred E. Smith Career and Technical Education High School, Bronx Design and Construction Academy, and Health Education and Research Occupation), only one of which offers a single pathway (graphic design) in a computer science-related field. None of these are high performing schools. In addition, none of the higher performing charter high schools in CSD 7 offer a CTE model.

CSD 7 Opportunities: As described in **R01 - Community Need and Proposed School Impact**, CSD 7 is one of the lowest performing districts in the city. It has not made AYP in secondary-level ELA or Math. Only 54% of the 2010 cohort graduated in four years. The graduation rate drops to 27% for English language learners and 33% for students with a disability in this cohort. Moreover, 13% of the cohort dropped out. For individual schools, the graduation rates are alarming, with four high schools in which less than one-quarter graduated. In only two district

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high schools did more than 20% of graduates achieve the aspirational performance measure (APM), which is an indicator of college and career readiness. Given the dearth of opportunities in CSD 7 we believe demand will be high for a small, safe, non-selective high school with a CTE program in computer science, which will provide students with the foundation to pursue careers in in-demand fields.

Proposal Support: Backing this proposal we have the support of the NYC Department of Education, the Bronx Borough President, and Community Board 1, which we think is a strong indication of the need for our school and the belief that demand will be strong.

(b) Target Population Enrollment

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs and FRPL students. The response should:

Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/enrollment-retention-targets/.

Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);

Describe any at-risk admissions factors, set-asides or "preferences" the school would offer that would increase the likelihood of enrolling targeted students (understanding that the inclusion of such preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding – please see Appendix A below and accompanying guidance related to Appendix A in Institute's Guidance Handbook for further information); and,

Provide a brief explanation of the efforts, resources, structures or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.

Enrollment and Retention Targets: As described in **R01 - Community Need and Proposed School Impact**, CSD 7 is a high-poverty community with a large Hispanic population. Not surprisingly, when we plug our planned enrollment and demographics into the Charter School Institute's calculator, our enrollment target is 90% for economically disadvantaged students, 16% for ELL students, and 15% for students with disabilities. These are typical parameters for UA schools where overall 85% of students are low-income, 20% have IEPs and a majority are Latino.

Enrollment and Retention Targets

Target	Free- and Reduced-	Limited English	Students with
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	Price Students	Proficient Students	Disabilities
Enrollment	90.4%	16.4%	15.4%
Retention	80.6%	75.5%	74.4

Recruitment Strategies: Having helped to start 21 schools, The UA has formidable experience with student recruitment and will assist UACS in recruiting and enrolling its students. Effective UA recruitment strategies include:

- Relationships with middle school counselors
- Open house information sessions
- School tours
- Private tours for feeder schools
- Parent Coordinator and Career and College Counselor breakfasts

The UA has worked closely with schools and partner organizations that can assist with marketing the school to families of 8th grade students considering their high school options. UACS will design and disseminate attractive and informative marketing materials in multiple languages (see examples of UA student recruitment brochures in **R-23b – Supplemental Attachments**). The school will target recruitment efforts to the South Bronx and surrounding neighborhoods, but will also participate in many city-wide activities, such as high school fairs. Through The UA’s relationships with the NYCDOE and many individual schools, we will disseminate materials to middle school counselors and educate them about the UACS option so they can encourage their 8th grade students to apply. Once we have a building, we will host open houses and tours throughout the year so families and educators can see the school first hand.

Low-income Students: All of our marketing materials will explain that charter schools are free and public schools, open to all students without any selective admissions criteria. We will describe in detail how UACS provides the opportunity to earn an industry-recognized credential as well as prepare for college. We will highlight our support services and programs, including the GOLD period, Advisory program, one social worker per grade, college and career counseling department, and CTE opportunities. In order to attract low-income students, we will work closely with partner organizations that have long-standing relationships with low-income families, including East Side House Settlement, South Bronx Rising Together/Children’s Aid Society, Phipps Houses, Good Shepherd Services, NYCHA public housing tenant associations, churches and other religious organizations, physical and mental health organizations, and government social service agencies.

Students with Disabilities: All of our marketing material will explicitly describe UACS as a school that welcomes students with disabilities, describing our ICT and SETSS programs as well as counseling and other related services. In our communication with middle school counselors we will explain how UACS can be a good high school option for students with disabilities and provide them with the foundation for a strong career path.

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Our Student Support Coordinator will be available to speak with prospective families about UACS and will participate in open houses. We will leverage partnerships with organizations that work closely with at-risk students and their families such as East Side House Settlement, South Bronx Rising Together/Children's Aid Society, Phipps Houses, Good Shepherd Services as well as physical and mental health organizations, and tutoring and after-school enrichment programs.

English Language Learners: The South Bronx has a large Hispanic population, but also a large immigrant population with people from around the world. All of our marketing material will at a minimum be in English and Spanish, and we will translate into other languages as we get to know the community and identify the ethnicities of potential applicants. Our materials will clearly describe UACS as a school that welcomes English language learners and describes our support systems and programs. We will disseminate materials through organizations that work with or encounter ELL families, such as East Side House Settlement, South Bronx Rising Together/Children's Aid Society, Phipps Houses, Good Shepherd Services as well as other churches and social service agencies, restaurants, bodegas and barber shops and salons. Our ESL teachers will be available to speak to families interested in enrolling a child. We expect to hire many staff members who speak Spanish and will participate in open houses and other recruitment activities.

Female Students: Our community outreach efforts highlighted the need to attract more female students into computer science education and careers. We will work closely with middle school counselors and community organizations to market our school to girls, highlighting the role of computer science in diverse fields and the demand for female employees in the technology sector. Given the important role of word-of-mouth in student recruitment, our relationship with the network of UA schools will help in this regard. In addition, The UA works with organization such as Girls Who Code that can help spread the word about the UACS high school option.

Retention: Assuming an overall high proportion of students will enter below grade level and at risk for not completing high school in four years, we have designed a general education program to support and accelerate student learning. It includes a double dose of literacy for all incoming 9th grade students and a daily GOLD period to provide targeted tutoring for students in all core classes as well as CTE. In addition, our pedagogical approach features workshop and problem-based models that have been shown to better engage students. We use a system of diagnostic, formative and summative assessments to monitor student progress, target support, evaluate the efficacy of our programs, and develop teachers to ensure the strongest academic program possible for all students. We have one counselor/social worker per grade, providing continuous support to students and their families, as well as an Advisory period designed to develop the social emotional skills necessary for success in school, career and life. Finally, UACS will have a robust college and career counseling department to help students with post-secondary planning and transitions.

Low-income Students: Given our target community in the South Bronx, it is likely that the vast majority of our students will qualify for free and reduced price lunch, a key

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indicator of economic disadvantage. This is exactly the student population that The UA is familiar with serving. We establish a college and career prep culture where achievement is the norm. The GOLD period provides targeted tutoring and support in all core subjects plus CTE. Our Advisory program builds strong relationships with students and helps them develop social capital. Our CTE program provides opportunities for work-based learning to expose students to careers in the many fields related to computer science. In addition, the opportunity to earn an industry-recognized certificate is an enormous benefit to low-income students, which can provide them with access to gainful employment right out of high school. We will have an active college and career counseling department aligned with our CTE program to help students and their families identify post-secondary opportunities and navigate the application and enrollment processes. Our budget funds a number of supports for our students, including field trips and uniforms. While we anticipate approximately 5% attrition, we expect this will primarily result from the mobility of low-income families rather than unresolvable school-based issues.

Students with Disabilities: Typically 1 in 5 students in UA schools has a disability, so we plan our general education program as well as specific services with them in mind. UACS will employ both a Student Support Coordinator to manage the administrative aspects of the special education program, as well as certified special education teachers to provide direct services to students. We will work closely with families in all aspects of special education, including identification and evaluation, IEP development and revisions, and progress monitoring. We will have integrated co-teaching (ICT) classes in core subjects plus CTE. With a social worker per grade we will have ample resources to meet mandated and other counseling needs. See **R07 - Specific Populations** for a complete description of the services that UACS will provide for students with disabilities.

English Language Learners: Locating in the South Bronx in a largely Hispanic community all but guarantees a high percentage of ELL students, which we welcome. This is one reason we provide two blocks of literacy to every 9th grade students to ensure foundational reading and writing skills are developed early that support achievement in every subject. We will have full-time ESL teachers to provide direct support within and outside the classroom. All staff will participate in high quality literacy and ESL professional development to enable an effective structured immersion model. And again the GOLD period provides a daily dose of tutoring to help students succeed in their courses. We will also prioritize hiring bilingual faculty and staff to foster communication with students and their families, and translate all key documents into home languages so families can be active participants in their child's education. See **R07 - Specific Populations** for a complete description of the services UACS will provide for English language learners.

Admissions Factors: UA schools are open to all and specifically designed for underserved and at-risk students. Given our location and target population, the UACS does not anticipate requiring any at-risk admissions factors, set-asides or preferences to

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achieve its enrollment targets. The school will give preference to students in the district of location and siblings.

(c) Evidence of Student Demand

Include evidence of student demand (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school).

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 evidence of community support also explicitly or implicitly demonstrates student demand.

See **R15c - Evidence of Demand**, which includes 120 Intent to Apply forms.

(d) Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

As described in **R03 - Proposal History**, the founders of UACS have engaged in extensive community outreach and received nothing but positive feedback and encouragement.

Political Support: We are honored to have the support of:

the New York City Department of Education,
the Bronx Borough President's Office, and
Community Board One.

Additionally, we have had fruitful discussions with and anticipate letters of support from the NYC Mayor's Office and the Superintendent of CSD 7. The proposed charter school is in alignment with the city's Computer Science for All initiative that seeks to have every public school in New York City offer computer science to all students within the next ten years. UACS also supports the city's efforts to expand CTE opportunities for high school students as well as the borough's efforts to cultivate strong educational and economic opportunity for families.

Urban Assembly Support: UACS is proposed in partnership with The Urban Assembly, which has provided support in the planning and development of this application. In addition, individuals in the network of UA schools have also contributed to this effort, including the leadership of the UA Gateway School for Technology. The UACS will be included in the network of UA schools and have access to shared professional development opportunities.

Organizational Support: We have spoken to many individuals and organizations in the South Bronx and the larger community, and have received support from the following organizations, many of which have committed to helping the school once the charter is approved.

CSNYC

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Hostos Community College
East Side House Settlement
Bronx Community College
TEALS
Prosperity Network
Script Ed
Knowledge House
Code Interactive
Children’s Aid Society/South Bronx Rising Together
Per Scholas
NPower
Brilla Charter School
Charter School Growth Fund
Cornell Tech

Surveys: 592 members of the community completed a survey with both quantitative and qualitative feedback indicating support for our application. (see **R-03 – Proposal History** for survey results indicating support for the school.)

Opposition: As of the submission of this proposal, we are unaware of any formal opposition to UACS.

(e) Evidence of Community Support

Submit examples, documents, etc. that provide evidence of support.

See **R15e - Evidence of Support** for letters of support. We also anticipate letters of support from the NYC Mayor’s Office and the CSD 7 Superintendent, but they were not available at the time of submission for this proposal.

(f) Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. Please note that the inclusion of at-risk “preferences” or set-asides may make the school ineligible for federal CSP grant funding. The Institute anticipates that one additional weight in lotteries may be

Urban Assembly Charter School for Computer Science: Student Demand

permissible for CSP recipients by the time applicant schools open; therefore, such weightings can be included in the admissions policy on a contingent basis.

The UA Charter School for Computer Science will be an open enrollment school with no selective criteria for admissions. It will not discriminate based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. Any New York State student will be eligible to enroll, with preference given to students who reside in the district of location and siblings. We will enroll our first 9th grade class in 2017 and add a grade each year until the school serves grades 9-12. We will fill all empty seats in all grades throughout the school year.

We will utilize a simple application process and not request any more information than is necessary to determine enrollment eligibility and qualifications for preferences. Families will be able to submit applications by multiple means, including in-person, mail or electronically, and will be notified when their application is received.

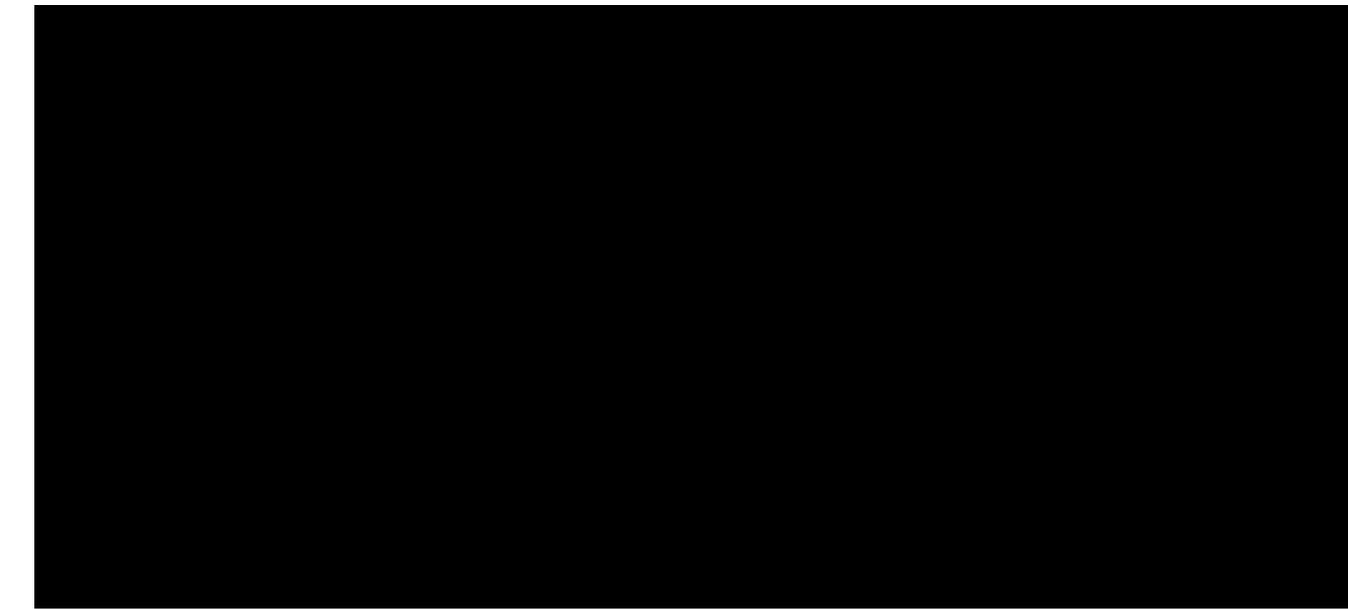
The school will set an application deadline of April 1 each year and if at that time more students have applied than for which we have seats, we will use a random lottery to select students. Residents and siblings will be selected first, followed by remaining students. Once all seats are filled, students will be placed on a waitlist in the order in which they were drawn. After the application deadline, students will be added to the waitlist in the order in which their applications are received. When seats open up in the school, students will be enrolled in order from the waitlist. See **R15f - Admissions Policy** for more information.

Intent to Apply Form Data

Adult First	Adult Last	Student First	Student Last	Grade	Address	City	State	Zip	Phone	Email	Comments
Adriene	Matthews	Devin	Matthews	7		Bronx	NY	10454			
Ana	Polanco	Carmen	Polanco	7		Bronx	NY	10460			
Andrea	Paulino	Feliandry R.		8		Bronx	NY	10459			
Arabelis	Utras	Moises	Torres	4		Bronx	NY	10456			
Arabelis	Utras	Winyoly	Torres	3		Bronx	NY	10451			
Blanca	Marin	Alexander	Zelaya	6		Bronx	NY	10451			
Blanca	Marin	Remi	Zelaya	6		Bronx	NY	10451			
Blanca	Lozano	Elvis	Lozano	7		or Bronx	NY	10455			
Carmen	Almanzar	Gilcandy Maria	Almanzar	6		Bronx	NY	10460			
Carmen	Caceres	Johanson	Caceres	9		Bronx	NY	10456			
Carmen	Vargas	Silvette	Vargas	6		Bronx	NY	10451			
Cecilia	Rodriguez	Chantal	Rodriguez	4		Bronx	NY	10452			
Clara	Marti	Angelica	Concepcion-Mart	3		Bronx	NY	10451			
Claudia	Niceforo	Ashley	Ville	2		Bronx	NY	10455			
Cristina	Emiliano	Nancy A.	Romero	7		Bronx	NY	10456			
Delby	Rodriguez	Eydan	Jimenez	7		Bronx	NY	10457			
Dilsa	Norales	Yeral	Laboriel	6		Bronx	NY	10456			
Efigenia	Cerdeño	Aly S.	Farcier	8		Bronx	NY	10472			
Efigenia	Cerdeño	Itzel M.	Farcier	8		Bronx	NY	10472			
Enriqueta	Antonio	Maria	Ventura	2		Bronx	NY	10455			
Estela	Ortega	Itzel	Hernandez	5		Bronx	NY	10455			
Estela	Ortega	Itzel	Hernandez	5		Bronx	NY	10455			
Evelin	Sirett	Reggie	DeLosSantos	7		Bronx	NY	10468			
Evelin	Sirett	Leslie	DeLosSantos	5		Bronx	NY	10468			
Evelyn	Parra	Emely	Parra	2		Bronx	NY	10451			
Fausta	Rosaño	Samantha	Jomenez	5		Bronx	NY	10467			
Faviola	Torres	Arianna	Torres	5		Bronx	NY	10456			
Glenis A.	Alcina	Melany	Salcedo	7		Bronx	NY	10457			
Grace	Icaza	Justin	Icaza	8		Bronx	NY	10454			
Jacquelin	Maldonado	Nelson	Maldonado	2		Bronx	NY	10456			
Jaqueine	Maldonado	Nelson	Maldonado	2		Bronx	NY	10456			
Johanna	Chevez	Sietske	Chevez	7		Bronx	NY	10456			
Johny	Zambrano	Johny	Zambrano	8		Bronx	NY	10455			
Jose Lozano				4		Bronx	NY	10454			
Josefina	Salazar	Daniel	Salazar	5		Bronx	NY	10455			
Joselin	Camargo	Isabella	Camargo	7		Bronx	NY	10455			
Josette	Hibbert	Nahsler	Hibbert	8		St Bronx	NY	10456			
Juana	Garcia	Jesse	Ramirez	8		Bronx	NY	10455			
Juana	Garcia	Justin	Ramirez	6		Bronx	NY	10455			
Katherine	Torres	Alex J.	Pizarro	3		Bronx	NY	10455			
Leonila	Flores	Ariana	Pedraza	5		Bronx	NY	10455			

Form Data

Lesley	Ocanpo	Deimiel	Miguel	7	Bronx	NY	10455
Lillian	Konate	Shaeela	Martinez	6	Bronx	NY	10451
Lody	Bobadilla	Stacey	Bobadilla	4	Bronx	NY	10453
Luis	Lucero	Arwyn	Lucero	2	Bronx	NY	10456
Luz M.	Plasencia	Josander	Plasencia	3	Bronx	NY	10451
Marcia	Apantes	Randis	Nuñez	5	Bronx	NY	10456
Maria	Navarro	Steven	Ramirez	7	Bronx	NY	10459
Maria	Romero	Nataly B.	Pereyra	5	Bronx	NY	10474
Maria	Olmeda	Kayla	Olineida	7	Bronx	NY	10455
Maria	Herrera	Alexandra	Herrera	6	Bronx	NY	10456
Maria	Altawada				Bronx	NY	10455
Maria	Arroyo	Mariana	Arroyo	3	Bronx	NY	10456
Maria	Olmeda	Kayla	Ilmeda	7	Bronx	NY	10456
Maria De Los Amari	Luis	Luis	Sanchez	5	Bronx	NY	10455
Maribel	Lopez	Kenny A.	Gutierrez	7	Bronx	NY	10455
Maribel	Lopez	Jerry E.	Gutierrez	8	Bronx	NY	10455
Maribel	Lopez	Heidy	Gutierrez	7	Bronx	NY	10455
Marina	Paulino	Erubel	Paulino	7	Bronx	NY	10452
Marisol	Peña	Jennifer	Muñiz	8	Bronx	NY	10458
Marla	Cruz	Angel	Alcantara	3	Bronx	NY	10456
Marla	Cruz	Angel	Alcantara	3	Bronx	NY	10455
Marta	Marin	Randy	Marin	7	Bronx	NY	10451
Martha	Campos	Liset	Soriano	7	Bronx	NY	10467
Mary	Pena	Michael	Washington	4	Bronx	NY	10454
Mary	Peña	Luis	Peña	8	Bronx	NY	10459
Micaela	Guzman	Melany	Salgado	5	Bronx	NY	10456
Michelly	Batista	Alejandro	Baez	5	Bronx	NY	10456
Miguel Angel Ortis	Melani	Melani	Ortis	5	Bronx	NY	10454
Miladys	Calderon	Adriana	Sanchez	4	Bronx	NY	10451
Milagros	Muñoz	Julio	Perez	6	Bronx	NY	10456
Milka	Garcia	Melissa	Vidal	7	Bronx	NY	10456
Mirian	Ruiz	Brayan	Ruiz	6	Bronx	NY	10473
Monica	Cabrera	Wilkanya	Gonzalez	6	Bronx	NY	10453
Neysi	Rodriguez	Erick	Ramirez	2	Bronx	NY	10451
Nora	Chaves	Michelle	Chaves	3	Bronx	NY	10455
Norma	Vontosillo	Ariano	Palomino	4	Bronx	NY	10455
Paula	Cordero	Yareisi	Cordero	7	Bronx	NY	10451
Rafael	Abreu	Jandel	Abreu	6	Bronx	NY	10454
Ramon	Romero	Romero	Abreu	6	Bronx	NY	10456
Ramon	Santos	Jordin	Santos	8	Bronx	NY	10456
Ramona	Guerrero	Benito Fabian	Guerrero	8	Bronx	NY	10459
Reina	Allejo	Steven B.	Garcia	5	Bronx	NY	10455



Intent to Apply Form Data

Roman	DeJesus	Parvaty	DeJesus	7	DeJesus	NY	10454
Rosanna	Medrano	Angel	Melo	4	Melo	NY	10457
Rosanna	Medrano	Angel	Melo	4	Melo	NY	10457
Rosanna	Jimenez	Stacy	Avila	7	Avila	NY	10456
Rosibel	Jovel	Roselin	Vasquez	8	Vasquez	NY	10451
Ruberca	Peguero	Robert	Peguero	8	Peguero	NY	10454
Sagrario	Polanco	Rafael	Ramirez	7	Ramirez	NY	10456
Sagrario	Polanco	Rafael	Ramirez	7	Ramirez	NY	10456
Salvador	Astudillo	Alexandra	Astudillo	7	Astudillo	NY	10454
Salvador	Sanchez	Daniel	David	5	David	NY	10454
Soraya A.	Medina					NY	10451
Susana	Vasquez	Jeffrey	Muños	3	Muños	NY	10455
Teresa R	Gutierrez	Sebastian	Rodriguez	3	Rodriguez	NY	10455
Veronica	Bravo	Edward	Pelaez	6	Pelaez	NY	10452
Victor	Pacheco	Iker F.	Pacheco	7	Pacheco	NY	10454
Vilam	Sirett	Alisha	Sano	7	Sano	NY	10454
Yahaira	Bobadilla	Dayelin	Rosario	5	Rosario	NY	10453
Yaqueline	Cervantes	Tony	Olaya	4	Olaya	NY	10455
Yngrid	Ferreira de Al	Aylin Lucia	Almonte	7	Almonte	NY	10456
Yordania	Paulino	Jordan	Paulino	4	Paulino	NY	10455
Yudelca	Ventura	Christopher	Taveras	3	Taveras	NY	10455
Yudelia	Ventura	Manuel	Taveras	7	Taveras	NY	10455
CheeChee	Bourne	Keilah	Liverpool	3	Liverpool	NY	10454
LaTanya	Hinten	Christopher	Jones	4	Jones	NY	10454
LaTanya	Hinten	Charisma	Jones	5	Jones	NY	10454
Jackeline	Ruiz	Anna-Lucia	Echevarria	4	Echevarria	NY	10454
Lucia	Avila	Matthew	Avila	5	Avila	NY	10454
Jackwone	Sheridan	Jackwone	Sheridan	8	Sheridan	NY	10454
Jacqueline	Galan	Gabriel	Galan	6	Galan	NY	10454
Rosa	Estevez	Abraham		9		NY	10454
Natividad	Gutierrez	Aida M	Cano	5	Cano	NY	10454
Bridgette	Evans	Greenlee	Malcolm		Malcolm	NY	10451
Rosmery Pab	Higinio	Jashua	Rivera	K	Rivera	NY	10451
Narelyn	Oliveras	Chris	Vasquez	3	Vasquez	NY	10451
Iris	Taveras	Kassidy	Morales	4	Morales	NY	10451
Nelly	Marte	Keilanie	Lopez	5	Lopez	NY	10454
Karina	Avila					NY	10454

adults too

cell

Response 15e – Evidence of Support

Contents

- New York City Department of Education
- Bronx Borough President
- Community Board 1
- Hostos Community College
- Script Ed
- Pathways to Prosperity Network
- Knowledge House
- East Side House Settlement
- TEALS
- Per Scholas
- NPower
- Code Interactive
- Children’s Aid Society/South Bronx Rising Together
- Charter School Growth Fund
- Brilla Charter School
- Bronx Community College



Susan Miller Barker
Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

January 21, 2016

Re: Letter of support for the proposed Urban Assembly Charter School for Computer Science

Dear Ms. Barker,

I am writing to provide our support of the proposed Urban Assembly (UA) Charter School for Computer Science whose Letter of Intent to Apply was approved by the Charter Schools Institute on behalf of the State University of New York (SUNY) Board of Trustees in response to the December Cycle of the 2015 SUNY Request. The New York City Department of Education (DOE) genuinely commends the passion and commitment of this founding group to want to serve New York City's school children and provide more high quality options.

Attached is our guiding framework that outlines the core principles that we share with all proposed charter school applicants who reach out to the DOE to request letters of support. Among these guiding principles, which we feel this applicant team embodies, we especially highlight a commitment to equity and access for all students as demonstrated by a commitment to:

- Serve all students, including English Language Learners and Students with Disabilities, as demonstrated by an applicant's commitment to meet or exceed the Enrollment and Retention Targets as set forth by the New York Charter Schools Act.
- Enrollment policies that backfill students at all grade levels served.

For nearly twenty years, The UA has proven to be a reliable partner to the DOE through the high quality of their support for school leaders and schools and their relentless commitment to high expectations for all UA students. We welcome the opportunity to deepen and expand the collaboration between the DOE and the proposed UA Charter School for Computer Science.

We plan to invite all of the recommended applicants who get approved by the SUNY Board of Trustees into our offices this summer to discuss ways in which the DOE can help support academic and operational excellence.

Sincerely,

A handwritten signature in black ink that reads 'Carmen Fariña'.

Carmen Fariña
Chancellor, the New York City Department of Education

New York City Department of Education
Framework of Core Principles for Proposed Charter School Applicants in New York City

Criteria	Evidence
A commitment to collaboration	The proposed school has a commitment to sharing best-practices among all public schools, district and charter.
District Need	There is a demonstrated need for either quality seats and/or the district has excess capacity.
Equity and Access	The proposed school has a commitment to backfilling students at all grade levels served and after October 1 of each academic year as well as meeting or exceeding applicable Enrollment and Retention Targets for English language learners, students with disabilities, and students eligible for free and reduced price lunch, at the end of their initial charter term.
Founding Group and Board Representation	Every member of the founding group has been identified. Members of founding group includes community representation and has the robust and diverse skill set to govern effectively as the local education authority.
Innovative Design	The proposed school design implements programs/interventions that are new to New York City while having a research based track-record of closing the achievement gap for all students.
Strong Family – Community Ties	There is a clear understanding of the needs of the district, community, and proposed families that the school intends to serve through community partnerships, extensive engagement and representation on the proposed school’s board of trustees. The governance plan includes opportunities for family and student voice.



Bronx Borough President Ruben Diaz Jr.

December 10, 2015

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker:

I am pleased to provide this letter of support for the Urban Assembly Charter School for Computer Science (CS²). Through discussions with the UA, whose record of accomplishment gives me confidence in the future success of this school, I have come to see the mission as exciting, important, and closely aligned with the work that we are doing in The Bronx.

The Urban Assembly is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for college and career success.

They have a long history of creating and supporting small public schools that are open to all students, and have coordinated with hundreds of partner organizations in the private, public, non-profit and higher education sectors.

CTE schools prepare students both for college and for rewarding 21st Century careers. I strongly believe that the greatest career opportunities in the coming decades will be in technology-centered careers, especially computer science, and we want to prepare our students to be competitive candidates for growth in well-paying computer science and software engineering careers.

I believe the Urban Assembly Charter School for Computer Science (CS²) will greatly benefit the Bronx school community and I am writing to express my full support.

Sincerely


Ruben Diaz Jr.



BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE

BRONX, NEW YORK 10455

(718) 585-7117 • Fax (718) 292-0558 • E-mail: brxcb1@optonline.net

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RUBEN DIAZ, JR.
BOROUGH PRESIDENT

GEORGE L. RODRIQUEZ
CHAIRPERSON

CEDRIC L. LOFTIN
DISTRICT MANAGER

January 20, 2016

Ms. Susan Miller Barker
Executive Director
SUNY Charter School Institute
41 State Street – Suite 700
Albany, NY 12207

Dear Ms. Barker:

Bronx Community Board One is pleased to support the Urban Assembly Charter School for Computer Science's application for authorization to open New York City's first CTE Charter High School in our district. We believe the school will increase the number of quality high school options for our residents and will provide our youth with needed college and career preparation, including industry and career connections leading to gainful, career-track employment in the technology sector.

Representatives from the school attended both our Committee and Board meetings their presentations have been thorough and they've responded to our questions, concerns and recommendations. In addition, we know they have met with our Borough President and Community Education Council 7. We have been impressed with their engagement with our community.

We support this proposed school because we believe it will prepare our young people to be competitive candidates for growth in well-paying computer science and software engineering careers. In addition the school will contribute to and prepare students to participate in the emerging technology sector in the South Bronx. Finally we trust that the school will meet the needs of our families by prioritizing Community School District 7 students for enrollment and providing targeted services to meet the needs of English Language Learners and students with Special Needs.

Bronx Community Board One has confidence in the proposed school because of its relationship with The Urban Assembly an organization that supports four schools in our borough, is committed to serving high-needs students, and consistently achieves strong results. We would welcome the addition of The Urban Assembly Charter School for Computer Science to our district and fully support the approval of their application.

Sincerely yours,


George Rodriguez
Chairman


Justino Rodriguez
Education & Youth Chairman



Cedric L. Loftin
District Manager

December 10, 2015

Mr. Richard Kahan
Founder & CEO
The Urban Assembly
90 Broad Street, Suite 2101
New York, NY 10004

Dear Mr. Kahan:

Congratulations on the success of The Urban Assembly and empowering underserved youth by providing them with the academic and life skills necessary for college and career success. At Hostos Community College, we appreciate academic institutions like The Urban Assembly who help prepare and facilitate college readiness of our incoming students. As such, it is our pleasure to provide this letter of support for the establishment of the Urban Assembly Charter School for Computer Science in the South Bronx.

The proposed model of a Career & Technical Education (CTE) high school aligns with our goal of preparing students with a competitive advantage for a rewarding career in this 21st Century workforce, including those jobs that have yet to be established by this innovative group of entrepreneurs. Lucrative career opportunities in the coming decades will be in technology-centered fields, especially computer science. Hostos is engaged with a number of community and industry partners to increase the economic mobility and educational attainment of our constituents.

We welcome the opportunity to provide guidance and input to create synergies for our institutions through the development process of a CTE charter high school in the South Bronx, which will prepare young people to be competitive candidates for growth in good -paying computer science and software engineering careers.

Since 1968, Hostos Community College has been an educational anchor in the South Bronx and we remain committed to providing access to education. In addition to offering degree programs, Hostos is determined to be a resource to the South Bronx, and other communities served by the College, by providing continuing education, cultural events, and expertise for the further development of the communities it serves.

Sincerely,



David Gómez, Ed.D.
President

January 19, 2016

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker,

I write to voice my support for the application for the Urban Assembly Charter School for Computer Science (UACS) and to signal ScriptEd's intention to collaborate with UACS on innovative programming that achieves our shared goals in technology education.

ScriptEd equips students in under-resourced schools with the fundamental coding skills and professional experiences that together create access to careers in technology. ScriptEd plays a unique role in technology education and we do our best to provide the highest quality instruction to students in under-served high schools.

Those proposing UACS have discussed with us the central ideas and methodologies behind the school's intended design, and we're excited by their potential to build competency in computer science - and provide a sound overall education - for students in the South Bronx who currently have no such opportunities.

We currently work in Urban Assembly schools and we believe in the organization's expertise and capacity. We look forward to working with UACS in myriad ways and lending our experience to the implementation of high-quality programs.

Sincerely,



Maurya Couvares
Co-Founder and Executive Director
ScriptEd

Robert Schwartz

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker:

I am writing to express my support for the Urban Assembly Charter School for Computer Science. I've recently had an opportunity to visit two of the existing Urban Assembly (UA) CTE Schools, Maker Academy and School for Emergency Management, and came away very impressed with the quality of the faculty and curriculum and the energy and commitment of the students. I had heard about the Urban Assembly schools for years from my teaching fellow at the Harvard Graduate School of Education (HGSE), who had taught at one of the early UA schools for several years before joining our Doctoral program, but this was my first opportunity to see their schools in action. My observation of these two schools, my subsequent conversations with the UA leadership, and my review of the performance data of the UA schools overall, gives me confidence that the proposed charter school will be of high quality.

My interest in the proposed UA Charter School for Computer Science stems from a broader interest in providing more access for inner-city youth to high-quality CTE programs, and my belief that because of their flexibility, charters are especially well-positioned to provide quality CTE options for students. In 2011 with two colleagues at Harvard I published a report, *Pathways to Prosperity*, arguing for more attention to CTE as a strategy for increasing not only the high school completion rate but the postsecondary attainment rate as well. I currently co-lead the Pathways to Prosperity Network, a collaboration between HGSE, Jobs for the Future, and 12 states, in which the focus is on helping states build career pathways in high-growth, high-demand fields that span grades 9-14 and are designed to equip young people with skills and credentials to get started in the labor market without foreclosing opportunities to continue on to a four-year degree.

My colleagues and I are currently engaged in conversation with leaders in New York about bringing the City into our Pathways Network, and our conversation to date has focused primarily on getting started in the South Bronx, the locus of the proposed UA charter. Because of a recent grant from a New York family foundation with a strong interest in the South Bronx, I expect to have a continuing relationship with an emerging consortium of high schools, community colleges, community-based organizations, and employers in the South Bronx working on a multiple pathways strategy. The proposed UA charter would be part of this broader community-wide effort to create expanded educational and economic opportunity to the young people in one of the highest poverty regions in the country.



HARVARD
GRADUATE SCHOOL OF EDUCATION

Robert Schwartz

In summary, I believe this school has the potential not only to be a national exemplar of the role that charter schools can play in providing high-quality CTE programs, but also to be an integral player in a promising community-wide effort to bring greater educational opportunity to the young people in one of the most impoverished regions in our country.

Sincerely,

Robert Schwartz
Senior Research Fellow
Harvard Graduate School of Education

The Knowledge House
% BXL Bronx Business Incubator

Bronx, NY 10474
TheKnowledgeHouse.org



January 20, 2016

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern,

On behalf of The Knowledge House, I am pleased to express my support for the Urban Assembly Charter School for Computer Science in the South Bronx that will prepare students for further education and careers in Computer Science. The new school will expand the available options for Bronx youth to learn technology skills and will bring more CTE opportunities to the Bronx as an additional pathway into college and tech careers.

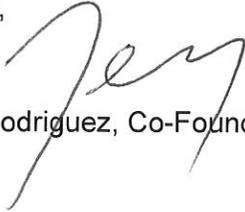
The proposed UA CTE school is very aligned with The Knowledge House's mission to build a pipeline of young technologists and entrepreneurs from low income communities starting in the Bronx. In just 5 years there will be at least 1.4 million tech jobs available in the USA and the fact that half of these don't require a college degree means that they are attainable for Bronx youth. The UA CTE school will serve as a resource to prevent youth disconnection in the Bronx.

TKH is committed to collaborating with UA on bringing high quality technology education, career readiness services, and internship matching for their high school students. Since 2014, we've served up to 350 youth, including unemployed young adults, foster youth aging out of the system, and rising seniors at CTE high schools. Over 75% of our program participants become proficient in the new tech skills they gain and after our program our students move on to complete internships at local tech companies, compete in hackathons and launch their own products and startups.

TKH looks forward to partnering with UA to launch a program site at the CTE school where students will be introduced to tech-entrepreneurship skills like code, 3D modeling, and business pitching. In the long term, we hope that UA Bronx students will pipeline into TKH's career programs that help young people secure tech jobs and develop them as local leaders to sustain a Bronx tech movement.

I appreciate your consideration of the UA CTE charter proposal, as we are eager to have UA as a partner in the Bronx. We think the network's expertise, resources, and commitment to serving all students will contribute to developing tomorrow's talent. I view the school and its leadership as a future asset to our community, and more importantly, a necessary option for families who currently face limited choices. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jerelyn', written in a cursive style.

Jerelyn Rodriguez, Co-Founder and CEO



East Side House
SETTLEMENT

Bronx, New York 10454

www.eastsidehouse.org

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Ms. Christine Janis

Executive Director
John A. Sanchez

Associate Executive Director
Daniel Diaz

*Past President

December 8, 2015

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker,

I am writing to express our support for **the Urban Assembly Charter School for Computer Science (CS²)**. Through discussions with the applicant, whose record of accomplishment gives me confidence in the future success of this school, I've come to see the mission as exciting, important, and closely aligned with the work of our organization.

I have worked in close collaboration and partnership with Urban Assembly to implement two (2) middle school after school programs. These programs provide 180 students with high quality academic and enrichment activities, many of which focus on STEM and Literacy learning.

I believe that the proposed Urban Assembly Charter School for Computer Science (CS²) will be an asset in the South Bronx, a community whose students lag behind in almost every major academic area, including math and science. This school will offer the opportunity for students to gain valuable sector-based skills that are essential in securing fruitful employment in the 21st century.

Urban Assembly and East Side House share in our drive to provide quality educational opportunities for low income youth that lead to postsecondary and life success. Urban Assembly and East Side House are exploring opportunities to partner on the current endeavor to ensure South Bronx students and their families receive the services they need to lead more fulfilling lives.

We are pleased to offer our support our Urban Assembly's application. Please do not hesitate to reach out to me at [REDACTED] should you need any additional information.

Sincerely,

John A. Sanchez,
Executive Director



January 18th, 2016

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker,

TEALS (Technology Education and Literacy in Schools) is a Microsoft YouthSpark program that helps high schools build sustainable computer science programs by pairing trained computer science professionals – from across the tech industry – with classroom teachers to team-teach computer science in high schools throughout the US. TEALS volunteers and partner teachers create a ripple effect, impacting the students they teach, and the many students who will study CS in the future.

TEALS believes all high school students should have access to study computer science. Today, according to a recent study by Google and Gallup, fewer than 25% of high schools offer even a single computer science course. Software engineers are currently in high demand across many industries. But beyond the economic opportunity, computer science provides an exciting, engaging and relevant way to build critical thinking, problem solving, and collaboration skills. People who can program a computer are better suited to understand our increasingly software-driven world.

We have spoken at length with the team proposing the Urban Assembly Charter School for Computer Science (UACS) and we believe they share our philosophy of spreading computer science education and ensuring every child is more than just computer literate to live and compete in a 21st century world. Their goals for a new school align with our aims not just to equip students for the careers of tomorrow, but to build a stronger citizenry.

For these reasons we are excited to support their application and we look forward to the prospect of working with them as a program partner and an ally in advancing our mutual values.

Sincerely,

A handwritten signature in black ink that reads "Nathaniel Granor".

Nathaniel Granor
Lead Regional Manager, TEALS





January 20, 2016

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker,

The team proposing the Urban Assembly Charter School for Computer Science (UACS) can count on Per Scholas' full support to achieve its aim of preparing young people for computer science careers and for rich, rewarding lives.

Per Scholas was founded more than 20 years ago to break the cycle of poverty by providing technology access and education in underserved communities. We accomplish this mission today by training over 600 New Yorkers a year in skills that employers demand now, by placing our graduates in good paying jobs, and by continuing to work with all students for at least 2 years to ensure they have access to additional education, job advancements, financial counseling and career coaching to excel in their careers.

We are passionate about the need for the IT sector to build and hire from local talent pipelines, and we are pushing our partners to also look at the diversity of their workforce to ensure that it reflects our great city. 90% of our students are people of color, 35% are women; and 40% are disconnected young adults. We work with several high schools in the Bronx to ensure that graduating students understand their post secondary education and employment options, and that vocational programs like ours, paired with meaningful and affordable higher education is a strong and credible option for students. It is this shared vision that makes us so excited for the UACS.

While the nature of our collaboration with UACS, if it is approved, will be determined during the school's design year, we see a great deal of alignment and immense potential to serve each other's missions. We're eager to play a role in design and in discussions that generate approaches to instruction that create opportunity, close the skills divide, and achieve diversity. And we're eager to help UACS meet its students' needs.

Sincerely,

Angie Kamath, Executive Director, Social Ventures
Per Scholas

e: akamath@perscholas.org

• Bronx, NY 10454
perscholas.org

January 21, 2016

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Barker,

We are excited about the application under review for the Urban Assembly Charter School for Computer Science (UACS). We have worked with Urban Assembly students and graduates and we admire and respect the organization for its deep and multifaceted approach to closing the achievement gap by richly supporting students, families, teachers, staff, principals, and partners.

NPower mobilizes the tech community and provides individuals, nonprofits and schools opportunities to build tech skills and achieve their potential. We pursue this mission through two signature programs, one of which - The Community Corps - will be most relevant to UACS.

The Community Corps is a skills-based volunteering program engaging technology professionals with high impact schools, innovative nonprofits, and our own custom opportunities. Our tech volunteers work hand-in-hand with schools and nonprofits across North America to help them use technology more effectively and inspire the next generation of science, technology, engineering and math (STEM) professionals. Our services are available via our online platform and free to individuals, nonprofits and schools.

We have met with the UACS proposal team and we intend to partner with the school, if approved, on initiatives that move our respective missions forward. We already partner with UA Gateway School for Technology and believe that we can establish the same high quality relationship.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Ellen Sullivan", with a long horizontal line extending to the right.

Mary Ellen Sullivan, Director, The Community Corps
NPower



DIVERSITY IN TECH
www.weare.ci

INFO@WEARE.CI

BRONX, NY 10468

January 11, 2016

Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Reference: Letter of support for Urban Assembly Charter School for Computer Science

As the executive director of Code/Interactive, I am pleased to write this letter of support for the Urban Assembly Charter School for Computer Science. My organization is dedicated to teaching underserved students skills in computing, leadership, and product design that they can take with them to college and into the workplace; we currently are both headquartered and operate largely within the Bronx and share a common interest in ensuring that the students of the South Bronx have access to an incredible education, especially in computer science.

To share some additional insight about the work of Code/Interactive, we currently have partnerships with 20 New York City public schools, which include charter schools. Some examples of these high schools include Bronx Academy of Software Engineering, Bronx Engineering and Technology Academy, Democracy Prep Charter High School, Democracy Prep Harlem High School, and Urban Assembly School for Global Commerce. In the 2015-2016 school year, partner schools have a total enrollment of 8000 students in grades 9-12 that is comprised of 45% females, 55% males, 58% Hispanic, 35% African American, and 7% Asian students. Some of examples of the tech companies with whom we are affiliated are Google, Microsoft, BuzzFeed, Blackrock, and Twitter.

Having worked closely with other Urban Assembly schools with both our in- and after-school programming, I can attest to both the deep need for further computer science programs and the impact that a technology-focused curriculum can have on a school's culture and student success. I believe that opening a school that has a strong focus on computer science is the right decision for the Bronx and its students. I believe in the ability of the Urban Assembly, as lead partner, to support the success of the school, and I look forward to helping open and operate a Code/Interactive site on campus. We have launched programs in multiple schools in the Urban Assembly network and our programs at these sites continue to meet and exceed all expectations for both students and their teachers.

We are very pleased to provide our unwavering support to the application team and are confident in their ability to design and launch a high-performing charter high school for computer science. We look forward to our continued work with the Urban Assembly consortium on this and other endeavors. Should there be the need for any additional information regarding this letter of my commitment to this project, please contact me at mike@weare.ci.

Sincerely,

Michael Denton
Executive Director, Code/Interactive <http://www.weare.ci/>

Officers
Chairs Emeriti
Mark M. Edmiston
Edgar R. Koerner
Edward M. Lamont
Charlton Y. Phelps



The Children's Aid Society
www.childrensaidsociety.org

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Mrs. Milton Stern

The Children's Aid Society
is a founding member of
Boys & Girls Clubs of America.



January 19, 2016

Phoebe C. Boyer
President and Chief Executive Officer

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207
Re: Urban Assembly Charter School for Computer Science (CS²)

Dear Ms. Barker:

I am writing to express my support for the Urban Assembly Charter School for Computer Science (CS²). Through discussions with the applicant, whose record of accomplishment gives me confidence in the future success of this school, I have come to see the mission as exciting, important, and closely aligned with the work that Children's Aid is doing. If approved, this school would allow for more opportunities, better access, and greater choices for children and families in the South Bronx, a community we have been working in and with for nearly twenty years.

The Children's Aid Society, since 1853, has been committed to helping children in poverty succeed and thrive. We do this by providing a range of comprehensive supports in targeted, high-needs New York City neighborhoods. Our caring begins before birth, through prenatal counseling and assistance, and continues through the high school years with college and job preparatory training programs. All aspects of a child's development are addressed as he or she grows, from health care to academics to sports and the arts.

In 2014, we launched – with Phipps Neighborhoods and the JPMorgan Chase Foundation – South Bronx Rising Together, a collective impact initiative to ensure all young people in the South Bronx are successful from birth through adulthood. We recognize that the seemingly intractable challenges our children and families face will require many partners to work together to craft solutions and provide opportunities. This is why we are excited by the prospect of a Career & Technical Education (CTE) high school coming to the region.

The Urban Assembly has created and supported small public schools that are open to all students and coordinated with many partner organizations in the private, public, non-profit and higher education sectors. They have developed seven CTE high schools in other parts of the city that have shown to prepare students both for college and for rewarding 21st Century careers. The Bronx would benefit greatly from a CTE school focused on technology-centered careers, especially given the growing opportunities in the technology sector and significant interest in the community.

Executive Offices: [REDACTED] New York, NY 10017 [REDACTED] www.childrensaidsociety.org

A copy of The Children's Aid Society's latest annual report may be obtained upon request from The Children's Aid Society or from The New York State Attorney General, Charities Bureau, 120 Broadway, 3rd Floor, New York, NY 10271. Residents of FL, MD, MI, MS, NC, NJ, PA, VA, WA, or WV will find the directions to obtain the information directly from their state at www.childrensaidsociety.org/about/legal_disclosure.

Ms. Susan Miller Barker
Page 2

Given The Urban Assembly's track record of success and their commitment to serving the community, I fully support their proposed charter application and see it as a tremendous benefit to the children and families of the South Bronx.

Sincerely,

A handwritten signature in black ink, appearing to read 'Phoebe C. Boyer', with a long horizontal flourish extending to the right.

Phoebe C. Boyer
President & CEO



January 22, 2016

Charter School Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Miller Barker,

I am writing in support of The Urban Assembly's application for a charter authorized by the State University of New York. As a Partner at the Charter School Growth Fund who leads investments in the highest-performing charter school networks across the nation, I fully support The Urban Assembly's proposed expansion, which I believe will improve educational opportunities and options for children in New York City.

We have spent time in The Urban Assembly's CTE schools and have been impressed by their dual focus on both academic rigor and career readiness. We are very excited by what their robust CTE-focused model could add to the charter landscape in New York City.

The Charter School Growth Fund ("CSGF") is a non-profit venture philanthropy fund that invests philanthropic funds in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. Approximately 95% of CSGF's portfolio members are enabling students to outperform comparable district schools in both math and reading; many portfolio members are also outperforming state averages in both math and reading.

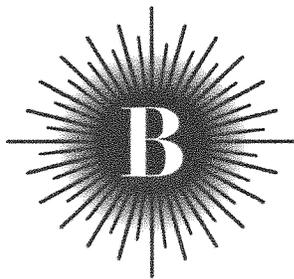
Before making any investment, CSGF undertakes a rigorous due diligence process that considers all factors that may affect a charter organization's success. While we have not yet invested in The Urban Assembly, our evaluation for funding would commence should SUNY approve their proposed charter.

We strongly support The Urban Assembly's efforts to prepare underserved New York City children and their families for success in both college *and* career. We respectfully ask that SUNY give strong consideration to their application so that The Urban Assembly may have the opportunity to serve more students across New York City.

Sincerely,

A handwritten signature in blue ink that reads "Kathy Hamel".

Kathy Hamel
Partner
Charter School Growth Fund



BRILLA COLLEGE PREP
Public Charter School

January 19, 2016

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom it May Concern:

On behalf of Brilla College Prep, I am writing to express my support for the replication of the Urban Assembly Gateway School for Technology in the South Bronx.

Brilla College Prep is authorized as a K-8 charter school and is located in the Mott Haven section of the South Bronx. Though we only currently serve grades K-3, we are keenly interested in the availability of strong options that will be available to our students when they graduate from our school. We would be delighted to have Urban Assembly Gateway School for Technology in our neighborhood and would encourage our families to take advantage of the opportunity for their children to attend such an institution.

Urban Assembly's approach in giving students work-based learning experience is invaluable not just for the technical skills they learn on-the-ground, but for the exposure to the soft skills that are so necessary success in their future workplace. These experiences, coupled with UA's Career and Technical Education curriculum uniquely prepares students for success in both college and their career. Children in the South Bronx have far too few high quality education opportunities that prepare them with the skills necessary for 21st century careers. By expanding UA's work with the proposed campus would allow more children to have such a foundation. This could be transformative, not just for the individual child, but for the broader community.

In closing, I am pleased to support the expansion of the good work of Urban Assembly and am hopeful to welcome them to the community.

Sincerely,



Sheila Mulcahy
Executive Director



Bronx Community College
of The City University of New York
2155 University Avenue
Bronx, New York 10453

January 15, 2015

Ms. Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700

Dear Ms. Miller Barker:

On behalf of Bronx Community College (BCC) of the City University of New York (CUNY), I am pleased to provide this letter in support of the Urban Assembly Charter School for Computer Science, a Career and Technical Education (CTE) charter school to be located in the South Bronx.

The Urban Assembly (UA) is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for college and career success. Since 1997, the UA has created and supported small public schools that are open to all students and scaled up promising programs. In recent years, the UA has developed seven highly regarded CTE high schools across New York City, but the proposed Urban Assembly Charter School for Computer Science will be their first in the Bronx, serving to decrease the digital divide that continues to hinder the borough and its youth.

The UA's CTE schools prepare students both for college and for rewarding 21st Century careers. Great career opportunities in the coming decades will be in technology-centered fields, especially computer science. BCC is engaged in the same areas and is available to provide guidance and input to create a CTE charter high school in the South Bronx that will prepare young people to be competitive candidates for well-paying computer science and software engineering careers – and to develop their entrepreneurship skills to build businesses that stay in the Bronx and develop some of New York City's most impoverished communities.

On behalf of BCC, I look forward to having the opportunity to collaborate closely with UA on the development and implementation of their proposed Urban Assembly Charter School for Computer Science.

Sincerely,

A handwritten signature in blue ink, appearing to read "Eddy Bayardelle".

Eddy Bayardelle, PhD
Vice President for Strategic Initiatives

Response 15f – Admissions Policy

(f) Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. Please note that the inclusion of at-risk “preferences” or set-asides may make the school ineligible for federal CSP grant funding. The Institute anticipates that one additional weight in lotteries may be permissible for CSP recipients by the time applicant schools open; therefore, such weightings can be included in the admissions policy on a contingent basis.

Eligibility: The Urban Assembly Charter School for Computer Science (UACS) is a non-selective, tuition-free public school. Any child who is a resident of New York State and is qualified under New York State law for admission to a public school is qualified for admission. UACS is a high school serving grades 9 through 12 and enrolls only students eligible for enrollment in those grades. UACS does not discriminate against or limit the admission of any student based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. UACS will not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant either to receive or submit an application for admission to the school. The school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990; and Section 2854(2) of the New York Education Law, which governs admissions to charter schools.

For admission to UACS during the school’s initial year, a student must be entering 9th grade in August 2017. Approximately 105 students will be accepted for that school year. Every year thereafter, the school will add a grade level until we reach grades 9-12 in 2020 and admissions each year will be only for the grades offered by the school in the coming year.

Recruitment: UACS is a Career and Technical Education (CTE) school with a focus on Computer Science. It is designed to graduate students with both a high school diploma and industry-recognized certification in computer science. The school emphasizes post-secondary planning for higher education, career entry or additional technical training. Student recruitment efforts will include marketing materials and applications disseminated throughout the city with an emphasis on Community School District (CSD) Seven and translated into at least Spanish, attendance at high school fairs and community events, outreach to middle school counselors, and informational sessions. Recruitment activities and materials will clearly communicate that UACS welcomes students with disabilities and English language learners, and seek to encourage female students to consider the benefits of a CTE computer science program. UACS will work

Urban Assembly Charter School for Computer Science: Admissions Policy

closely with partner organizations, including The Urban Assembly and East Side House Settlement, to inform families about the UACS option.

Admissions: In its admission policies and procedures, UACS will not engage in any of the following:

- (1) Requiring parents to attend meetings or information workshops as a condition of enrollment;
- (2) Having an unduly narrow enrollment period;
- (3) Giving preference to interested or talented in computer science, or;
- (4) Requiring admissions tests, interviews or essays.

Applications: Applications for admissions will be made available at informational presentations, on our website, and by mail at the request of a student or family. UACS will use the uniform application form created by the State Department of Education and it will be available in English, Spanish and any other language requested by parents. Applications can be mailed, emailed, or hand delivered by April 1st. Applications submitted by mail must be postmarked no later than April 1st. If the number of timely submitted applications of eligible students for admissions exceeds the capacity of the grade level, students will be accepted for admissions from among the applicants by a random selection process (lottery). Enrollment preferences will be provided to:

- (1) Returning students
- (2) Siblings of students currently enrolled at UACS
- (3) Students who reside in CSD 7
- (4) Students who reside outside of CSD 7

Admissions Lottery: If the number of applications received exceeds the number of slots available, UACS will conduct a lottery. The lottery will be independently observed by a disinterested party (8 NYCRR 119.5), a person who is not a board member or an employee of the school and who is not the parent, person in parental relationship, sibling, aunt, uncle or first cousin of any applicant to the school or of any student enrolled in the school. The lottery will be conducted in a transparent, equitable and random manner.

The lottery will be held in a space that is open and accessible to the public as required by NYS Education Law 2854 (2)(b) and capable of accommodating the anticipated number of attendees. If it is anticipated that attendance will exceed capacity, separated grade level lotteries will be held in separate locations and each lottery will be publicized in a manner consistent with Public Officers Law Section 104(1). At least one week prior to each lottery a public notice will publicize the lottery and the number of spaces available each year by grade level. Parents, guardians, persons in parental relationships and/or students will not be excluded from or required to participate in the lottery process.

The random process used in the lottery may be generated by a traditional ball system, technology-based software, paper ticket process or other methodology that generates random

results. After enough students have been selected via lottery to fill all available spaces, a waitlist for each grade level will be formed from the remaining names. This waitlist will be based upon the random selection from the lottery and will be the only official, legal document identifying the names, home addresses, telephone numbers and grade levels of grade-eligible students with applications to the school pending acceptance. When vacancies arise, based upon the order of random selection from the lottery, families on the waitlist will be contacted by phone, mail, or email. The waiting list will expire annually at the lottery drawing for the next school year. Students applying for admission after the lottery is conducted will be admitted throughout the year on a space-available basis or placed on the waiting list in the order in which they submit their application.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, UACS will contact the parent of the student next on the appropriate waiting list. Reasonable and multiple attempts (at least 3) will be made to contact the family of the student on the top of the waiting list and to obtain confirmation that the student is still interested in enrolling at UACS before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then UACS may remove the student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Student Registration and Enrollment: Once the lottery has been conducted, UACS will, within two weeks of the lottery, notify parents and guardians of applicants by mail whether their child has been granted a seat at the school or if they are on the waiting list. The school will require each parent of a child who has been selected for admission to confirm within two weeks of this notification his or her intent to enroll or not to enroll the child in UACS by signing and returning a letter of acceptance. If the parent does not confirm within two weeks notification, the child's name will be removed from the enrollment list. The notification letter will notify families of this policy. The school will require currently enrolled students to confirm in writing their intent for the student to remain in the school the next year.

Prior to the commencement of each academic year, families of children who enroll at the school must complete the enrollment process. As part of this process, parents must provide verification of residency. Proof of residency must be established by presenting at least two of the following documents:

A residential utility bill (gas or electric) in the resident's name issued by National Grid, Con Edison, the Long Island Power Authority, or other utility service dated within the last 60 days;

An original lease agreement, deed or mortgage statement for the residence;

A current property tax bill for the residence;

A water bill for the residence dated within the past 60 days;

Urban Assembly Charter School for Computer Science: Admissions Policy

Official payroll documentation from an employer such as a form submitted for tax withholding purposes or payroll receipt; a letter on the employer's letterhead will not be accepted; must be dated within the past 60 days; and/or

Documentation or letter on letterhead from a federal, state or local government agency, including the Internal Revenue Service (IRS), City Housing Authority, Human Resources Administration (HRA), the Administration for Children Services (ACS), or an ACS subcontractor indicating the resident's name and address; all must be dated within the past 60 days.

In addition to proof of residency families must provide a copy of the student's prior year academic record, birth certificate and immunization record. UACS staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms.

In compliance with the McKinney-Vento Act, UACS will immediately enroll students experiencing homelessness, even if the student is unable to provide documents typically required for enrollment (M-V Section 722(g)(3)(c)(i)). Students will have the right to attend classes while UACS requests and awaits student records from the former school (M-V Section 722(g)(3)(C); N.Y. Educ. Law § 3209(2)(e); 8 N.Y.C.R.R. § 100.2(x)(4)(ii)).

Voluntary Withdrawal: UACS is a public school of choice, both for application and withdrawal. A parent may transfer their child to a different school at any time. A parent wishing to withdraw their child from the school will be asked to complete a request for student withdrawal form. UACS personnel will offer to meet with the family and discuss their reasons for withdrawing from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, UACS will ensure timely transfer of any necessary school records to the student's new school.

Response 16 – Facilities

(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;

Space requirements for administrative functions, food services and physical education; and,

If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, 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.

Desired Location: UACS seeks a school facility location in Community School District (CSD) 7 in the South Bronx.

Space Requirements: We intend to open with a 9th grade with four classes totaling approximately 105 students. UACS will offer four core subjects to each grade: Math, Social Studies, Science, and a double period of ELA in 9th grade. Therefore, we will need five general education classrooms in the first year and an additional four classrooms for years two, three and four. Additional classroom space will be required for Special Education, ELL and CTE classes. Most special education services will be delivered through ICT, but we will need a Resource Room for pull-out services. ELL classrooms will not need to be full-sized. For the CTE program we will need a computer lab as well as classrooms that can accommodate specific technology needs, such as 3D printers, as well as flexibility in set-up.

Additional space requirements will include administrative offices, offices for the nurse and counseling staff, a cafeteria and a gym space. For the first two years, we will need one large administrative office for the instructional and operational leaders in addition to reception and a private office for feedback conferences. In year 3, with a growing operations staff, an additional office will be needed to house the operations administrators. Private/confidential office space will be needed for the nurse in addition to a Career and College Counseling Center which, at capacity, will need to house three private spaces to house the social work/guidance staff members. Lastly, discrete spaces will be necessary for both the cafeteria and the gym.

UACS does not intend to offer a residence program for students.

Enrollment

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades	9	9-10	9-11	9-12	9-12
Enrollment	105	210	315	420	420
Classes Per Grade	4	4	4	4	4

Space Requirements

Type of Space	2017-18	2018-19	2019-20	2020-21	2021-22
General Education Classroom	5	9	13	18	18
CTE Classroom	2	3	4	5	5
Special Education Classroom (small)	1	1	2	2	2
ESL Classroom (small)	1	1	1	1	1
Reception	1	1	1	1	1
Administrative Office/Conference	3	4	5	6	6
Counseling/Guidance	1	1	2	2	2
Gymnasium	1	1	1	1	1
Cafeteria	1	1	1	1	1

(b) Facility Selection

Describe the efforts to date to secure a facility for the school including:

If the applicants have identified a facility, 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;

How the proposed facility will be able to meet NYSED, or New York City Department of Buildings and state sanitary specifications by when the school would commence instruction;

If the applicants have not identified a facility, 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 specifications). Also, explain any contingency planning including the associated costs;

If an applicant seeks to be located in any public school facility as a primary option, he or she must respond to this request as if a facility has not been located unless all necessary governmental approvals for the facility have been obtained;

If co-located space is the primary option and the budget template has been completed under that assumption but the applicant would also investigate other options for space including private space, discuss those alternative plans in

Urban Assembly Charter School for Computer Science: Facilities

narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,

If another organization is assisting the applicants in obtaining facilities, provide information about such organization.

Given that the proposed Urban Assembly Charter School is a public school, we are particularly interested in housing it in a public school building. Given our relationship with and support from the NYCDOE (see letter of support in **R-15e – Evidence of Support**), we believe there is a possibility for securing co-located space in a DOE building. We have already initiated discussions with Drew Patterson in the DOE Office of District Planning in this regard. However, given that the DOE and Panel for Education Policy (PEP) have not determined and approved many space allocations for the 2016-17 school year, it is unlikely we would receive a determination regarding 2017-18 space in CSD 7 prior to submission of this proposal. We have reviewed the DOE Enrollment Capacity and Utilization Report (“the Blue Book”) and note that many of the junior and high school buildings are at or above capacity. According to Class Size Matters, nearly 2,400 new seats are needed in Bronx high schools to address current overcrowding in buildings over 100% utilization. Yet according to the Capital Plan, no seats are currently expected to be added in Bronx high schools. That said, there are a number of large high school buildings occupied by multiple schools that are in flux and space within them may be a viable option in two years. Moreover, a number of schools in CSD 7 have been identified as failing by both the state and city, raising the possibility that some may be closed or consolidated and leave space available in which to grow UACS.

Given these unknowns, we anticipate submitting a request for public space at some point in the future, which is in keeping with The UA’s long-standing relationship with the DOE and history of working together to site and open new schools across the city. We have been advised by the DOE to delay submission until the 2016-17 space allocations are resolved; we will continue to wait until a) advised to submit by the DOE or b) the threshold is approached by which we must submit to go through the process to obtain rental assistance in time to fund our facility, whichever is sooner. Our community engagement efforts have focused considerable effort on developing and strengthening relationships with the CSD 7 Superintendent’s office as well as Community Education Council (CEC) 7 to ensure that productive relationships are in place should co-location be a possibility.

However, in order to prepare for all contingencies, we thought it prudent to submit this application with a budget and staffing plan that assumes private space and have already initiated a plan to identify and secure a private facility if necessary.

Facility Plan: The founders of UACS have been working with CBRE Real Estate Services to identify potential private facilities that would meet our space requirement needs and would be available in 2017. In addition, we were approached by Expanded Success Initiative School Design Fellows who seek to open the South Bronx Community Charter High School to explore possibilities for co-locating our schools in private space, and we have joined them in assessing the viability of potential sites in CSD 7.

Urban Assembly Charter School for Computer Science: Facilities

CBRE's initial search of available listings in CSD 7 has yielded seven potential sites. Please see **R16d-Facility Documents** for the complete survey of potential sites identified by CBRE. They have also identified four new projects in the area that may have a viable commercial component and are reaching out to the developers to gauge interest.

Potential Sites

	Available SF	Asking Rent
1. 2817-2825 3rd Avenue	36,000	\$27/SF
2. 2939 3rd Avenue	40,500	\$20/SF
3. 192 East 151st Street	55,000	\$25/SF
4. 878 Brook Avenue	115,200	\$25/SF
5. 820 Concourse Village West	40,000	\$55/SF
6. 388 Canal Place	31,250	\$25/SF
7. 2417 3rd Avenue	58,111	\$30/SF

In addition, we visited the old Bronx Post Office site and the Bronx Courthouse site with members of the founding team of the South Bronx Community Charter High School. Because they are also proposing a high school with approximately 100 students per grade, our facilities needs are similar and potentially complementary. Some of the developers with whom they are in conversation are interested in the possibility of co-located schools to fill large spaces and/or co-located schools incubating together as they grow to full capacity and move to larger space.

Finally we have a meeting scheduled with Civic Builders for February 4th to seek their expertise on the range of private space options we must explore.

The proposed UACS budget assumes private facilities at \$32 per square foot as well as DOE rental assistance to ensure that we are prepared should co-location be impossible. This budget allocation exceeds all but one of the asking rent figures for the seven sites identified above, which are likely to be even lower once a long-term lease is negotiated. We expect that the landlord will be responsible for any upfront major leasehold improvements to make the space suitable for a school and compliant with all school facility laws and regulations that apply to charter schools and will then incorporate that cost into our lease agreement.

Should the SUNY Board of Trustees approve our charter, we will take the following steps to secure a facility:

1. Appoint a Facilities Committee that will include the Principal, Director of Operations and at least two board members. We will work with our realtor and partners to identify the sites with the strongest potential to house our school in Year 1 and enter into negotiations.
2. Assessment of space suitability and renovation requirements may be required to inform lease rates and maintenance responsibilities.
3. Once a lease agreement has been developed it will be submitted to the full board for its approval.

Urban Assembly Charter School for Computer Science: Facilities

4. After signing the lease, the Finance Committee will develop a timeline for renovating the space, installing school equipment and furniture, e.g., Internet and wireless, AED, secure filing cabinets and nurse office, securing a certificate of occupancy, and moving staff and students into the building. The Committee will monitor the timeline carefully to ensure the building is ready on time for the beginning of the school year.
5. The school will coordinate with the DOE SchoolFood Office, Internet service providers and other relevant vendors to ensure that the building meets all requirements for the school.
6. The Facility Committee will work with the SUNY Charter Schools Institute to ensure the facility meets all requirements, e.g., C of O, insurance, signage, fire safety/evacuation plans, at the time of the Prior Action Visit and permission is granted to open the school.

(c) Facility Related Conflicts of Interest

If the charter school education corporation or its partners would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

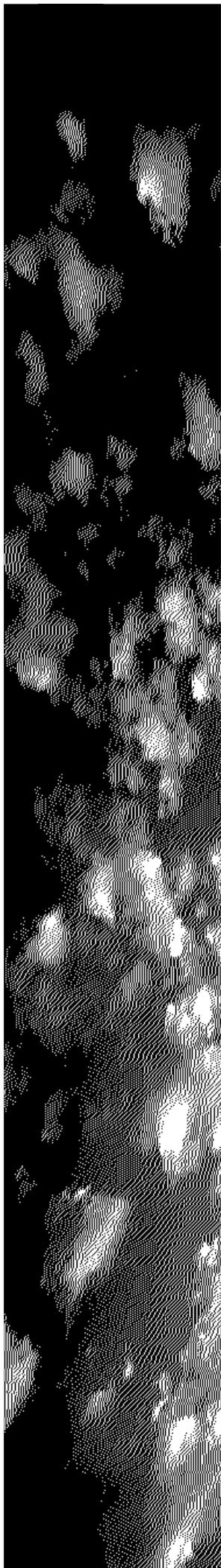
UACS intends to enter into a lease directly with the facility landlord and does not anticipate sub-letting a facility from The Urban Assembly or any other organization at this time. No UACS board members will have an ownership interest in the school's facilities. Our Code of Ethics (see **R-13e – Code of Ethics**) includes a clear conflict of interest policy that requires disclosure of any potential conflict of interest. Should a potential conflict arise, the school will inform the SUNY Charter Schools Institute and conduct a fair market valuation by an independent appraiser of the cost of the facility if so requested by the Institute.

(d) Additional Facility Information

Provide Information such as blue prints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

Important Note: If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet NYSED or NYC specifications, as applicable, by the date that the school would commence instruction and the cost of bringing the facility into compliance with the specifications, which must be accounted for in the proposed budget.

See **R-16d – Facilities Documents** for more information regarding the facilities identified by CBRE.



| PRELIMINARY TARGET OPTIONS – BRONX, NY

DEC 3, 2015



CBRE

BETWEEN 148TH & 149TH STREETS



OWNER

S & C Realty

BUILDING FACTS

Year Built: 1991; Renovated 2008

RSF: 74,160

Height: 5 Floors

AVAILABILITY

Floors	Floor Size	Term	Possession	Asking Rent
E7	8,000	10-20 Years	8-12 months	TBD
E6	8,000	10-20 Years	8-12 months	TBD
E5	8,000	10-20 Years	8-12 months	TBD
E2	12,000	10-20 Years	60-90 Days	\$27
	36,000			

MAJOR TENANTS

- Lucille Roberts Fitness for Women

COMMENTS

- The Landlord is prepared to build three (3) new floors on top of the building for a large user (floors 5, 6 & 7)
- Excellent subway access located in the heart of the South Bronx "Hub"
- Roof space can potentially be made available for the construction of a private roof deck
- An additional 3,400 RSF of office space can be made available within the existing structure as well as 10,000 RSF of retail space (\$30.00 NNN) and 10,000 RSF of below grade space
- The 2nd floor features 15 ft. ceiling heights

BETWEEN 152ND & 153RD STREETS

OWNER

153rd Street Realty LLC

BUILDING FACTS

Year Built: 1929

RSF: 56,000

Height: 5 Floors

AVAILABILITY

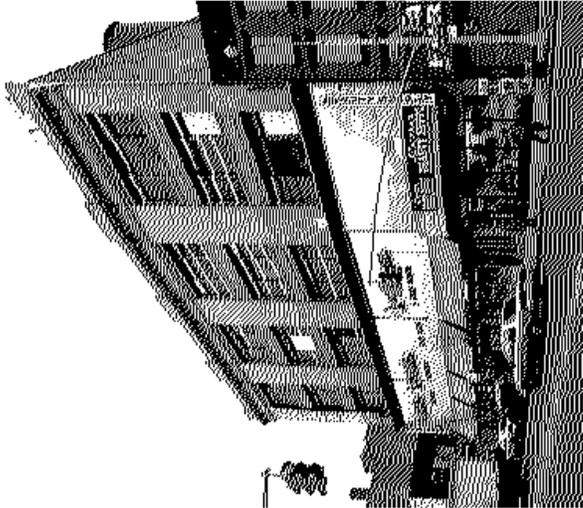
Floors	Floor Size	Term	Possession	Asking Rent
P5	8,500	5-20 Years	Vacant	\$20
P4	8,500	5-20 Years	Vacant	\$20
P3	8,500	5-20 Years	Vacant	\$20
E2	15,000	5-20 Years	Vacant	\$20
	40,500			

MAJOR TENANTS

- Duane Reade (retail)

COMMENTS

- The Landlord recently had another school inspect the site and the use was acceptable
- Windows on two (2) sides
- The entire 2nd floor features above-standard ceiling heights (currently in raw condition)
- Close proximity to subway access



BOUNDED BY CEDAR LANE & WALTON AVENUE

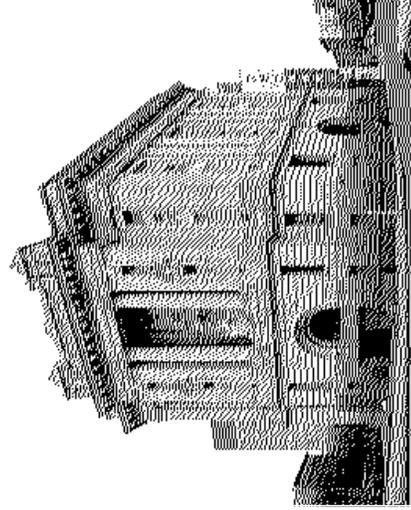


OWNER	Mitchell Enterprises				
BUILDING FACTS	Year Built: 1956	RSF: 56,000	Height: 2 Floors		
AVAILABILITY	Floors	Floor Size	Term	Possession	Asking Rent
	E2	25,000	5-20 Years	Vacant	\$25
	E1	30,000	5-20 Years	Vacant	\$25
MAJOR TENANTS	<ul style="list-style-type: none"> N/A – the building has been vacated 				
COMMENTS	<ul style="list-style-type: none"> The owner has approvals to build up to four stories (100,000 square feet) in addition to the available space This 2 story building is right off of the Grand Concourse and near Hofstra College 				

878 BROOK AVENUE (BRONX BOROUGH COURT HOUSE)



BOUNDED BY 161ST STREET & 3RD AVENUE

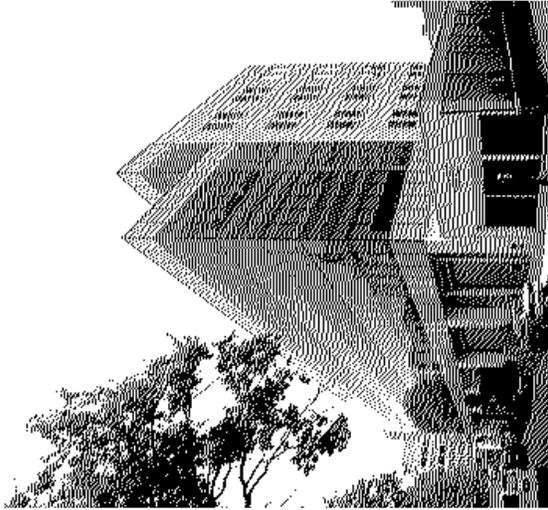


OWNER	HPHW Realty Corp (Henry Weinstein)					
BUILDING FACTS	Year Built:	1935; Under Renovation	RSF:	115,200	Height:	9 Floors
AVAILABILITY	Floors	Floor Size	Term	Possession	Asking Rent	
	E7-E9	12,800 each	5-20 Years	Vacant	\$25 NNN	
	E4-E6	12,800 each	5-20 Years	Vacant	\$25 NNN	
	E1-E3	<u>12,800 each</u>	5-20 Years	Vacant	\$25 NNN	
			115,200			
MAJOR TENANTS	<ul style="list-style-type: none">• N/A – entire building has been vacated					
COMMENTS	<ul style="list-style-type: none">• Nationally registered landmark building (formerly main courthouse for the Bronx)• Building is currently undergoing renovations to include new mechanicals, elevators, heating and electric systems• All floors are being white-boxed• Due to recent interest from multiple parties, the Landlord has considered converting the building entirely to charter school use• Note: Landlord is close to finalizing a deal with a charter school for a single floor					

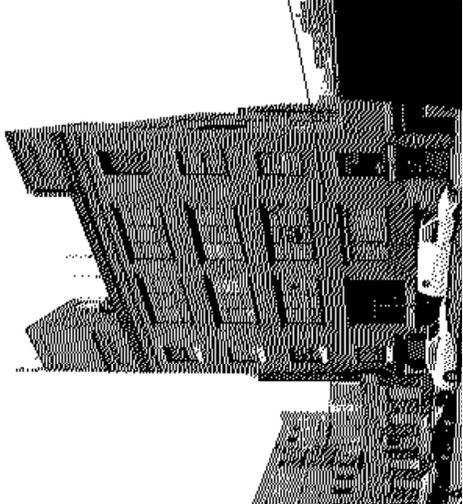
820 CONCOURSE VILLAGE WEST



BOUNDED BY 158TH & 161ST STREETS

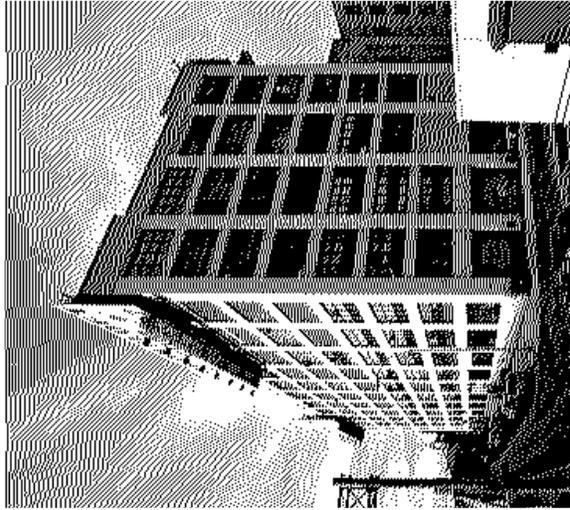


OWNER	Kimco Realty Corporation
BUILDING FACTS	Year Built: 2011 RSF: 76,710 Height: 5 Floors
AVAILABILITY	Floors Floor Size P2 30,000-40,000
MAJOR TENANTS	<ul style="list-style-type: none">• Blink Fitness• Social Security Office
COMMENTS	<ul style="list-style-type: none">• Landlord would have to construct the additional space within the campus but would consider a charter school use• The footprint can be flexible and the Landlord envisions expanding the 2nd floor of the existing structure to develop the additional space required



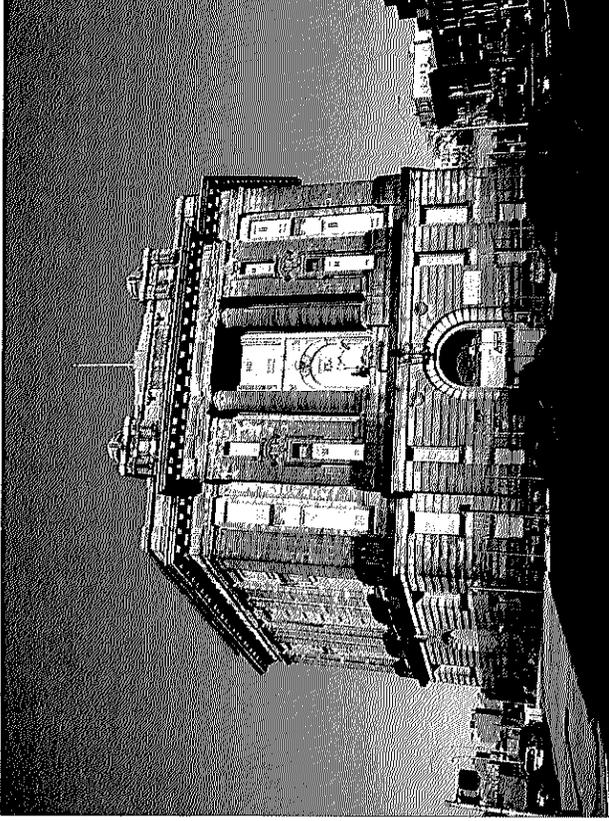
OWNER	Denco Distributors (Altmark Group as developer)				
BUILDING FACTS	Year Built: 1952	Floor Size	Term	RSF: 31,250	Height: 5 Floors
AVAILABILITY	Floors	Floor Size	Term	Possession	Asking Rent
	E5	6,250	5-20 Years	90 Days	\$25 NNN
	E4	6,250	5-20 Years	90 Days	\$25 NNN
	E3	6,250	5-20 Years	90 Days	\$25 NNN
	E2	6,250	5-20 Years	90 Days	\$25 NNN
	E1	6,250	5-20 Years	90 Days	\$25 NNN
	31,250				
MAJOR TENANTS	<ul style="list-style-type: none"> N/A – entire building is being vacated 				
COMMENTS	<ul style="list-style-type: none"> A five-story elevator industrial loft building There are currently two tenants occupying 50% of the building who are month-to-month The Rider Avenue side of the property has two drive-ins. The property benefits from being three blocks from the 2 and 5 subway lines at the Grand Concourse and E 149th St. The 4 & 5 subway line at the Grand Concourse and E 138th Street is approximately four blocks from the subject property 				

AT 134TH STREET



OWNER	Savanna Real Estate Fund					
BUILDING FACTS	Year Built:	1944	RSF:	154,380	Height:	8 Floors
AVAILABILITY	Floors	Floor Size	Term	Possession	Asking Rent	
	E7	21,811	5-20 Years	Vacant	\$30	
	P6	15,000	5-20 Years	Vacant	\$30	
MAJOR TENANTS	P4	<u>15,000</u>	5-20 Years	Vacant	\$30	
						51,811
COMMENTS	<ul style="list-style-type: none"> • Ark Business Services • Sansel • Strong institutional ownership • Landlord would need to modify the existing certificate of occupancy but would entertain the use for a charter school • Available spaces can be divided 					

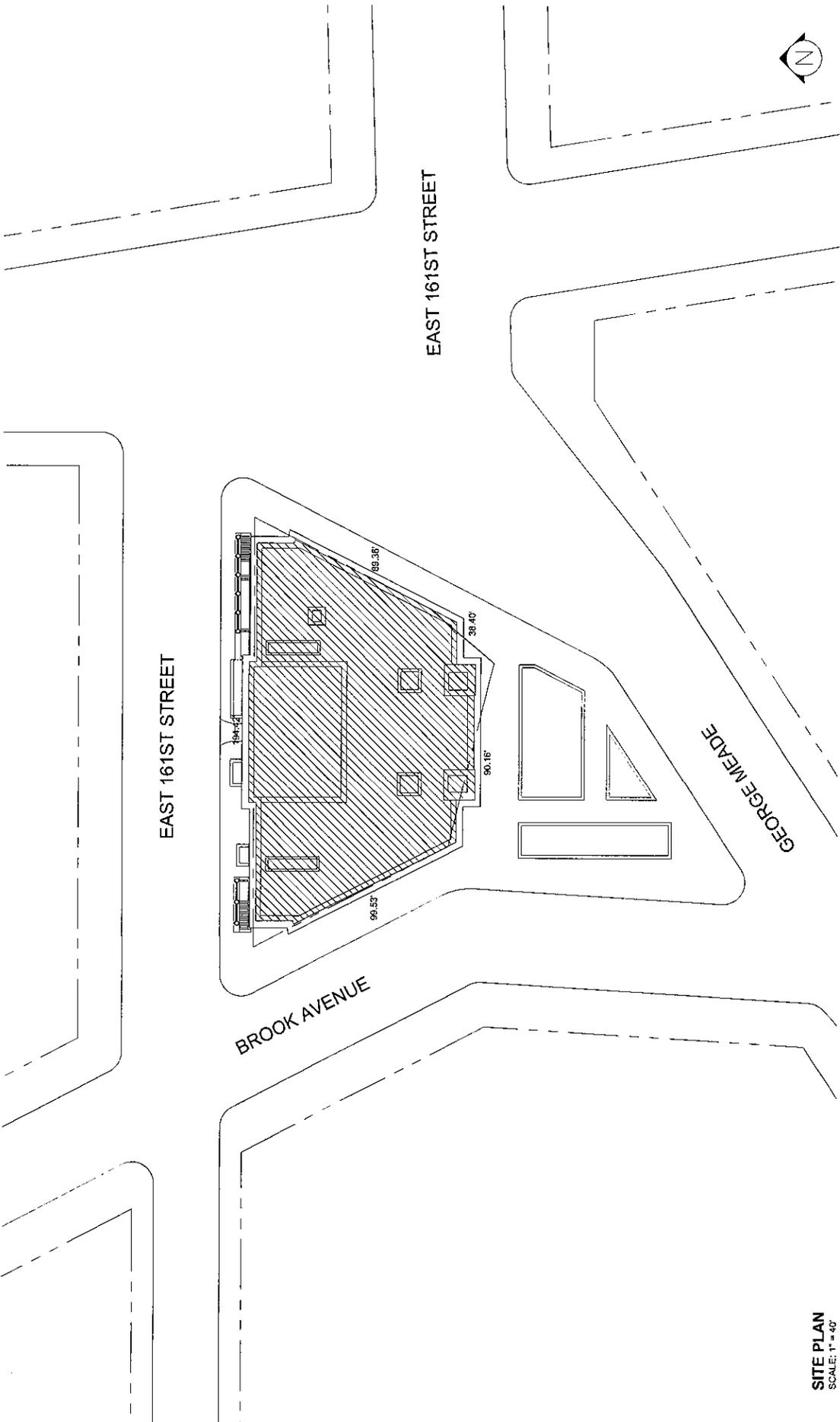
**THE
BRONX COURT HOUSE**
513 EAST 161 STREET BRONX, NEW YORK



**FEASIBILITY STUDY OF
SCHOOL PROPOSAL**

MAY 2003

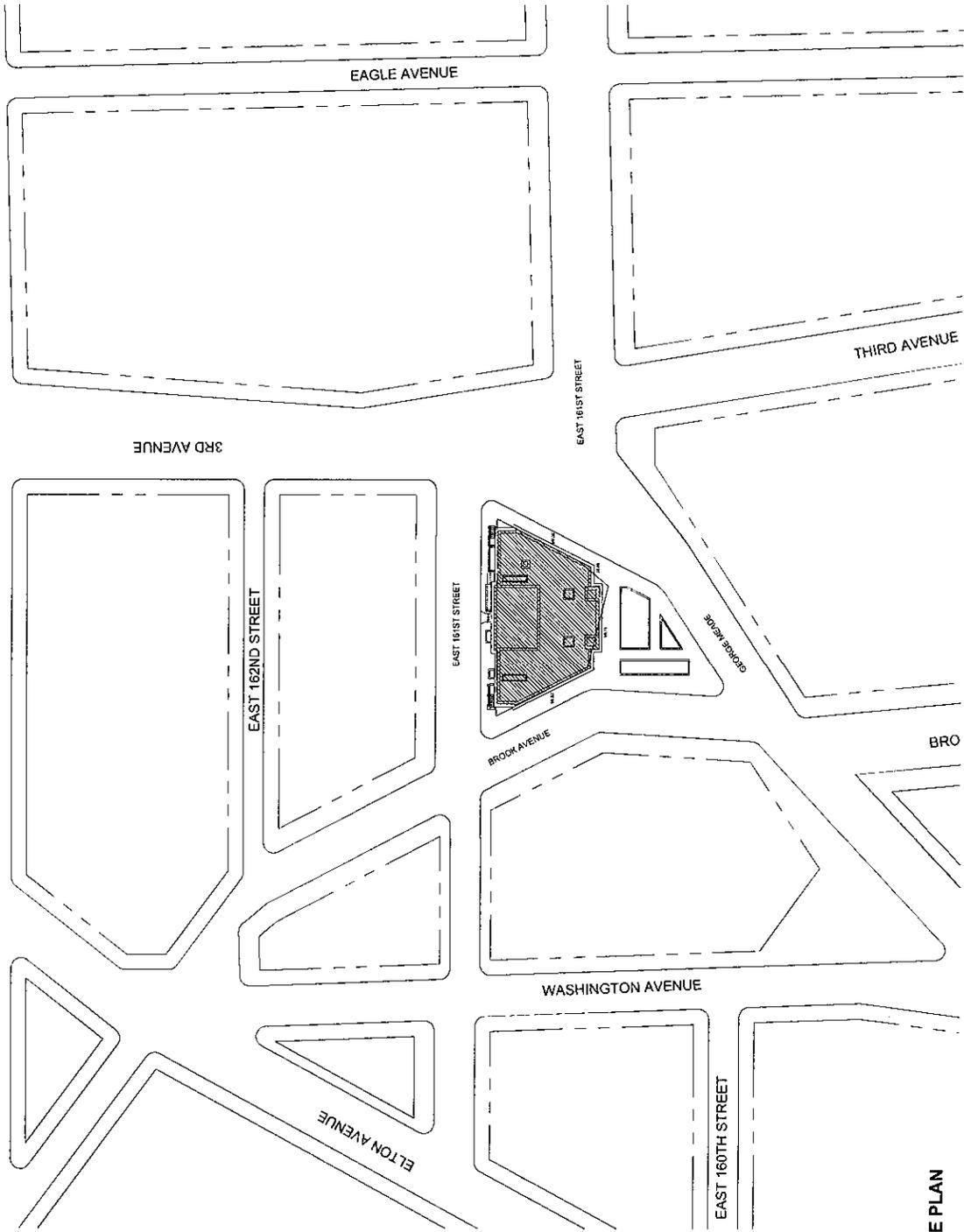
GHS ARCHITECTS, PC
11 PARK PLACE SUITE #1701 NEW YORK, NY 10007



SITE PLAN
SCALE: 1" = 40'

BRONX COURT HOUSE

GHS ARCHITECTS, P.C.
145 HUDSON STREET #700 NEW YORK, NY 10013

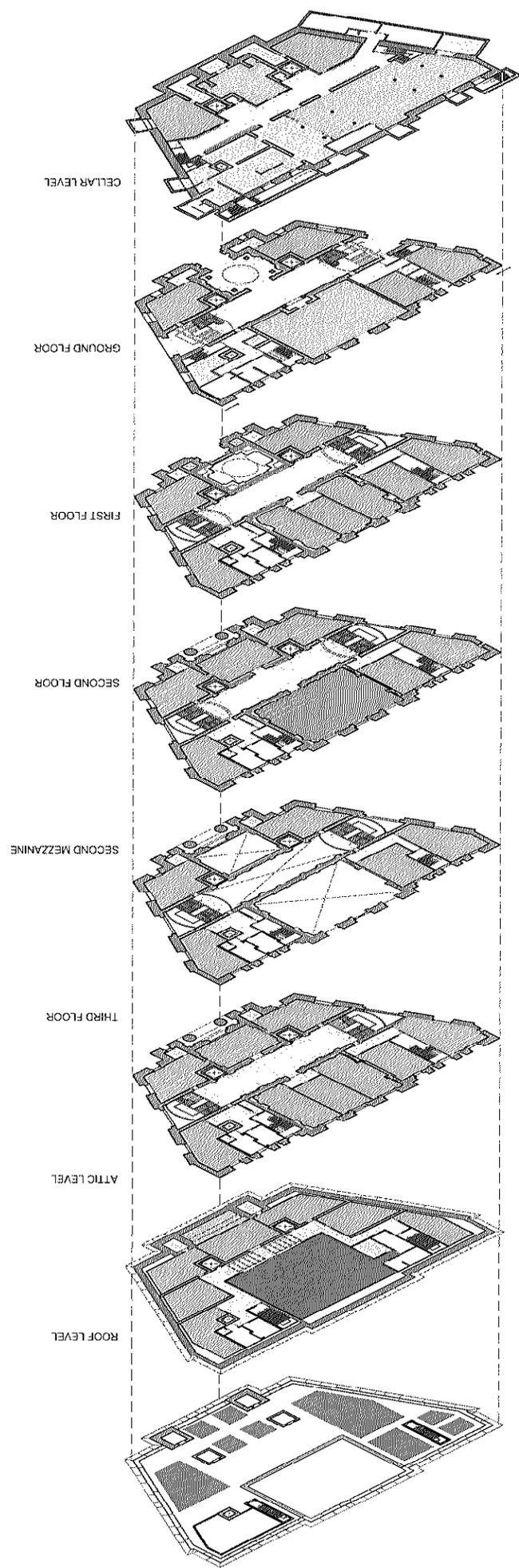


EXTENDED SITE PLAN
 SCALE: 1" = 100'

BRONX COURT HOUSE

GHS ARCHITECTS, PC
 146 HUDSON STREET #103 NEW YORK, NY 10013

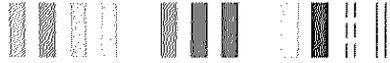
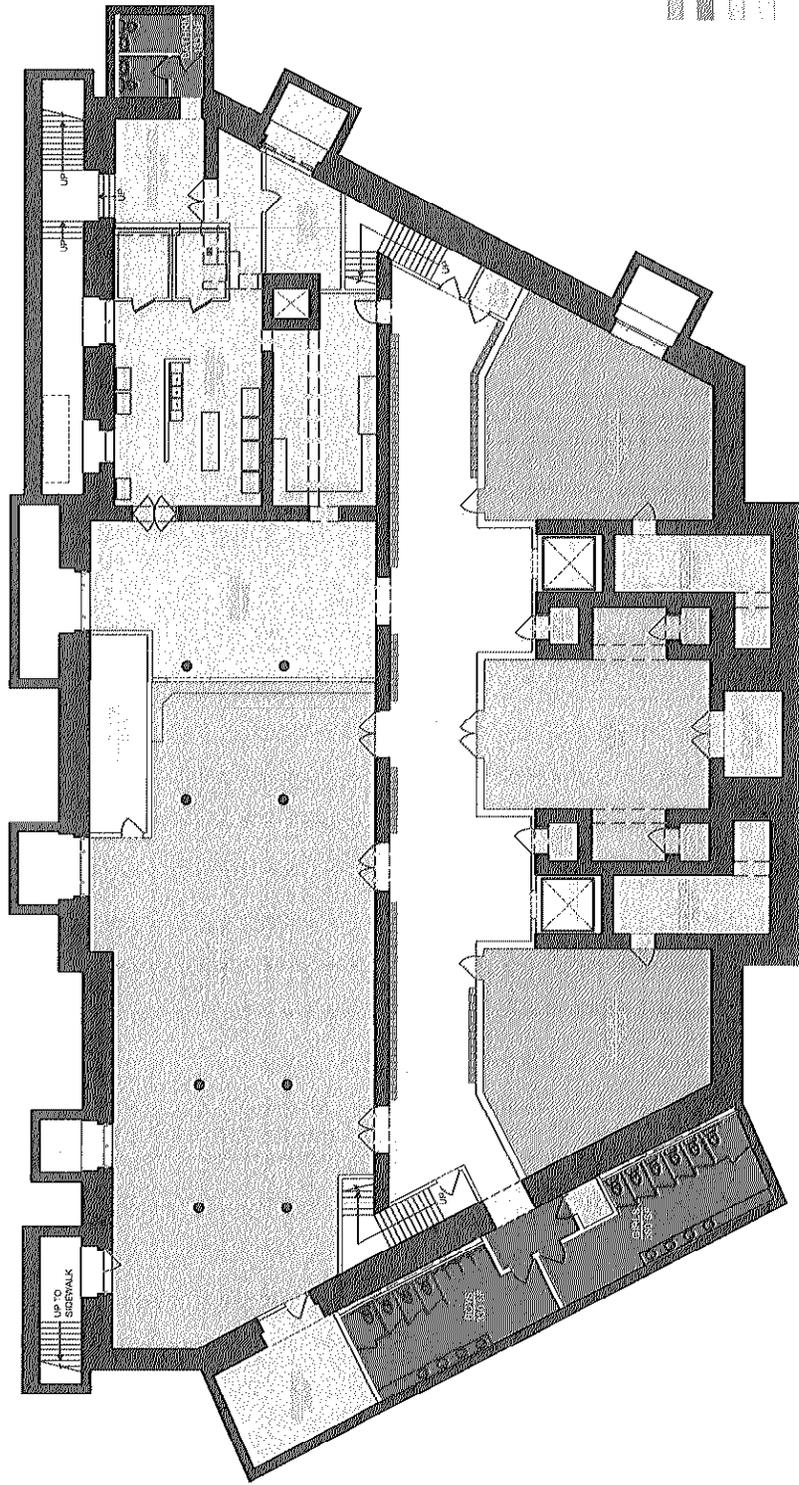
- CLASSROOM
- LIBRARY
- GYM / CAFETERIA
- GREEN
- LOBBY / CORRIDOR
- LOCKERS
- ADMINISTRATION OFFICES
- TOILET
- ELEVATOR / STAIRS / SHAFTS



PROPOSED FLOOR PLANS
SCALE: N.T.S.

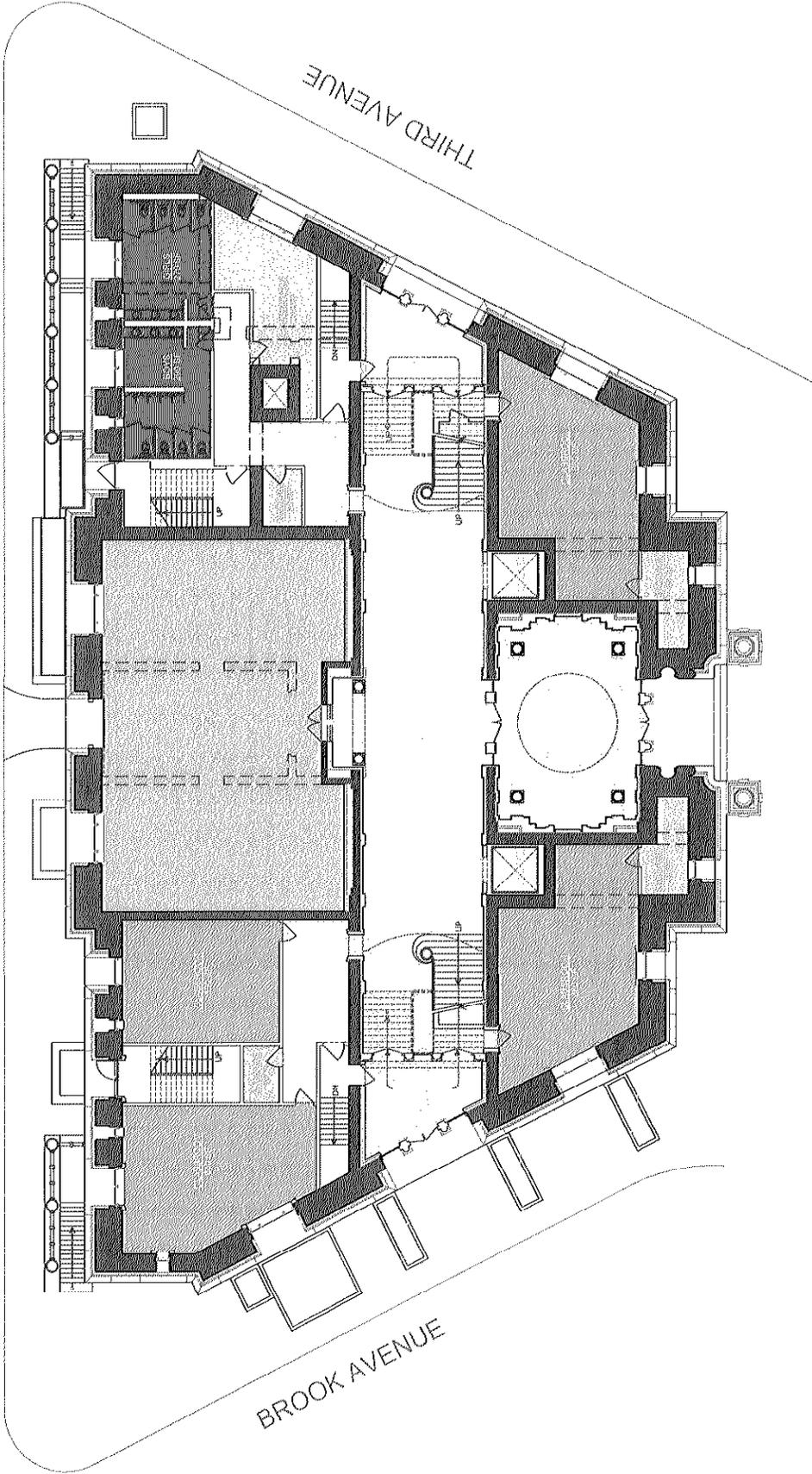
ACTIVITIES AND AREAS

ACTIVITIES	REQUIRED AREA	PROPOSED AREA	NOTES
• KITCHEN	1,200 sq. ft.	1,260 sq.ft.	Serving breakfast and lunch. The kitchen consists of one walk-in cooler and one walk-in freezer - each approximately 8' x 10'. It has a 3-compartment sink measuring 8' long, and 18' long hood with 3' long griddle with oven, as well as six-burner range; hand wash sink, standing 5' soda coolers and racks for canned goods.
• CAFETERIA / GYM	3,000 sq.ft. x 2	3,069 sq.ft. & 2,250 sq.ft. Total 5,319 sq.ft. 800 sq.ft. Serving area.	Adjacent to the cafeteria, there is an 800 sq. ft. serving kitchen.
• CLASSROOMS	35 rooms	41 classrooms. Area varies from 485 sq.ft. to 790 sq.ft.	There are two 35 classrooms each measuring approximately 750 sq. ft. There are also three smaller classrooms measuring 360 sq. ft. used for children that need special attention.
• COMPUTER LAB / LIBRARY / DRAMA CLASS	1,500 sq. ft. Used as one room.	2,250 sq.ft.	
• DANCE STUDIO	750 sq. ft.	830 sq.ft.	
• ADMINISTRATION OFFICES	2,000 sq.ft.	2,895 sq.ft. offices and lounge. + 370 sq.ft. toilet + 155 sq.ft. storage area. Total of 3,420 sq.ft.	Requires an area of 2,000 sq. ft. men / women toilets and teacher's lounge.
• LOCKERS	In the corridors on various floors	Along the corridor walls on the various floors.	
• COMPUTER SERVER ROOM	100 sq.ft.	340 sq.ft.	
• STUDENT TOILETS	At every floor. Boys, girls and Janitor closets.	At every floor. Boys, girls and Janitor closets.	
• MECHANICAL SYSTEM	HVAC systems, chillers, fan coil units.	Located in Cellar and on roof level.	HVAC system, chillers will be on the roof, fan coil units will be floor mounted adjacent to windows (for heating and cooling). If larger air handlers are required, they can be horizontally hung.
• HEATING BOILERS/ DOMESTIC HOT WATER SYSTEM	locate on roof, if not, in cellar.	locate on roof, if not, in cellar.	Check with Dept. of Building for required location.



PROPOSED CELLAR FLOOR PLAN
SCALE: 1/16" = 1'-0"

EAST 161ST STREET



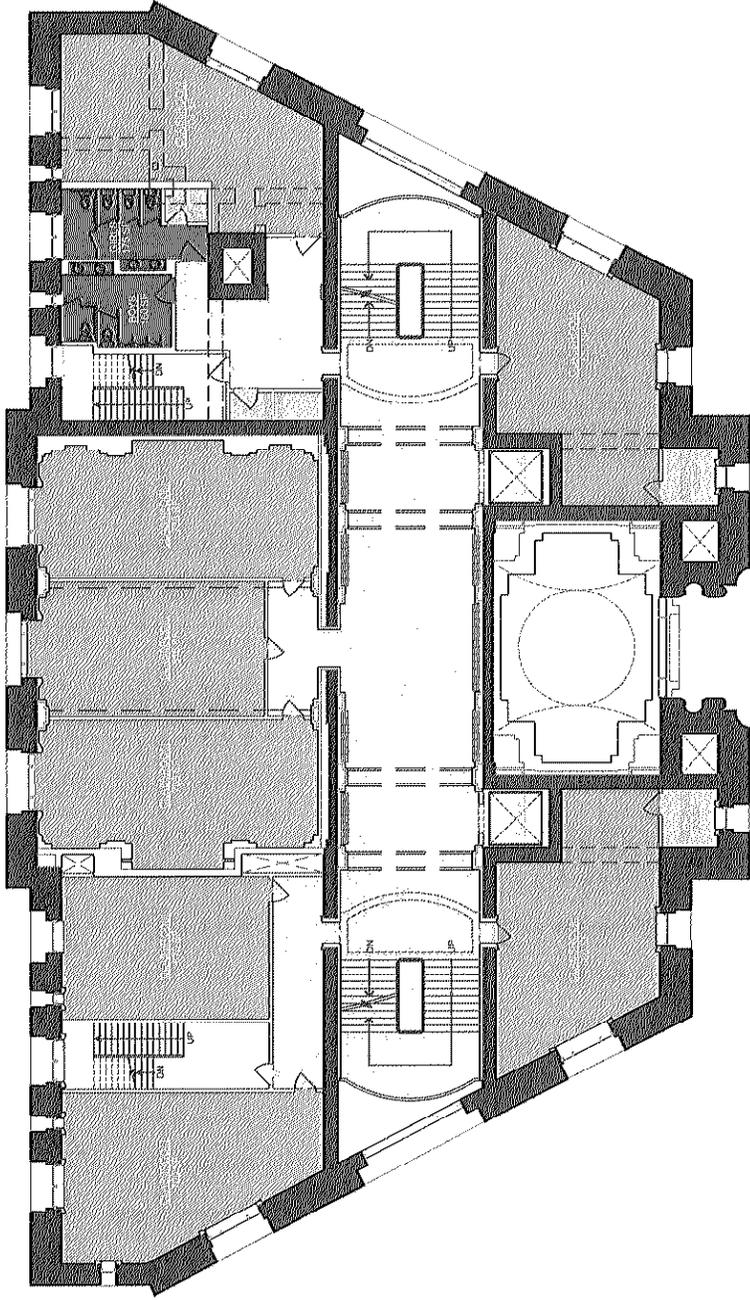
BROOK AVENUE

THIRD AVENUE

PROPOSED GROUND FLOOR PLAN
SCALE: 1/8" = 1'-0"

BRONX COURT HOUSE

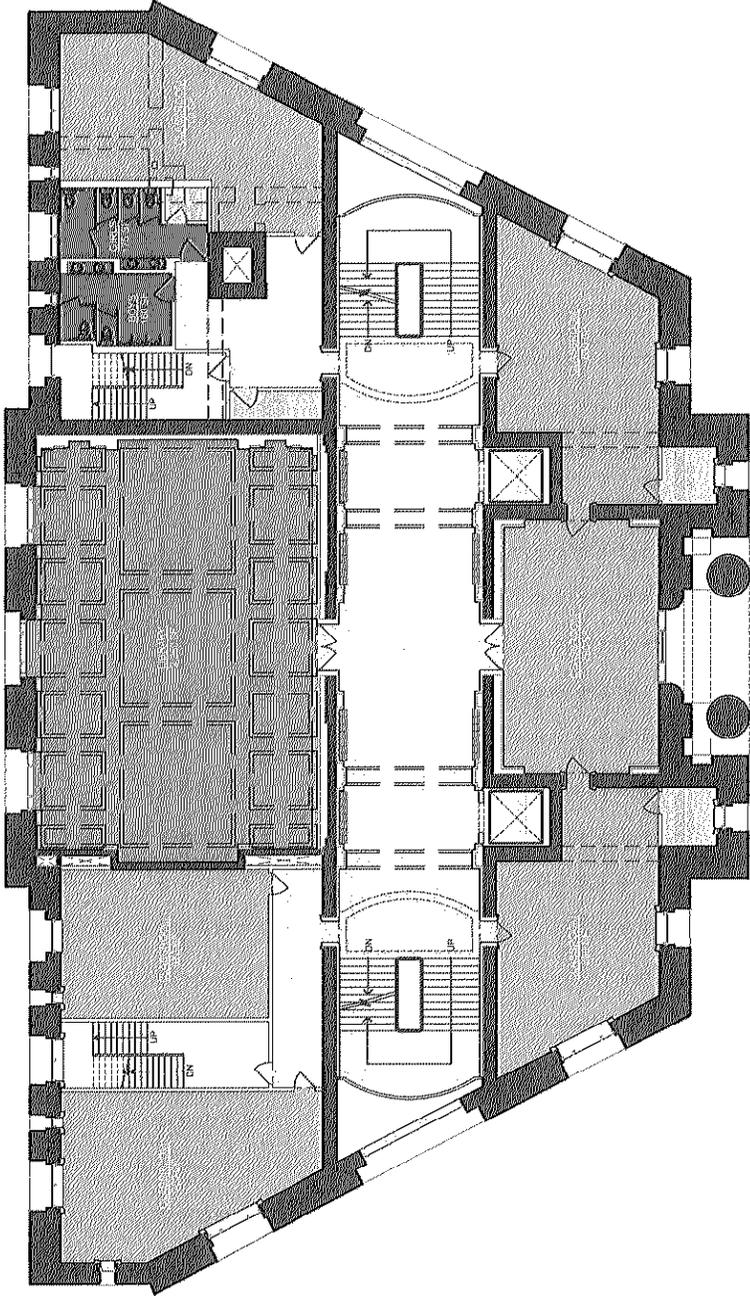
GHS ARCHITECTS, P.C.
141 HUDSON STREET #303 NEW YORK, NY 10013



PROPOSED FIRST FLOOR PLAN
SCALE: 1/16" = 1'-0"

BRONX COURT HOUSE

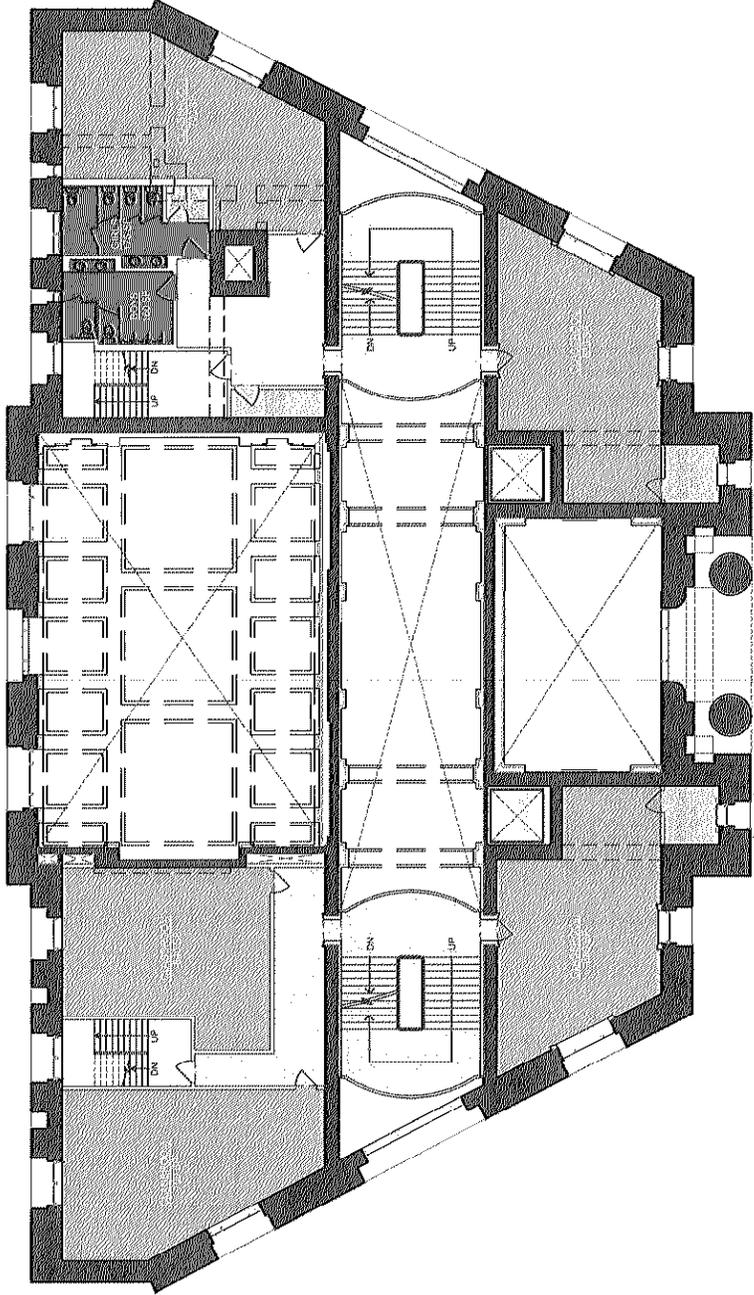
GHS ARCHITECTS, P.C.
145 HUDSON STREET #703 NEW YORK, NY 10013



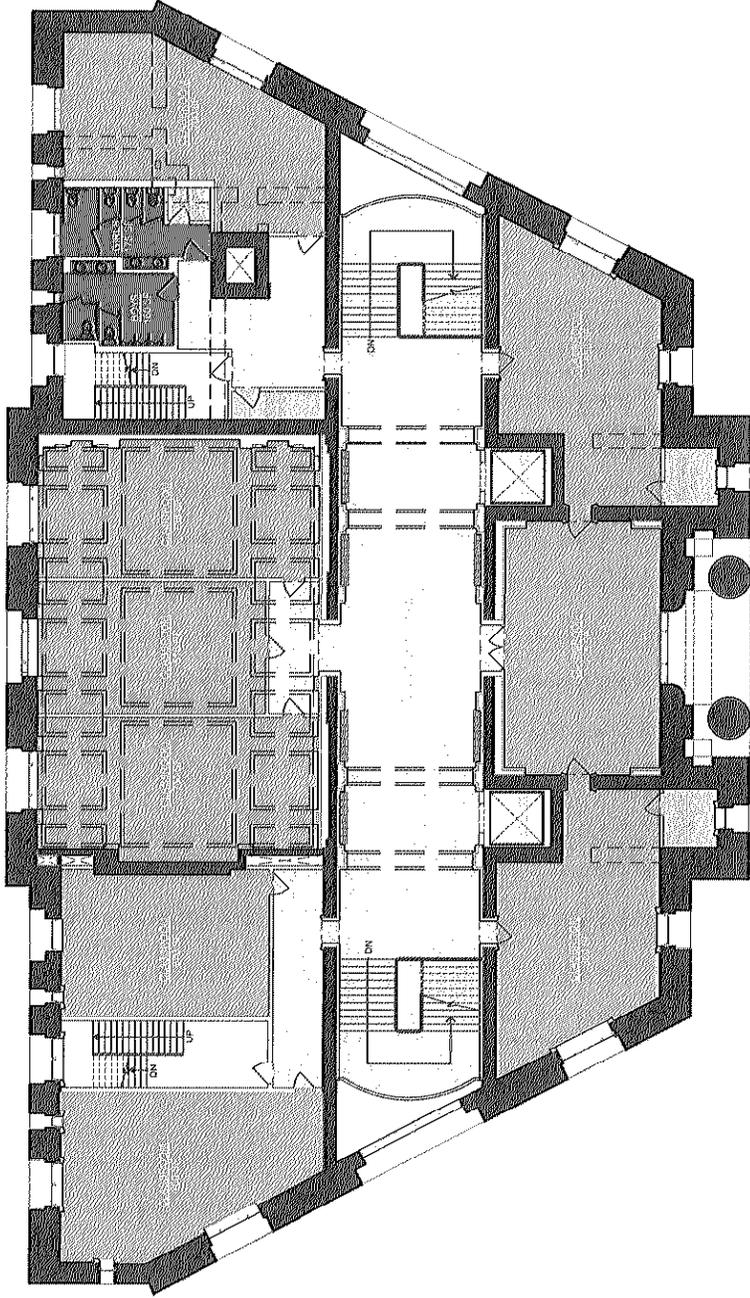
PROPOSED SECOND FLOOR PLAN
SCALE: 1/16" = 1'-0"

BRONX COURT HOUSE

GHS ARCHITECTS, P.C.
145 HUDSON STREET #103 NEW YORK, NY 10013



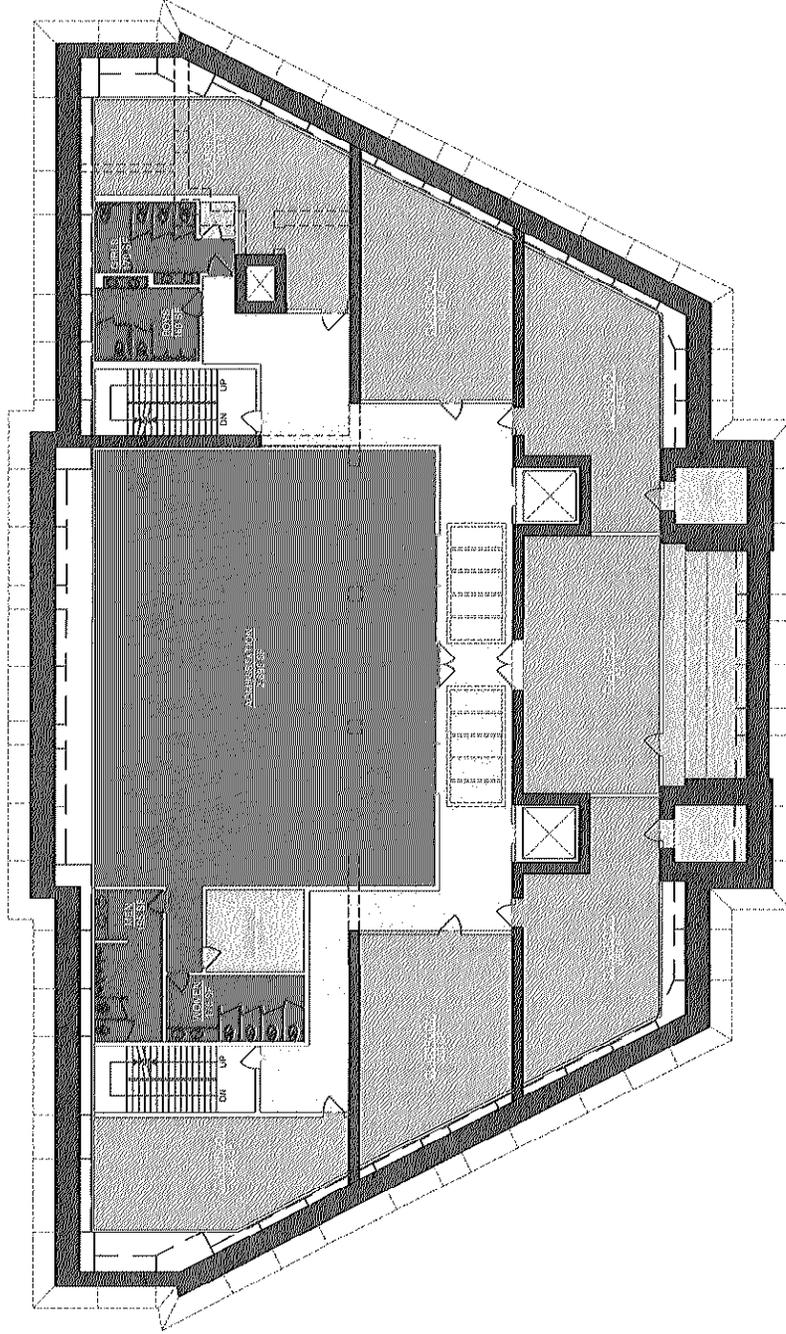
PROPOSED SECOND MEZZANINE FLOOR PLAN
SCALE: 1/16" = 1'-0"



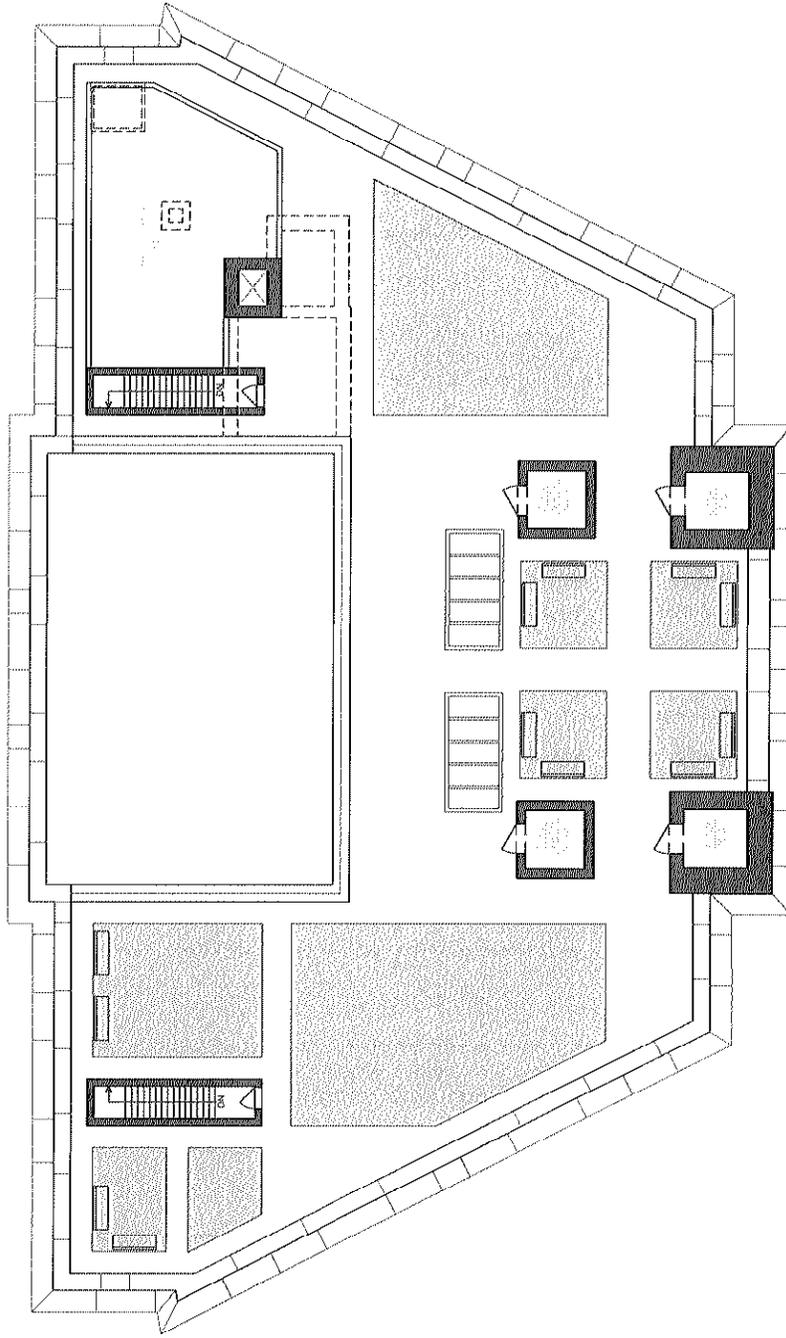
PROPOSED THIRD FLOOR PLAN
S.C.A. 1/16" = 1'-0"

BROXAX COURT HOUSE

GHS ARCHITECTS, P.C.
145 HUDSON STREET #603 NEW YORK, NY 10013



PROPOSED ATTIC FLOOR PLAN
SCALE: 1/16" = 1'-0"



PROPOSED ROOF FLOOR PLAN
 SCA.: 1/16" = 1'-0"

Response 17 – Food Services

Describe the plans for food services the charter school will provide.

UACS will offer nutritious breakfasts and lunches to its students. UACS will participate in the National School Lunch Program in order to provide free or reduced price meals to our students who qualify based on family income. When students first enroll, part of the intake process will include having parents complete forms to establish their eligibility for free and reduced price lunch. High school students are notoriously difficult to sign up so we will use home visits and bilingual staff to assist families. Families will be able to complete a paper version of the application, or submit it online via a computer at the school. Moreover, families may apply for free or reduced price meals anytime during the school year. A new application will be filled out every school year.

UACS will implement The New York City Office of School Food and Nutrition Services (OSFNS) program and will:

1. distribute and collect Form 1041 for all enrolled students;
2. assign meal categories to each student based on parent income levels;
3. enter eligibility information for each student in the DOE ATS system;
4. establish a system for monitoring daily student participation in meal services;
5. submit weekly MIE1 and MIE2 forms and payment to OSFNS.

Given the high proportion of low-income students UACS intends to serve, it is likely the school will qualify for the universal lunch program. If not, we have budgeted to cover lunch expenses for the assumed 25% of the students not covered by FRPL. Regardless, staff will discretely track all subsidized meals consumed at the school, keeping individual students' free and reduced lunch status private. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge.

If the school is co-located in a DOE school building, school leaders will coordinate with other schools in the building for time and space in the cafeteria for UACS students to get and eat their meals, relying on building food service staff for preparation and serving. If located in a private space, UACS will contract with the DOE SchoolFoods division to deliver meals to our building. Our facility will be equipped with proper heating ovens and refrigerators as well as a cafeteria in which food will be served and students take their meals. This may be shared space for other activities during the day, e.g., physical education or tutoring.

All meals served will be in accordance with USDA nutritional requirements for a healthy school lunch and will include milk and fruit. Students will always have the option of taking part in the school meals program or may bring their own meals from home.

Response 18 – Health Services

Describe the plans for health services the charter school will provide.

Nursing Staff: If UACS is co-located in a DOE building it will utilize the on-site nurse; if located in private space it will contract a school nurse to manage health services at the school for the first two years. Once the school enrolls more than 250 students in Year 3, the school will seek assignment of a nurse from the Office of School Health (OSH).

The primary responsibilities of the school nurse will include maintaining students' records, supervising the disbursement of medication and treating students with minor illnesses or injuries. The nurse will be responsible for all record keeping and correspondence related to these responsibilities. In addition, at least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment, which will be accessible during the school day and at any on-site school-sponsored event.

Facility: If located in private space, UACS will provide a private and secure nurses office. It will include lockable filing cabinets, storage cabinets and refrigeration for medication. It will also include a computer for record keeping and phone for communication with parents.

Health Records: Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured.

Immunizations: The school will ensure that all new students adhere to New York State requirements for immunization before they can attend the school. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations for high school students include:

Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (3 doses)

Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (1 dose)

Polio vaccine (3 doses)

Measles, Mumps and Rubella vaccine (2 doses)

Hepatitis B vaccine (3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years of age)

Varicella (Chickenpox) vaccine (1 dose)

Proof of immunity: According to the New York State Immunization Guidelines for Schools, proof of immunity may take the following forms:

A certificate of immunization (can be either paper copy or electronic) specifying the vaccines administered and the dates of administration, signed by a health practitioner.

An immunization record issued by NYSIIS or CIR (no signature required) which may be provided by the parent/guardian or can be accessed by designated school personnel.

A copy of an electronic immunization record from another state registry if signed by the health practitioner.

A copy of immunization records from a previous school which includes who administered the immunization agents, the products administered (products administered can mean either the vaccine or its brand name) and dates of administration.

A statement verifying history of varicella, diagnosed by a physician, nurse practitioner, or physician assistant. Original laboratory report of positive serological test as defined in 10NYCRR 66-1.1(h) for measles, mumps, rubella, varicella, hepatitis B, and all three serological subtypes of poliomyelitis [polio virus type 1 (PV1), type 2 (PV2), and type 3 (PV3)] contained in the polio vaccines. A signed note from a health care provider that indicates antibody concentrations are positive will also meet the requirement for serological evidence of immunity for school entrance/attendance.

Waivers: Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunizations.

Medications: The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Only the nurse or licensed practical nurses under the direction of the nurse may administer prescribed medication that requires administration through the following methods:

a subcutaneous, intramuscular, intravenous or rectal route

prescribed medications being administered through pumps, tubes or nebulizers

oral, topical or inhalant medication needed by non-self-directed students

The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

The school will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over

Urban Assembly Charter School for Computer Science: Health Services

the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include:

- student's name and date of birth
- name of medication
- dosage and route of administration
- frequency and time of administration
- conditions under which medication should be administered
- date written
- prescriber's name, title, and signature
- prescriber's phone number.

The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including:

- student name
- name and phone number of pharmacy
- licensed prescriber's name
- date and number of refills
- name of medication/dosage
- frequency of administration
- route of administration.

Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions:

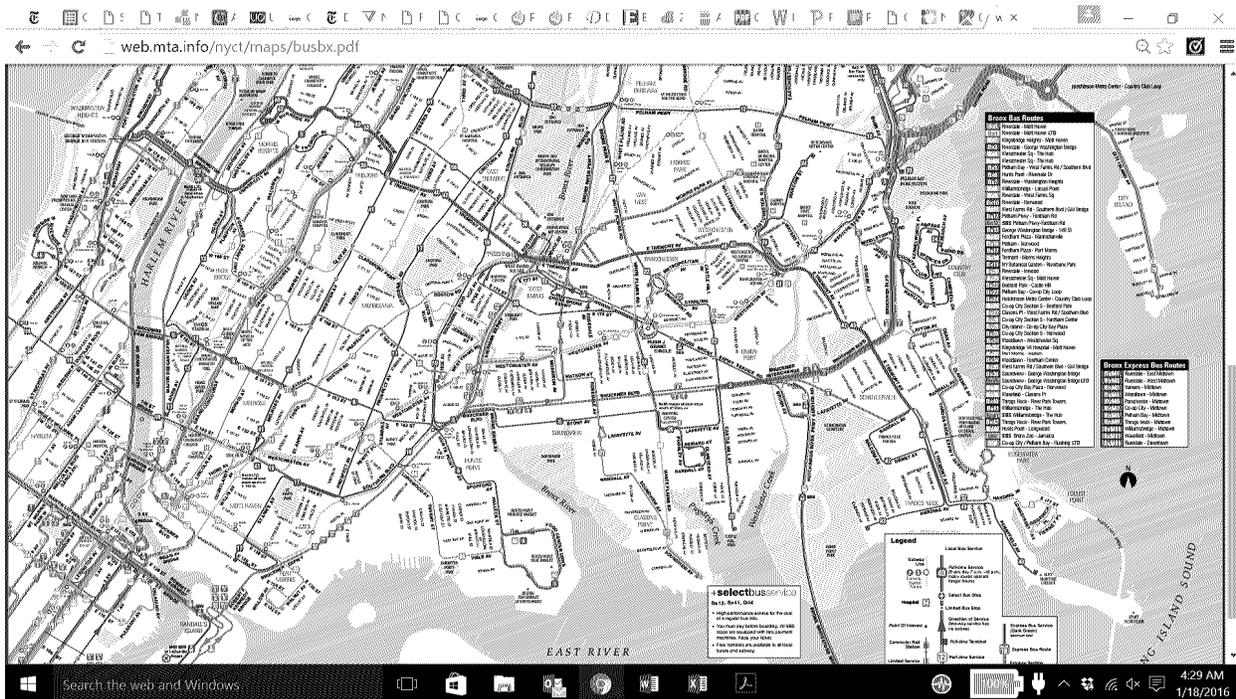
- demonstrated need, particularly as it relates to asthma or allergies
- written prescriber's orders and request by parents/guardians
- student receives effective instruction and demonstrates adequate level of responsibility

Response 19 – Transportation

Describe the transportation arrangements for students including arrangements made for students who would not qualify for public school transportation under Education Law § 3635, and any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation or any transportation that does not align with district options.

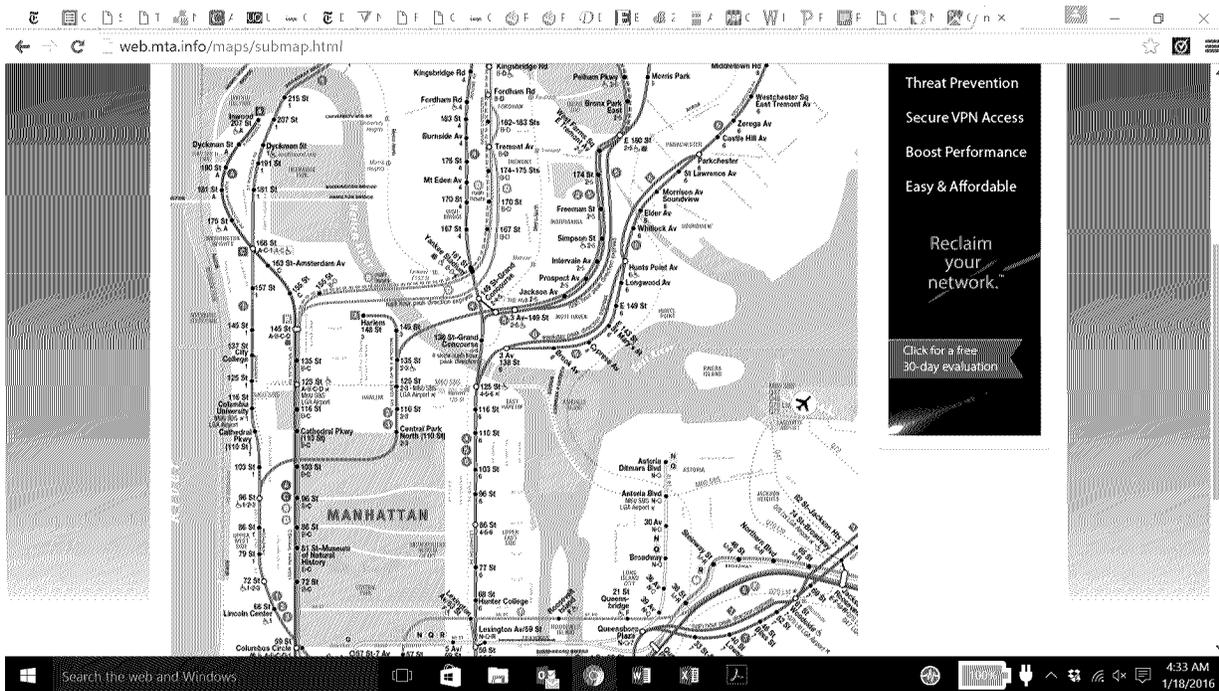
UACS proposes to locate in CSD 7 in the South Bronx. One of the criterion for selecting this location was its proximity to transportation to facilitate industry partnerships and work-based learning. The South Bronx is a major transportation hub for bus, subway and metro rail, with numerous routes connecting it directly to Manhattan and Queens. Proximity to subway stations and bus stops will be a major criterion in final selection of our facility.

MTA Bus Routes



Urban Assembly Charter School for Computer Science: Transportation

MTA Subway Routes



Charter school students under state law are eligible for transportation services comparable to students in the district of location. Under current New York City policy, high school students who live within .5 miles of the school are not eligible for transportation services. Students between .5 and 1.5 miles receive a half-fare MetroCard and students beyond that radius receive a full MetroCard. In addition, students with disabilities may receive special transportation as established in their IEPs.

The UACS school year will include 202 days of instruction; as a result UACS will be in session on days when NYCDOE schools are closed. Therefore, the school will coordinate with OPT to provide supplemental transportation at cost. The proposed budget includes funds to cover these costs. In addition, special education students will receive transportation as mandated in their IEPs; the school will work closely with the Committee on Special Education (CSE) to ensure appropriate transportation is required and provided.

The Director of Operations will submit a Transportation Request Form to the New York City Department of Education Office of Pupil Transportation (OPT) based on anticipated enrollment and manage the distribution of MetroCards. These MetroCards will allow students to participate in work-based learning experiences within the city. Funds are also budgeted to pay for transportation for excursions outside the city, including college trips.

Response 20 – Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

The Urban Assembly Charter School for Computer Science (UACS) will obtain insurance coverage for liability, property loss, and the personal injury of students as well as any other insurance that the school deems necessary or is set forth in the Terms of Operation of the Charter Agreement. The school will competitively bid out and purchase insurance policies. The insurance certificates for this coverage will be maintained in the offices of the school. Each insurance policy will contain a clause that requires that the SUNY Charter Schools Institute will receive notice within 30 days if there are any material changes, non-renewal, or termination of the policy. Insurance policies will be in effect by July 1st of the year in which the school's charter is granted; liability insurance policies will be in force by the date that the school contracts with any employee. The schools will submit certificates of insurance demonstrating coverage within five days of the commencement of each policy.

At a minimum, the school's policy will include:

General liability insurance with \$4 million aggregate coverage and \$1 million coverage for each occurrence.

Umbrella liability insurance with at least \$5 million of coverage.

Directors and Officers insurance with at least \$1 million in coverage.

Student accident and medical expense insurance with at least \$1 million in coverage.

Automobile insurance for privately-owned vehicles used for school business.

Property insurance with at least \$250,000 in coverage for leasehold improvements, school furnishings and equipment.

Worker's Compensation insurance at the rate set by the State of New York.

UACS has investigated the types of insurance it should have to protect the School, the Board, the students, the staff, and other constituencies. A broad range of insurance coverage will be required. The preliminary list is:

Directors and Officers Coverage

Property and Casualty Coverage

Student Accident Coverage

Professional Liability Coverage

Workers Compensation Coverage

Crime Coverage

Urban Assembly Charter School for Computer Science: Insurance

Data Processing and Electronic Transaction Coverage

Molestation Coverage

Cyber Crime Coverage

Employee Practices Coverage

Hired Auto Coverage

Based on input from CSBM we have included \$15,000 for insurance in Year 1 and assumed a 30% increase each year.

Response 21 – Fiscal Soundness

(a) Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be 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 in the proposal. Please note that schools that include at-risk designations, “preferences” or set-asides in their admissions policies may not be eligible for federal CSP grant funding.

UACS has developed a fiscally sound budget with conservative assumptions regarding revenue and costs. This budget was developed in conjunction with Heather Blumberg at Charter School Business Management (CSBM). CSBM has extensive experience working with New York charter school finance and management, providing it with timely knowledge of the actual costs of operating a successful school.

The budget is designed to allow the school to operate each year and provide for growth over time as the school adds grades. Each year net income is positive with a growing ending cash balance over the five year charter term. By Year 5 the school expects to have an approximately \$3.4 million surplus with which to fund ongoing growth of the high school program and capital expenses.

The required budget modification worksheet has been populated using some general assumptions regarding enrollment, staffing and revenue calculations. General assumptions are as follows:

Enrollment: The school is budgeting for full enrollment and intends to backfill all grades from the waitlist throughout the year. The school intends to accept through the lottery process more students than its actual target enrollment numbers and assumes some attrition will lead to achieving the targets.

Per Pupil Revenue: UACS assumes it will receive \$14,016 per student and that this will remain constant over the five years of the charter.

CSP: The school assumes it will receive a \$500,000 CSP grant, and has included that in the budgets for start-up and the first two years of operation.

CSP Supplemental Funding: UACS also believes it should be eligible for the additional \$250,000 for meeting one or more program design priorities, namely it would lease the proposed facility for a minimum of 3 years of operation, and enroll a sufficient number of students in its first year to suggest that it is likely to meet or exceed all of its enrollment targets for at-risk students when it applies for charter renewal. UACS also

meets the discretionary criteria of a unique mission. UACS will be the first and only Career and Technical Education charter high school in New York City. However, without certainty these additional funds were not included in this proposed budget.

Philanthropy: The budget assumes a small amount of philanthropic funding, a combined \$40,000 of contributions and fundraising each year. Members of the founding team and board have experience with fundraising and grant writing and believe this is a reasonable estimate. We do include in the budget annual expenses for fundraising as well. Moreover, the budget results in net income each year, meaning that should philanthropic support not materialize it will not have an adverse effect on the budget.

Taxes and Benefits: Based on state rates, the budget assumes the following payroll taxes as a percentage of salary: 6.2% for social security, 1.45% for Medicare, and 2.6% for state unemployment insurance. UACS will provide a comprehensive package of health, vision and dental insurance to its full-time employees; the school expects this to cost 9.75% of salary in Year 1 and, given current trends in health insurance, increase by one percentage point each year. UACS will also provide a 3% match for contributions to a 403(b) plan with a one year vesting period for all new employees.

Title I: UACS is locating in and intends to target for recruitment low-income students. As such we anticipate having a large percentage of our students would qualify for free and reduced-price lunch. However, due to the expected difficulty of collecting forms and documentation from High School students, UACS is estimating 75% for budgeting purposes.

Special Education: UACS expects approximately 20% of enrollment to be students with disabilities and will offer a comprehensive special education program, including integrated co-teaching (ICT) and special education teacher support services (SETSS). Approximately one-quarter to one-third of these students will be eligible for services at the 60% or greater level and two-thirds to three-quarters at 20-59%.

Food Services: While UACS plans to participate in the federal school breakfast and lunch program and has included that revenue in the budget, it has not included revenue for students who pay full- or reduced-price meals. Given the predominantly low-income community in which it will be located, the school intends to provide meals and snacks to all students, regardless of ability to pay. UACS will not seek fees from eligible families for meals.

Salaries: All salary calculations in the proposed budgets assume a 3% annual increase over starting salary. Should the budget be tight at some point, this is one place the school could adjust by providing a smaller increase overall or selectively providing increases of different amounts to different employees based on merit. The board will set this policy annually based on the school's financial condition.

Urban Assembly Charter School for Computer Science: Fiscal Soundness

Pre-Opening Period Budget

Revenue: \$260,400. The school intends to use \$150,000 of its Charter School Program (CSP) grant, \$30,000 from a grant from the Walton Foundation, \$40,000 from private individuals and \$40,400 provided by the Urban Assembly Inc. to fund the startup costs. The UACS contingency plan in the event any of these funds are delayed includes deferral of salary for start-up staff and negotiating deferral of payment to vendors. This is a common practice, especially with vendors who have worked with charter schools and understand the cash flow constraints during start-up. The school may also consider a bridge loan until per-pupil funding begins to flow in August.

Expenditures: \$260,400. The bulk of the pre-opening costs are salary for the Principal, who will start in July 2016, and the Partnership Coordinator, who will start in January, as well as related employment taxes and benefits for a total of \$210,000. Additional expenditures include:

- \$6,000 for Accounting / Audit costs at year end
- \$25,000 for contracted consultant services for school design consultants
- \$1,200 for anticipated costs associated with Board of Directors meetings
- \$3,000 for staff development including trainings and conferences
- \$9,000 for staff recruitment
- \$1,200 for business expenses
- \$5,000 for estimated costs of umbrella insurance during Startup year

Year 1 Budget

Revenue: \$2,497,267. The school expects to enroll 105 students in Year 1 and receive a commensurate \$1,471,656 in per pupil revenue via New York City. A onetime DYCD grant of \$100,875 is also anticipated. \$207,285 will come from state per pupil funds for students with disabilities and about another \$48,825 from federal sources for students with disabilities and low-income students. The school intends to utilize \$300,000 of its CSP grant in Year 1. From local sources UACS expects to receive \$368,627, which includes \$40,000 in private contributions, \$25,950 in E-rate reimbursements, \$8,345 from FAMIS for Textbooks and \$294,331 for rental reimbursements from the Department of Education. Total revenues are estimated to be \$2,497,267.

Expenditures: \$2,335,181. The school projects a balanced budget in Year 1 with a net income of \$162,086.

Personnel: \$1,313,901. The school will continue to employ its Principal and Partnership Coordinator and plans to bring on additional members of the administrative team in Year 1, which includes the Director of Operations and Student Support Coordinator. In the core subjects there will be five classroom teachers covering English, English Foundations, Math, Science and History as well as a Computer Science Teacher. There will also be one ESL teacher and one Physical Education teacher as well as two teaching assistants. The school will also hire one school counselor/social worker and a school

Urban Assembly Charter School for Computer Science: Fiscal Soundness

aide to assist in reception and food services. Altogether there will be 16 FTE for a total salary cost of \$1,094,918. Taxes and benefits add another \$218,984 for a total of \$1,313,901 in personnel costs, which is 56% of total expenditures.

Contracted Services: \$225,000. Contracted services include an annual audit, legal, nursing and food services. Funds are also budgeted for CSBM (accounting and operations consulting). Total contracted services is \$225,000, which is 10% of total expenditures.

School Operations: \$278,169. In its first year \$44,100 is allocated for instructional resources. \$10,000 will be spent on classroom equipment and another \$128,900 on technology, which includes laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance. \$6,825 is allocated for assessment based on estimates of \$65 per student. \$24,000 was estimated cost of installation and usage for Telephone and Internet. USCS estimates \$40 per student for travel above the student travel expenses covered by the Department of Education to cover after school and weekend internships and projects; \$20 per student to cover the cost of Trips and events, \$2,100. UACS will cover the cost of the first Uniform purchase for each student estimated at \$30 per student, \$3,150. \$10,500 on Office Supplies and other office expenses. \$99,600 for staff development, which includes \$85,000 for The UA School Support services, as well as meeting supplies, NYC SPED collaborative, conferences, trainings and other staff development activities. While some funds are allocated in the pre-opening period for students and staff recruitment, additional funds of \$11,000 are allocated in Year 1 for ongoing recruitment for staff and students. \$8,269 to cover the cost of School meals. \$2,000 for staff travel to conferences. \$10,000 for Fundraising cost such as annual benefit. Finally, \$6,000 is allocated to nursing supplies, transaction fees, subscriptions and dues and other business expense. School operations accounts for 12% of total expenditures.

Facility Operations and Maintenance: \$471,331. Based on initial facility negotiations, rent is estimated at \$32.70 per square feet for 9,000 sq. ft. in year 1, which comes to \$294,331 for rent in Year 1. (Many of our potential sites have asking rents below that, but we assume rent may include some leasehold improvements.) Utilities assume \$2,250 per month based on estimated cost of electricity. UACS also estimates \$45,000 each for Janitorial, security and nursing services. The estimated cost of Insurance is \$15,000. Total facility cost is \$471,331,200, which is 20% of total expenditures.

Depreciation & Amortization: Capital Purchases of computers totaling \$108,900, creates a depreciation expense of \$21,780

Dissolution: \$25,000. UACS will put the required amount in an escrow account in Year 1.

Year 1 Cash Flow

The school projects a positive cash balance each month and at end of year of \$74,966.

Urban Assembly Charter School for Computer Science: Fiscal Soundness

Five Year Budget

Revenue: \$8,171,968 in Year 5. Enrollment will increase from 105 students in Year 1 to 420 students and \$5,886,623 in per-pupil revenue in Year 5. Total special education revenue from state and federal sources will rise to \$854,338 and Title I revenue to \$170,100 at the end of the charter term. \$10,200 from E-rate reimbursements and \$33,382 from FAMIS. UACS expects to continue to raise \$40,000 in contributions each year.

Expenditures: \$6,996,096 in Year 5. Though the school intends to add students and staff each year, UACS expects revenues to exceed expenditures in each year of the charter period. By Year 5 the school plans to have a \$1,175,872 net income:

Personnel: \$4,525,159 in Year 5. As the school grows, salaries as a percentage of total expenditures will increase through the charter period, rising to 64% of total expenditures by Year 5. The school will add core and special teachers each year. In addition, in Year 2 a Director of Instruction will be hired and starting that year a social worker per year will join the school. In Year 3 a Dean of Students and Business Manager will be hired. A Guidance Counselor will be hired in Year 3 and another in Year 5. While administrative salaries will account for 33% of total salary costs in Year 1, this will decrease to 27% in Year 5 as the school approaches scale.

Contracted Services: \$200,464 in Year 5. This budget category will decline over the charter term as the school develops systems and capacity and has the scale to hire its own staff to handle previously outsourced tasks. For instance, CSBM will play a substantial role in accounting and finance in the early years, but as the school adds office and finance/operations staff of its own it will transition to a training and support role. Similarly, as instructional staff and leaders develop expertise in the school's curriculum programs and instructional tools, the cost of external professional development will decrease. On the other hand, the school will step up contracted services for special education as that population is anticipated to grow. Nevertheless, total contracted services will decline to 9% of total expenditures in Year 5.

School Operations: \$674,789 in Year 5. UACS expects expenses to continue to increase each year due to the yearly increase in students and teachers. While all expenses are budgeted to increase each year by 3% due to inflation, some cost will have a significantly higher increase due to increased enrollment. Expenses for staff development will increase to \$149,400 in Year 5 with \$100,000 each year for UA School Support Services. By Year 5 total school operation costs will be \$674,789 or 9% of total expenditures.

Facility Operations and Maintenance: \$1,474,452 in Year 5. Rent will grow as a function of student enrollment, and the additional space needed to accommodate those students. There is a significant jump in utilities, insurance and rental expenses each year. The school expects to be paying \$1,474,452 in facility-related costs in Year 5, which remains at 21% of total expenditures.

Dissolution: \$75,000. UACS will put \$25,000 in an escrow account in Years 1, 2 and 3.

(b) Financial Planning

Explain the process the 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 and on what interval.

Budget Development: The Board of Trustees will adopt an annual budget each spring prior to the beginning of the next fiscal year, which begins on July 1. The Principal and Director of Operations with the help of CSBM will initiate the budget development process by conducting a needs assessment that takes into account past revenues and expenditures, especially large variances in budget to actuals, as well as projections that consider anticipated growth of student enrollment, personnel, programs and facility space. Each department will submit to school leadership a list of its needs and priorities for the coming year. The expertise of Charter School Business Management will be sought to inform key cost and revenue assumptions based on the experiences of other charter schools. In addition, the school's CTE Advisory Board may assist in identifying costs associated with work-based learning. School leaders will draft a preliminary budget for review by the Finance Committee, which will ensure the budget is in alignment with the school's mission and vision and provides for the long-term financial stability of the school. Key priorities will be the core academic program, including personnel and resources to carry it out, as well as a safe and secure facility for the school. The school will also maintain a five year budget projection and revise it each year based on current information and long-term strategic plans.

Budget Monitoring and Modification: The Director of Operations will be responsible for tracking all revenues and expenditures, and will report to the Principal on these issues, particularly those that may need to be escalated to the Board for possible budget modification. Budgets are monitored on a monthly basis. The Director of Operations will work with CSBM to generate reports, including budget to actual, cash flow and balance statements, that are reviewed each month by the Board Treasurer and Finance Committee. They will present a report to the full Board at each meeting on the financial health of the school. Should projected expenses in any domain significantly exceed budgeted amounts, the Principal and Director of Operations may work with the Finance Committee to develop recommendations for budget modifications to ensure a balanced budget and adequate cash flow. The Board has sole power to make changes to the annual budget.

(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.

Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

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.

UACS will contract with an independent New York State certified public accountant to perform annual audits of the finances of the schools, which will be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The Board Finance Committee will be responsible for selecting and recommending the annual auditor to the full Board, which approves hiring of said auditor. The proposed budget includes \$20,000 in Year 1 for this purpose and increases by 3% each year. The audit will not be conducted by the same individual or organization that provides the school's accounting services. School staff will ensure that the auditor has access to all pertinent information and documents for both pre-audit and audit activities. The audit will cover all required financial reports, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing any significant findings or material weakness in the financial processes of the school. The Board Finance Committee will ensure that the fiscal audit is completed with assistance from the school's Director of Operations. The audit will be presented to and reviewed by the Board and submitted to the authorizer each year in a timely manner. Should the audit report include any negative findings, the Director of Operations will create and present to the Board a plan for resolving the issues in a timely manner.

(d) Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow in the event of the closure and dissolution in addition to the SUNY Closure Plan. Please note that specific assurances as to dissolution are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Dissolution Process: In the event of the dissolution and closure of the school, the school will follow a clear process to ensure all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner.

Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee comprised of Board members to oversee the closure. This plan will be shared immediately with the authorizer and school leadership. The Board would expect to delegate to the school leader responsibility for managing the dissolution process; should the school leader be unavailable the Board will designate another school staff member to implement the closure plan.

The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents

and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.

The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned. Any remaining assets will be transferred to another charter school in New York City selected by the Board of Trustees.

The proposed UACS budget includes \$75,000 for the cost of dissolution by setting aside \$25,000 each year for the first three years of operation to cover costs in case of the school's dissolution.

Dissolution Timeline:

Within 10 Days:

UACS will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence

Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.

The Director of Operations will work with CSBM to settle all outstanding financial obligations. In addition, the Director of Operations will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.

The Principal, Director of Operations, and Board Treasurer will work with CSBM to begin producing final financial statements through the closure and a preliminary process for identifying assets required for transfer.

The Principal and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.

School leaders will hold student meetings and share information about the school closure and the placement process.

UACS will host information sessions for families and students about other school opportunities and assist students in the application process

UACS will post all official closure information on its website.

Within 20 Days:

Urban Assembly Charter School for Computer Science: Fiscal Soundness

UACS staff will meet with each student and their parents/guardians to determine placement options.

The school will notify local public and private schools of the planned closure and placement needs of students.

The Director of Operations will provide a status report to the Principal and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

Within 30 Days:

UACS staff will continue to meet with each student and their parents until placement is determined.

The school will transfer students records to the schools in which students are subsequently enrolled.

Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.

The Director of Operations will provide a final report to the Principal and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

After 30 Days:

The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.

Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which is furnished to the authorizer.

Available assets after all debts have been met will then be distributed to the charter school selected by the Board of Trustees.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					DESCRIPTION OF ASSUMPTIONS
<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		2,497,267	4,176,834	6,157,276	8,187,718	8,171,968	
Total Expenses		2,335,181	3,899,449	5,512,878	6,739,122	6,996,096	
Net Income (Before Cash Flow Adjustments)		162,086	277,385	644,398	1,448,597	1,175,872	
Budgeted Student Enrollment		105	210	315	420	420	
		Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		1.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue	Basic Tuition (2015-16)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	13,877	1,471,656	2,943,312	4,414,968	5,886,623	5,886,623	Assumes per pupil allocation increases by 1% in FY 17-18
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:	-	-	-	-	-	-	
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,016					
Special Education Revenue		207,285	414,569.40	621,854	829,139	829,139	SPED services provided to 20% of the student population. Assumes 6% of students receive services < 20% of the time, 8% of students receive services 20-60% of the time (at an additional rate of \$10,390), and 6% of students receive services 60% of the time (at an additional rate of \$19,049).
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		100,875	-	-	-	-	School will only receive DYCD revenues in 1st year
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,779,816	3,357,881	5,036,822	6,715,762	6,715,762	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		6,300	12,600.00	18,900.00	25,200.00	25,200.00	Assumes students receiving services over 60% of the time receive an additional \$1,000
Title I		39,375	78,750	118,125	157,500	157,500	Assumes \$500 per FRPL student (assumes 75% FRPL)
Title Funding - Other		3,150	6,300	9,450	12,600	12,600	Title II- Assumes \$40 per FRPL student (assumes 75% FRPL)
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		300,000	50,000	-	-	-	CSP Grant for \$500,000- Pre-Opening- \$150,000, Year 1- \$300,000, Year 2- \$50,000
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		348,825	147,650	146,475	195,300	195,300	
LOCAL and OTHER REVENUE							
Contributions and Donations		40,000	40,000	40,000	40,000	40,000	Estimated \$40,000 in Private donations from UA sponsors
Fundraising		-	-	-	-	-	
Erate Reimbursement		25,950	25,950	25,950	25,950	10,200	Anticipate receiveing \$150 per student enrolled plus 85% of monthly internet fees of \$1,000.
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					DESCRIPTION OF ASSUMPTIONS
<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	2,497,267	4,176,834	6,157,276	8,187,718	8,171,968	
Total Expenses	2,335,181	3,899,449	5,512,878	6,739,122	6,996,096	
Net Income (Before Cash Flow Adjustments)	162,086	277,385	644,398	1,448,597	1,175,872	
Budgeted Student Enrollment	105	210	315	420	420	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
Text Book	8,345	16,691	25,036	33,382	33,382	FAMIS- Assumes \$79.48 per student
OTHER	294,331	588,662.34	882,993.51	1,177,324.68	1,177,325	Includes rental assistance- assuming school uses full 20% of per pupil funds available to offset rental expenses.
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	368,627	671,303	973,980	1,276,656	1,260,906	
TOTAL REVENUE	2,497,267	4,176,834	6,157,276	8,187,718	8,171,968	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE					DESCRIPTION OF ASSUMPTIONS
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Budgeted Student Enrollment		105	210	315	420	420	
		Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							<i>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
	Year 1 No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	150,000	154,500	159,135	163,909	168,826	1 Principal
Deans, Directors & Coordinators	0.50	40,833	164,558	251,162	258,697	266,458	1 Director of Instruction yr2, .5 Student Support Coordinator in year 1 FTE in yr2, 1 Dean of Students (started in Yr 3)
CFO / Director of Finance Operation / Business Manager	2.00	170,000	175,100	265,353	273,314	281,513	1 Director of Operations yr 1 1 Partnership Coordinator, 1 Business Manager (started in Yr 3)
Administrative Staff	-	-	35,000	36,050	37,132	38,245	
TOTAL ADMINISTRATIVE STAFF	3.50	360,833	529,158	711,700	733,051	755,042	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	5.00	357,500	654,225	959,852	1,274,647	1,312,887	Classroom Teachers
Teachers - SPED	0.50	35,750	144,073	219,895	297,992	306,931	.5 Special Education Teacher in year 1
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	61,513	94,114	127,694	162,281	167,150	Teaching Assistants/Interns
Specialty Teachers	3.00	189,278	321,142	520,054	598,749	616,711	CTE Teachers (Yr 1 - 1 FTE, Yr 2 - 2 FTEs, Yr 3 - 3 FTEs, Yr 4 & 5 - 4 FTEs), Specialist Teachers (Yr 1 & 2 - 1 FTE, Yr 3 to 5 - 2 FTEs), 1 ESL Specialist (Yr 1 - 1 FTE, Yrs 2-5 - 2 FTE), 1 Foreign Language Teacher (started in Yr 3)
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	64,175	130,276	262,535	334,587	408,800	Social Worker (1 FTE added each year starting at Yr1), College and Career Counselors (Yr 3 & 4 - 1 FTE, Yr 5 - 2 FTEs)
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.50	708,216	1,343,830	2,090,030	2,668,256	2,812,479	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	1.00	25,868	52,512	79,956	108,223	111,470	School Aides
TOTAL NON-INSTRUCTIONAL	1.00	25,868	52,512	79,956	108,223	111,470	
SUBTOTAL PERSONNEL SERVICE COSTS		16.00	1,094,918	1,925,501	2,881,686	3,509,530	3,678,991
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		98,543	173,295.08	259,352	315,858	331,109	9%
Fringe / Employee Benefits		120,441	211,805.10	316,985	386,048	404,689	11%- medical, STD, LTD, life, workers comp,
Retirement / Pension		-	57,765.03	86,451	105,286	110,370	0%
TOTAL PAYROLL TAXES AND BENEFITS		218,984	442,865	662,788	807,192	846,168	
TOTAL PERSONNEL SERVICE COSTS		16.00	1,313,901	2,368,366	3,544,474	4,316,721	4,525,159
CONTRACTED SERVICES							
Accounting / Audit		120,000	123,600	127,308	131,127	135,061	Anticipate audit and 990 fee of \$20,000 and CSBM(100K). Anticipate annual increase of 3%
Legal		5,000	5,150	5,305	5,464	5,628	Anticipate annual increase of 3%
Management Company Fee		-	-	-	-	-	0
Nurse Services		45,000	46,350	-	-	-	Assumes outsourced nursing services for first 2 years. After school enrolls 250 students DOE nurse should be provided.
Food Service / School Lunch		-	-	-	-	-	0
Payroll Services		-	-	-	-	-	0

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					DESCRIPTION OF ASSUMPTIONS
<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>
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Budgeted Student Enrollment	105	210	315	420	420	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
Special Ed Services	-	-	-	-	-	
Titlement Services (i.e. Title I)	5,000	3,500	3,500	3,500	3,500	Anticipates NCLB application support. Cost will decrease after initial year of support
Other Purchased / Professional / Consulting	50,000	51,500	53,045	54,636	56,275	Consultants - not grant dependent, IT support \$10K, substitute services \$5K, e-rate consultant (\$5k), arts outsource \$30K, Anticipate annual increase of 3%
TOTAL CONTRACTED SERVICES	225,000	230,100	189,158	194,727	200,464	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE					DESCRIPTION OF ASSUMPTIONS
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	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
SCHOOL OPERATIONS						
Board Expenses	5,400	5,562	5,729	5,901	6,078	Assumes \$3,000 annually plus \$200 per month for misc board supplies/materials. Anticipate growth of 3% annually
Classroom / Teaching Supplies & Materials	18,375	36,750	55,125	73,500	73,500	Classroom supplies, library books, Art supplies, Music supplies, Phys Ed supplies. Assumes \$175 per student.
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	36,750	73,500	110,250	147,000	147,000	Assumes \$350 per student annually. Will review assumptions to see if cost of returning students books are lower.
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	10,000	16,120	22,240	28,360	28,480	Photocopy Lease. Anticipate adding additional copy machine each year @ \$6k each until full growth. Also includes allocation for other furniture with a 3% annual increase.
Telephone	24,000	24,720	25,462	26,225	27,012	Includes cost of telephone and internet. Anticipate annual growth of 3%
Technology	20,000	20,600	21,218	21,855	22,510	Educational software @ \$20k. Anticipate growth of 3% annually (or should this growth be based on student enrollment)
Student Testing & Assessment	6,825	13,650	20,475	27,300	27,300	Assessment materials at \$65 per student (DRP- pending follow up)
Field Trips	2,100	5,250	7,875	10,500	10,500	Assumes \$20 per student for field trips and assemblies
Transportation (student)	4,200	8,400	12,600	16,800	16,800	Plan to use DOE transportation
Student Services - other	3,150	3,244.50	3,341.84	3,442.09	3,545.35	
Office Expense	10,500	23,100	34,650	46,200	46,200	Anticipate providing each new student with 1 uniform @ \$30 Office supplies, postage and shipping, printing and copying (@ \$100 per student)
Staff Development	99,600	125,550	137,100	145,650	149,400	Meeting supplies and food; NYC SPED Collaborative (\$5,000); each staff member goes 2 conferences per year per conference cost \$300 , per employee, The UA School Support costs, (80K)yr 1, 100K yr 2-5
Staff Recruitment	3,000	3,090	3,183	3,278	3,377	Anticipate 3% annual increased expense for ads.
Student Recruitment / Marketing	8,000	8,240	8,487	8,742	9,004	Includes \$5k for annual mailing and \$3k for other recruitment. Anticipate increasing by 3% annually.
School Meals / Lunch	8,269	16,538	24,806	33,075	33,075	Anticipate covering lunch expenses for 25% of the students not covered by FRPL for 200 days at \$1.75 per meal
Travel (Staff)	2,000	29,000	43,000	52,000	53,000	Anticipate spending \$1k per staff member to attend conferences annually.
Fundraising	10,000	10,300	10,609	10,927	11,255	Anticipate spending \$10k on an annual benefit. Anticipate increasing expenses by 3% annually.
Other	6,000	6,180	6,365	6,556	6,753	Nursing supplies and bank fees. Anticipate increasing by 3% annually.
TOTAL SCHOOL OPERATIONS	278,169	429,794	552,516	667,311	674,789	
FACILITY OPERATION & MAINTENANCE						
Insurance	15,000	19,500	25,350	32,955	33,943.65	Estimated cost of insurance. Anticipate annual increase of 30% through full growth.
Janitorial	45,000	46,350	47,741	49,173	50,648	Anticipates full outsource of janitorial services with an annual increase in cost of 3% (may also want to consider increasing based on total space being cleaned)
Building and Land Rent / Lease / Facility Finance Interest	294,331	588,662	882,994	1,177,325	1,177,325	Assumes \$32 per square foot x 9k square feet in year 1 (build up to \$36k sq ft at full growth)

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE					DESCRIPTION OF ASSUMPTIONS
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Net Income (Before Cash Flow Adjustments)	162,086	277,385	644,398	1,448,597	1,175,872	
Budgeted Student Enrollment	105	210	315	420	420	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
Repairs & Maintenance	45,000	46,350	47,741	49,173	50,648	Anticipate \$50k for handyman, pest control, etc. Anticipate spending an additional 3% annually (may want to consider increasing total based on space being maintained)
Equipment / Furniture	-	-	-	-	-	
Security	45,000	46,350	47,741	49,173	50,648	Assumes outsourced security at \$45k with a 3% increase annually.
Utilities	27,000	54,000	81,000	108,000	111,240	Assumes \$3 per square foot covered
TOTAL FACILITY OPERATION & MAINTENANCE	471,331	801,212	1,132,565	1,465,798	1,474,452	
DEPRECIATION & AMORTIZATION	21,780	44,977	69,166	94,564	121,232	Assumes capital purchases include 1 computer per student @ \$400 each, 1 computer per teacher @ \$800 each, Smartboards at \$4,500 per classroom, classroom equipment at \$1,550 per classroom, student furniture at \$100 per student, classroom furniture at \$4,850 per classroom
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	Assumes \$25k for escrow account for first 3 years
TOTAL EXPENSES	2,335,181	3,899,449	5,512,878	6,739,122	6,996,096	
NET INCOME	162,086	277,385	644,398	1,448,597	1,175,872	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					DESCRIPTION OF ASSUMPTIONS
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	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	105	210	315	420	420	
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	105	210	315	420	420	
REVENUE PER PUPIL	23,783	19,890	19,547	19,495	19,457	
EXPENSES PER PUPIL	22,240	18,569	17,501	16,046	16,657	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	21,780	44,649	68,661.45	93,874.52	120,348.25	
Other	-	-	-	-	-	
Total Operating Activities	21,780	44,649	68,661	93,875	120,348	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(108,900)	(114,345)	(120,062)	(126,065)	(132,369)	Assumes capital purchases include 1 computer per student @ \$400 each, 1 computer per teacher @ \$800 each, Smartboards at \$4,500 per classroom, classroom equipment at \$1,550 per classroom, student furniture at \$100 per student, classroom furniture at \$4,850 per classroom. Anticipate increased expenses by 5% annually. Should also include wiring of building and possibly other building related expenses.
Other	-	-	-	-	-	
Total Investment Activities	(108,900)	(114,345)	(120,062)	(126,065)	(132,369)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(87,120)	(69,696)	(51,401)	(32,191)	(12,020)	
NET INCOME	74,966	207,689	592,997	1,416,406	1,163,852	
Beginning Cash Balance	-	74,966	282,655	875,652	2,292,058	
ENDING CASH BALANCE	74,966	282,655	875,652	2,292,058	3,455,909	



**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 3 OR 3.1.
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 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
570101	ADDISON CSD	11,513	11,613
410401	ADIRONDACK CSD	11,921	12,021
80101	AFTON CSD	14,050	14,150
142101	AKRON CSD	10,384	10,484
10100	ALBANY CITY SD	14,072	14,422
450101	ALBION CSD	10,580	10,930
140101	ALDEN CSD	10,112	10,212
180202	ALEXANDER CSD	11,335	11,685
220202	ALEXANDRIA CSD	12,350	12,450
20101	ALFRED-ALMOND CSD	10,628	10,978
40302	ALLEGANY-LIMESTONE CSD	10,612	10,712
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11,713	11,813
580303	AMAGANSETT UFSD	57,898	57,998
140201	AMHERST CSD	10,971	11,071
580106	AMITYVILLE UFSD	17,777	17,777
270100	AMSTERDAM CITY SD	9,693	9,793
120102	ANDES CSD	21,107	21,457
20601	ANDOVER CSD	12,603	12,703
660405	ARDSLEY UFSD	20,471	20,821
640101	ARGYLE CSD	11,652	11,752
571901	ARKPORT CSD	9,930	10,030
131601	ARLINGTON CSD	11,719	11,819
670201	ATTICA CSD	9,802	9,902
50100	AUBURN CITY SD	10,495	10,845
90201	AUSABLE VALLEY CSD	13,435	13,535
491302	AVERILL PARK CSD	10,286	10,386
570201	AVOCA CSD	13,453	13,553
240101	AVON CSD	10,715	10,815

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
580101	BABYLON UFSD	17,178	17,278
80201	BAINBRIDGE-GUILFORD CSD	11,684	11,784
280210	BALDWIN UFSD	15,908	16,008
420901	BALDWINSVILLE CSD	10,972	11,072
521301	BALLSTON SPA CSD	12,047	12,147
401301	BARKER CSD	13,145	13,245
180300	BATAVIA CITY SD	12,293	12,643
570302	BATH CSD	10,030	10,130
580501	BAY SHORE UFSD	15,607	15,707
580505	BAYPORT-BLUE POINT UFSD	17,816	17,916
130200	BEACON CITY SD	11,343	11,443
231301	BEAVER RIVER CSD	10,123	10,223
660102	BEDFORD CSD	20,806	20,906
90301	BEEKMANTOWN CSD	11,708	12,058
20801	BELFAST CSD	11,869	11,969
220909	BELLEVILLE HENDERSON CSD	10,280	10,380
280207	BELLMORE UFSD	19,888	19,988
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,014	14,114
61001	BEMUS POINT CSD	12,060	12,160
490101	BERLIN CSD	13,140	13,240
10201	BERNE-KNOX-WESTERLO CSD	13,621	13,721
10306	BETHLEHEM CSD	12,763	12,863

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
280521	BETHPAGE UFSD	17,600	17,700
30200	BINGHAMTON CITY SD	10,470	10,570
661905	BLIND BROOK-RYE UFSD	20,568	20,668
22902	BOLIVAR-RICHBURG CSD	11,135	11,235
630101	BOLTON CSD	20,785	20,885
570401	BRADFORD CSD	13,266	13,616
510101	BRASHER FALLS CSD	10,422	10,522
580512	BRENTWOOD UFSD	13,733	13,833
480601	BREWSTER CSD	17,058	17,158
661402	BRIARCLIFF MANOR UFSD	23,111	23,211
580909	BRIDGEHAMPTON UFSD	53,545	53,545
260101	BRIGHTON CSD	12,698	12,798
171102	BROADALBIN-PERTH CSD	8,886	8,986
261801	BROCKPORT CSD	10,995	11,095
62301	BROCTON CSD	12,687	12,787
660303	BRONXVILLE UFSD	22,106	22,106
250109	BROOKFIELD CSD	11,421	11,521
580203	BROOKHAVEN-COMSEWOGUE UFSD	13,748	13,848
490202	BRUNSWICK CSD (BRITTONKILL)	10,751	10,851
161601	BRUSHTON-MOIRA CSD	11,409	11,409
140600	BUFFALO CITY SD	12,255	12,355
520101	BURNT HILLS-BALLSTON LAKE CSD	10,418	10,518
661201	BYRAM HILLS CSD	20,304	20,404
180701	BYRON-BERGEN CSD	11,597	11,697
190301	CAIRO-DURHAM CSD	10,595	10,695
240201	CALEDONIA-MUMFORD CSD	10,468	10,568
641610	CAMBRIDGE CSD	12,600	12,700
410601	CAMDEN CSD	10,905	11,005

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
570603	CAMPBELL-SAVONA CSD	10,781	10,881
270301	CANAJOHARIE CSD	11,095	11,195
430300	CANANDAIGUA CITY SD	11,078	11,178
21102	CANASERAGA CSD	12,579	12,679
250901	CANASTOTA CSD	9,837	10,187
600301	CANDOR CSD	11,537	11,637
571502	CANISTEO-GREENWOOD CSD	13,797	14,147
510201	CANTON CSD	11,502	11,602
280411	CARLE PLACE UFSD	20,437	20,537
480102	CARMEL CSD	15,659	15,759
222201	CARTHAGE CSD	8,472	8,822
60401	CASSADAGA VALLEY CSD	11,609	11,709
50401	CATO-MERIDIAN CSD	10,653	11,003
190401	CATSKILL CSD	14,380	14,480
42302	CATTARAUGUS-LITTLE VALLEY CSD	11,618	11,718
250201	CAZENOVIA CSD	10,863	10,963
580233	CENTER MORICHES UFSD	15,097	15,197
580513	CENTRAL ISLIP UFSD	19,864	19,964
460801	CENTRAL SQUARE CSD	9,821	9,921
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,503	9,603
661004	CHAPPAQUA CSD	19,291	19,391
120401	CHARLOTTE VALLEY CSD	11,157	11,257

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District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
160801	CHATEAUGAY CSD	11,129	11,229
101001	CHATHAM CSD	13,227	13,327
60503	CHAUTAUQUA LAKE CSD	14,707	14,807
90601	CHAZY UFSD	11,966	12,066
140701	CHEEKTOWAGA CSD	10,485	10,585
140702	CHEEKTOWAGA-MARYVALE UFSD	10,433	10,783
140709	CHEEKTOWAGA-SLOAN UFSD	12,196	12,296
30101	CHENANGO FORKS CSD	10,753	10,853
30701	CHENANGO VALLEY CSD	10,920	11,020
472202	CHERRY VALLEY-SPRINGFIELD CSD	12,924	13,024
440201	CHESTER UFSD	13,420	13,520
251601	CHITTENANGO CSD	11,233	11,333
261501	CHURCHVILLE-CHILI CSD	10,372	10,472
110101	CINCINNATUS CSD	12,941	13,041
140801	CLARENCE CSD	9,251	9,351
500101	CLARKSTOWN CSD	13,560	13,660
140703	CLEVELAND HILL UFSD	10,678	10,778
510401	CLIFTON-FINE CSD	17,357	17,457
411101	CLINTON CSD	11,779	11,879
650301	CLYDE-SAVANNAH CSD	13,326	13,326
60701	CLYMER CSD	14,425	14,775
541102	COBLESKILL-RICHMONDVILLE CSD	11,052	11,152
10500	COHOES CITY SD	12,041	12,141
580402	COLD SPRING HARBOR CSD	20,836	20,936
510501	COLTON-PIERREPONT CSD	18,631	18,731
580410	COMMACK UFSD	15,756	15,856
580507	CONNETHQUOY CSD	16,197	16,297
471701	COOPERSTOWN CSD	12,167	12,267

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District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
230201	COPENHAGEN CSD	10,185	10,285
580105	COPIAGUE UFSD	15,361	15,711
520401	CORINTH CSD	11,169	11,269
571000	CORNING CITY SD	10,887	10,987
440301	CORNWALL CSD	11,512	11,612
110200	CORTLAND CITY SD	10,392	10,492
190501	COXSACKIE-ATHENS CSD	12,138	12,238
660202	CROTON-HARMON UFSD	15,983	16,083
150203	CROWN POINT CSD	15,675	16,025
22302	CUBA-RUSHFORD CSD	12,738	12,838
241101	DALTON-NUNDA CSD (KESHEQUA)	13,357	13,457
241001	DANSVILLE CSD	10,313	10,663
580107	DEER PARK UFSD	15,935	16,035
120501	DELAWARE ACADEMY CSD AT DELHI	14,180	14,280
140707	DEPEW UFSD	10,659	10,759
31301	DEPOSIT CSD	14,554	14,654
250301	DERUYTER CSD	13,319	13,419
660403	DOBBS FERRY UFSD	19,177	19,277
211003	DOLGEVILLE CSD	10,777	10,877
130502	DOVER UFSD	11,495	11,595
120301	DOWNSVILLE CSD	17,393	17,493
610301	DRYDEN CSD	11,262	11,362

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District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
530101	DUANESBURG CSD	9,484	9,584
680801	DUNDEE CSD	10,248	10,348
60800	DUNKIRK CITY SD	13,235	13,335
140301	EAST AURORA UFSD	10,455	10,555
430501	EAST BLOOMFIELD CSD	11,367	11,467
490301	EAST GREENBUSH CSD	11,909	12,009
580301	EAST HAMPTON UFSD	23,979	24,079
260801	EAST IRONDEQUOIT CSD	11,807	11,907
580503	EAST ISLIP UFSD	14,909	15,009
280203	EAST MEADOW UFSD	15,972	16,072
580234	EAST MORICHES UFSD	17,622	17,372
580917	EAST QUOGUE UFSD	22,366	22,466
500402	EAST RAMAPO CSD (SPRING VALLEY)	16,555	16,555
261313	EAST ROCHESTER UFSD	12,835	12,935
280219	EAST ROCKAWAY UFSD	18,633	18,733
420401	EAST SYRACUSE-MINOA CSD	13,924	14,024
280402	EAST WILLISTON UFSD	21,034	21,134
660301	EASTCHESTER UFSD	18,082	18,182
580912	EASTPORT-SOUTH MANOR CSD	13,526	13,626
141201	EDEN CSD	9,924	10,024
660406	EDGEMONT UFSD	18,064	18,164
520601	EDINBURG COMMON SD	21,146	21,246
470501	EDMESTON CSD	11,243	11,593
513102	EDWARDS-KNOX CSD	10,786	10,886
180901	ELBA CSD	11,673	11,773
590801	ELDRED CSD	13,820	13,920
150301	ELIZABETHTOWN-LEWIS CSD	13,608	13,708
622002	ELLENVILLE CSD	15,400	15,500

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District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
40901	ELLICOTTVILLE CSD	11,741	11,841
70600	ELMIRA CITY SD	11,012	11,012
70902	ELMIRA HEIGHTS CSD	10,386	10,486
280216	ELMONT UFSD	14,647	14,747
660409	ELMSFORD UFSD	22,461	22,561
580401	ELWOOD UFSD	15,023	15,123
141401	EVANS-BRANT CSD (LAKE SHORE)	11,868	11,968
420601	FABIUS-POMPEY CSD	12,729	12,829
261301	FAIRPORT CSD	10,897	10,997
61101	FALCONER CSD	9,772	9,872
590501	FALLSBURG CSD	19,402	19,752
280522	FARMINGDALE UFSD	17,081	17,181
421001	FAYETTEVILLE-MANLIUS CSD	10,903	11,003
22001	FILLMORE CSD	9,406	9,506
580514	FIRE ISLAND UFSD	108,053	108,153
581004	FISHERS ISLAND UFSD	42,471	42,821
280222	FLORAL PARK-BELLEROSE UFSD	15,187	15,287
442115	FLORIDA UFSD	14,257	14,357
270601	FONDA-FULTONVILLE CSD	11,108	11,458
61503	FORESTVILLE CSD	10,734	10,834
640502	FORT ANN CSD	14,097	14,197
640601	FORT EDWARD UFSD	11,743	11,843

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270701	FORT PLAIN CSD	13,091	13,191
210402	FRANKFORT-SCHUYLER CSD	9,460	9,560
120701	FRANKLIN CSD	13,356	13,106
280217	FRANKLIN SQUARE UFSD	13,662	13,762
41101	FRANKLINVILLE CSD	11,601	11,701
62201	FREDONIA CSD	12,257	12,357
280209	FREEPORT UFSD	15,703	16,053
60301	FREWSBURG CSD	10,456	10,556
21601	FRIENDSHIP CSD	12,385	12,385
141604	FRONTIER CSD	9,009	9,109
460500	FULTON CITY SD	11,866	11,966
520701	GALWAY CSD	10,407	10,507
650902	GANANDA CSD	10,007	10,107
280218	GARDEN CITY UFSD	17,870	17,970
480404	GARRISON UFSD	21,963	22,063
260401	GATES-CHILI CSD	12,609	12,709
220401	GENERAL BROWN CSD	8,830	8,930
20702	GENESEE VALLEY CSD	11,263	11,363
240401	GENESEO CSD	12,507	12,607
430700	GENEVA CITY SD	12,938	13,038
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,121	13,221
100902	GERMANTOWN CSD	14,864	14,964
470202	GILBERTSVILLE-MOUNT UPTON CSD	11,569	11,669
540801	GILBOA-CONESVILLE CSD	15,957	16,057
280100	GLEN COVE CITY SD	18,435	18,535
630300	GLENS FALLS CITY SD	11,719	11,819
630918	GLENS FALLS COMN SD	12,000	12,350
170500	GLOVERSVILLE CITY SD	10,115	10,215

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430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,122	12,222
440601	GOSHEN CSD	13,023	13,123
511101	GOUVERNEUR CSD	10,505	10,605
42801	GOWANDA CSD	11,576	11,676
141501	GRAND ISLAND CSD	10,165	10,265
640701	GRANVILLE CSD	10,610	10,710
280407	GREAT NECK UFSD	22,718	22,818
260501	GREECE CSD	11,229	11,329
10701	GREEN ISLAND UFSD	12,912	13,012
660407	GREENBURGH CSD	22,343	22,693
80601	GREENE CSD	10,815	10,915
581010	GREENPORT UFSD	16,700	17,050
190701	GREENVILLE CSD	13,704	13,804
640801	GREENWICH CSD	12,381	12,481
442111	GREENWOOD LAKE UFSD	18,561	18,661
610501	GROTON CSD	10,656	10,756
10802	GUILDERLAND CSD	11,604	11,704
630801	HADLEY-LUZERNE CSD	13,745	14,095
480401	HALDANE CSD	16,737	16,837
580405	HALF HOLLOW HILLS CSD	15,146	15,246
141601	HAMBURG CSD	9,966	10,066
250701	HAMILTON CSD	13,147	13,247

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511201	HAMMOND CSD	12,977	13,077
572901	HAMMONDSPOORT CSD	15,016	15,116
580905	HAMPTON BAYS UFSD	16,343	16,443
120906	HANCOCK CSD	14,517	14,617
460701	HANNIBAL CSD	10,428	10,528
580406	HARBORFIELDS CSD	14,023	14,123
30501	HARPURSVILLE CSD	10,137	10,237
660501	HARRISON CSD	23,457	23,807
230301	HARRISVILLE CSD	12,622	12,722
641001	HARTFORD CSD	12,455	12,555
660404	HASTINGS-ON-HUDSON UFSD	19,654	19,754
580506	HAUPPAUGE UFSD	16,685	16,785
500201	HAYERSTRAW-STONY POINT CSD (NORTH RO	17,371	17,471
280201	HEMPSTEAD UFSD	18,452	18,202
660203	HENDRICK HUDSON CSD	18,424	18,524
210601	HERKIMER CSD	9,775	9,875
511301	HERMON-DEKALB CSD	12,896	12,996
280409	HERRICKS UFSD	17,279	17,379
512404	HEUVELTON CSD	10,954	11,054
280214	HEWLETT-WOODMERE UFSD	22,658	22,758
280517	HICKSVILLE UFSD	15,192	15,292
620803	HIGHLAND CSD	12,457	12,807
440901	HIGHLAND FALLS CSD	14,833	14,933
261101	HILTON CSD	10,450	10,550
41401	HINSDALE CSD	10,202	10,302
141701	HOLLAND CSD	11,282	11,382
412201	HOLLAND PATENT CSD	10,638	10,738
450704	HOLLEY CSD	10,525	10,625

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110701	HOMER CSD	11,342	11,442
431401	HONEOYE CSD	12,391	12,491
260901	HONEOYE FALLS-LIMA CSD	10,685	10,785
491401	HOOSIC VALLEY CSD	10,588	10,688
490501	HOOSICK FALLS CSD	12,032	12,132
571800	HORNELL CITY SD	9,858	10,208
70901	HORSEHEADS CSD	10,438	10,538
101300	HUDSON CITY SD	13,472	13,572
641301	HUDSON FALLS CSD	10,271	10,371
190901	HUNTER-TANNERSVILLE CSD	16,732	16,832
580403	HUNTINGTON UFSD	17,762	17,862
130801	HYDE PARK CSD	12,305	12,405
200401	INDIAN LAKE CSD	24,304	24,404
220301	INDIAN RIVER CSD	6,996	6,996
200501	INLET COMN SD	26,297	26,647
141301	IROQUOIS CSD	10,001	10,101
660402	IRVINGTON UFSD	20,400	20,500
280231	ISLAND PARK UFSD	27,985	28,335
280226	ISLAND TREES UFSD	15,755	15,855
580502	ISLIP UFSD	14,538	14,638
610600	ITHACA CITY SD	12,920	13,020
61700	JAMESTOWN CITY SD	10,414	10,514

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420411	JAMESVILLE-DEWITT CSD	11,194	11,294
572702	JASPER-TROUPSBURG CSD	10,840	10,940
540901	JEFFERSON CSD	12,445	12,795
280515	JERICO UFSD	24,161	24,261
630601	JOHNSBURG CSD	18,615	18,715
31502	JOHNSON CITY CSD	12,316	12,416
170600	JOHNSTOWN CITY SD	10,658	10,758
420501	JORDAN-ELBRIDGE CSD	11,873	11,973
660101	KATONAH-LEWISBORO UFSD	20,757	20,857
150601	KEENE CSD	19,911	20,011
450607	KENDALL CSD	12,590	12,940
142601	KENMORE-TONAWANDA UFSD	9,727	9,827
101401	KINDERHOOK CSD	11,489	11,589
580805	KINGS PARK CSD	14,178	14,278
620600	KINGSTON CITY SD	14,711	14,811
441202	KIRYAS JOEL VILLAGE UFSD	36,930	36,930
221401	LA FARGEVILLE CSD	9,708	9,808
141800	LACKAWANNA CITY SD	12,219	12,319
420807	LAFAYETTE CSD	16,016	16,116
630701	LAKE GEORGE CSD	12,771	12,871
151102	LAKE PLACID CSD	15,192	15,292
200601	LAKE PLEASANT CSD	25,331	25,681
662401	LAKELAND CSD	15,259	15,359
141901	LANCASTER CSD	8,692	8,792
610801	LANSING CSD	11,105	11,205
490601	LANSINGBURGH CSD	9,602	9,702
470801	LAURENS CSD	10,884	10,984
280215	LAWRENCE UFSD	23,252	23,002

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181001	LE ROY CSD	10,790	11,140
670401	LETCHWORTH CSD	11,587	11,687
280205	LEVITTOWN UFSD	17,530	17,630
400301	LEWISTON-PORTER CSD	12,479	12,229
590901	LIBERTY CSD	17,477	17,477
580104	LINDENHURST UFSD	14,503	14,603
511602	LISBON CSD	12,572	12,672
210800	LITTLE FALLS CITY SD	11,721	11,821
421501	LIVERPOOL CSD	12,779	12,879
591302	LIVINGSTON MANOR CSD	16,335	16,435
240801	LIVONIA CSD	11,606	11,706
400400	LOCKPORT CITY SD	10,165	10,265
280503	LOCUST VALLEY CSD	22,757	22,857
280300	LONG BEACH CITY SD	22,598	22,698
200701	LONG LAKE CSD	42,198	42,198
580212	LONGWOOD CSD	14,630	14,730
230901	LOWVILLE ACADEMY & CSD	9,853	9,953
221301	LYME CSD	13,271	13,371
280220	LYNBROOK UFSD	17,930	18,030
421504	LYNCOURT UFSD	15,749	15,849
451001	LYNDONVILLE CSD	10,769	10,869
650501	LYONS CSD	10,940	11,040

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251101	MADISON CSD	10,988	11,088
511901	MADRID-WADDINGTON CSD	10,741	10,841
480101	MAHOPAC CSD	14,175	14,275
31101	MAINE-ENDWELL CSD	10,447	10,547
161501	MALONE CSD	10,770	10,870
280212	MALVERNE UFSD	19,955	20,055
660701	MAMARONECK UFSD	18,666	18,766
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10,670	10,770
280406	MANHASSET UFSD	21,235	21,235
110901	MARATHON CSD	11,911	11,911
421101	MARCELLUS CSD	10,025	10,125
121401	MARGARETVILLE CSD	13,626	13,726
650701	MARION CSD	11,668	11,768
621001	MARLBORO CSD	15,762	15,512
280523	MASSAPEQUA UFSD	16,302	16,402
512001	MASSENA CSD	10,447	10,547
581012	MATTITUCK-CUTCHOGUE UFSD	16,217	16,317
170801	MAYFIELD CSD	10,344	10,444
110304	MCGRAW CSD	11,248	11,598
521200	MECHANICVILLE CITY SD	10,280	10,630
450801	MEDINA CSD	11,077	11,177
10615	MENANDS UFSD	16,120	16,220
280225	MERRICK UFSD	18,186	18,286
460901	MEXICO CSD	11,952	12,052
580211	MIDDLE COUNTRY CSD	13,369	13,469
541001	MIDDLEBURGH CSD	12,703	12,803
441000	MIDDLETOWN CITY SD	12,759	13,109
471101	MILFORD CSD	12,467	12,567

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132201	MILLBROOK CSD	13,152	13,252
580208	MILLER PLACE UFSD	13,172	13,272
280410	MINEOLA UFSD	23,709	24,059
150801	MINERVA CSD	25,887	25,987
441101	MINISINK VALLEY CSD	10,802	10,902
441201	MONROE-WOODBURY CSD	13,339	13,439
580306	MONTAUK UFSD	31,509	31,609
591401	MONTICELLO CSD	14,356	14,456
51301	MORAVIA CSD	10,452	10,552
150901	MORIAH CSD	12,105	12,205
471201	MORRIS CSD	10,686	10,786
512101	MORRISTOWN CSD	13,680	14,030
250401	MORRISVILLE-EATON CSD	12,364	12,464
212001	MOUNT MARKHAM CSD	11,481	11,581
240901	MT MORRIS CSD	12,370	12,470
660801	MT PLEASANT CSD	18,840	18,940
580207	MT SINAI UFSD	15,091	15,191
660900	MT VERNON SCHOOL DISTRICT	17,044	17,144
500108	NANUET UFSD	18,781	18,881
431201	NAPLES CSD	13,385	13,485
411501	NEW HARTFORD CSD	11,681	11,781
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,021	15,121

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District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
101601	NEW LEBANON CSD	16,042	16,142
621101	NEW PALTZ CSD	13,534	13,634
661100	NEW ROCHELLE CITY SD	16,388	16,488
581015	NEW SUFFOLK COMN SD	15,531	15,881
650101	NEWARK CSD	11,350	11,450
600402	NEWARK VALLEY CSD	10,537	10,637
441600	NEWBURGH CITY SD	15,046	15,146
151001	NEWCUMB CSD	43,580	43,580
400601	NEWFANE CSD	10,336	10,436
610901	NEWFIELD CSD	10,082	10,182
400800	NIAGARA FALLS CITY SD	11,175	11,275
400701	NIAGARA-WHEATFIELD CSD	10,693	10,793
530301	NISKAYUNA CSD	11,790	12,140
580103	NORTH BABYLON UFSD	14,540	14,640
280204	NORTH BELLMORE UFSD	17,743	17,843
142201	NORTH COLLINS CSD	13,023	13,373
10623	NORTH COLONIE CSD	10,958	11,058
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	11,991	12,341
280229	NORTH MERRICK UFSD	18,075	18,175
651501	NORTH ROSE-WOLCOTT CSD	12,280	12,380
661301	NORTH SALEM CSD	20,530	20,630
280501	NORTH SHORE CSD	23,573	23,673
420303	NORTH SYRACUSE CSD	10,959	11,059
400900	NORTH TONAWANDA CITY SD	10,843	10,943
630202	NORTH WARREN CSD	15,475	15,825
131101	NORTHEAST CSD	15,592	15,692
90501	NORTHEASTERN CLINTON CSD	11,793	11,893
90901	NORTHERN ADIRONDACK CSD	12,844	12,944

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
580404	NORTHPORT-EAST NORTHPORT UFSD	18,258	18,358
170901	NORTHVILLE CSD	13,690	13,790
81200	NORWICH CITY SD	10,206	10,306
512201	NORWOOD-NORFOLK CSD	10,902	11,002
411504	NY MILLS UFSD	12,084	12,184
500304	NYACK UFSD	18,240	18,590
300000	NYC CHANCELLOR'S OFFICE	13,777	13,877
181101	OAKFIELD-ALABAMA CSD	10,244	10,344
280211	OCEANSIDE UFSD	16,317	16,417
550101	ODESSA-MONTOUR CSD	11,613	11,363
512300	OGDENSBURG CITY SD	14,203	14,303
42400	OLEAN CITY SD	10,976	11,326
251400	ONEIDA CITY SD	11,329	11,429
471400	ONEONTA CITY SD	12,040	12,140
421201	ONONDAGA CSD	12,382	12,482
621201	ONTEORA CSD	18,821	18,921
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,747	12,847
142301	ORCHARD PARK CSD	10,773	10,873
412901	ORISKANY CSD	10,992	11,342
661401	OSSINING UFSD	18,296	18,296
461300	OSWEGO CITY SD	12,520	12,620
471601	OTEGO-UNADILLA CSD	11,731	11,831

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
600601	OWEGO-APALACHIN CSD	11,524	11,874
81501	OXFORD ACADEMY & CSD	12,108	12,208
280506	OYSTER BAY-EAST NORWICH CSD	22,783	22,883
581002	OYSTERPONDS UFSD	33,181	33,281
650901	PALMYRA-MACEDON CSD	10,905	11,005
61601	PANAMA CSD	12,076	12,176
512501	PARISHVILLE-HOPKINTON CSD	10,859	10,959
580224	PATCHOGUE-MEDFORD UFSD	13,064	13,164
181201	PAVILION CSD	10,932	11,032
131201	PAWLING CSD	15,821	15,921
500308	PEARL RIVER UFSD	15,108	15,208
661500	PEEKSKILL CITY SD	16,680	16,780
661601	PELHAM UFSD	16,437	16,537
181302	PEMBROKE CSD	12,078	12,178
261201	PENFIELD CSD	12,596	12,696
680601	PENN YAN CSD	11,804	11,904
671201	PERRY CSD	11,291	11,391
91101	PERU CSD	12,099	12,199
431301	PHELPS-CLIFTON SPRINGS CSD	11,626	11,726
462001	PHOENIX CSD	12,476	12,576
440401	PINE BUSH CSD	11,820	11,920
131301	PINE PLAINS CSD	14,815	14,915
60601	PINE VALLEY CSD (SOUTH DAYTON)	11,839	11,939
261401	PITTSFORD CSD	12,972	13,072
280518	PLAINEDGE UFSD	15,954	16,054
280504	PLAINVIEW-OLD BETHPAGE CSD	18,192	18,292
91200	PLATTSBURGH CITY SD	13,854	13,954
660809	PLEASANTVILLE UFSD	16,808	16,908

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
660802	POCANTICO HILLS CSD	46,583	46,683
211103	POLAND CSD	11,940	12,040
51101	PORT BYRON CSD	11,115	11,215
661904	PORT CHESTER-RYE UFSD	13,642	13,742
580206	PORT JEFFERSON UFSD	21,449	21,549
441800	PORT JERVIS CITY SD	12,154	12,254
280404	PORT WASHINGTON UFSD	20,278	20,378
42901	PORTVILLE CSD	10,058	10,408
512902	POTSDAM CSD	11,640	11,740
131500	POUGHKEEPSIE CITY SD	12,774	12,874
572301	PRATTSBURGH CSD	10,876	10,976
461801	PULASKI CSD	11,830	11,930
641401	PUTNAM CSD	24,216	24,316
480503	PUTNAM VALLEY CSD	17,138	17,238
630902	QUEENSBURY UFSD	9,788	9,888
580903	QUOGUE UFSD	46,923	47,273
500401	RAMAPO CSD (SUFFERN)	17,169	17,269
43001	RANDOLPH CSD	10,970	11,070
10402	RAVENA-COEYMANS-SELKIRK CSD	13,539	13,639
651503	RED CREEK CSD	11,166	11,266
131701	RED HOOK CSD	13,452	13,552
411701	REMSSEN CSD	15,048	15,148

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
580901	REMSENBURG-SPEONK UFSD	36,664	36,764
491200	RENSSELAER CITY SD	9,134	9,234
131801	RHINEBECK CSD	16,931	17,031
472001	RICHFIELD SPRINGS CSD	11,166	11,266
62401	RIPLEY CSD	16,191	16,291
580602	RIVERHEAD CSD	16,326	16,426
261600	ROCHESTER CITY SD	12,340	12,440
280221	ROCKVILLE CENTRE UFSD	19,017	19,117
580209	ROCKY POINT UFSD	13,064	13,164
411800	ROME CITY SD	11,663	11,763
560603	ROMULUS CSD	14,817	14,917
620901	RONDOUT VALLEY CSD	17,839	17,939
280208	ROOSEVELT UFSD	17,175	16,925
591301	ROSCOE CSD	18,076	18,176
280403	ROSLYN UFSD	21,148	21,248
530515	ROTTERDAM-MOHONASEN CSD	9,239	9,339
121502	ROXBURY CSD	17,213	17,313
401201	ROYALTON-HARTLAND CSD	10,207	10,557
261701	RUSH-HENRIETTA CSD	12,580	12,680
661800	RYE CITY SD	19,167	19,267
661901	RYE NECK UFSD	18,607	18,707
580205	SACHEM CSD	13,501	13,601
221001	SACKETS HARBOR CSD	10,354	10,454
580305	SAG HARBOR UFSD	24,725	25,075
580910	SAGAPONACK COMN SD	15,531	15,881
43200	SALAMANCA CITY SD	11,832	11,582
641501	SALEM CSD	13,332	13,432
161201	SALMON RIVER CSD	13,826	13,926

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
461901	SANDY CREEK CSD	13,161	13,261
91402	SARANAC CSD	11,583	11,683
161401	SARANAC LAKE CSD	14,249	14,349
521800	SARATOGA SPRINGS CITY SD	10,782	10,882
621601	SAUGERTIES CSD	12,072	12,172
411603	SAUQUOIT VALLEY CSD	11,206	11,306
580504	SAYVILLE UFSD	16,710	16,810
662001	SCARSDALE UFSD	22,398	22,498
530501	SCHALMONT CSD	14,112	14,212
530600	SCHENECTADY CITY SD	12,015	12,015
470901	SCHENEVUS CSD	12,566	12,916
491501	SCHODACK CSD	12,419	12,519
541201	SCHOHARIE CSD	12,397	12,497
151401	SCHROON LAKE CSD	15,618	15,718
521701	SCHUYLERVILLE CSD	11,722	11,822
22401	SCIO CSD	12,218	12,318
530202	SCOTIA-GLENVILLE CSD	11,263	11,363
280206	SEAFORD UFSD	15,910	16,010
560701	SENECA FALLS CSD	11,266	11,366
280252	SEWANHAKA CENTRAL HS DISTRICT	12,772	12,872
541401	SHARON SPRINGS CSD	14,404	14,504
580701	SHELTER ISLAND UFSD	28,263	28,363

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
520302	SHENENDEHOWA CSD	10,919	11,269
82001	SHERBURNE-EARLVILLE CSD	10,962	11,062
62601	SHERMAN CSD	10,446	10,546
412000	SHERRILL CITY SD	9,901	10,001
580601	SHOREHAM-WADING RIVER CSD	15,976	16,076
121601	SIDNEY CSD	11,887	11,987
61501	SILVER CREEK CSD	11,473	11,573
421601	SKANEATELES CSD	12,587	12,687
580801	SMITHTOWN CSD	14,219	14,319
651201	SODUS CSD	12,873	12,973
420702	SOLVAY UFSD	11,760	12,110
662101	SOMERS CSD	17,075	17,175
10601	SOUTH COLONIE CSD	12,387	12,487
580235	SOUTH COUNTRY CSD	16,201	16,301
521401	SOUTH GLENS FALLS CSD	10,917	11,017
580413	SOUTH HUNTINGTON UFSD	16,008	16,108
220101	SOUTH JEFFERSON CSD	9,183	9,533
121702	SOUTH KORTRIGHT CSD	13,381	13,731
231101	SOUTH LEWIS CSD	13,513	13,863
500301	SOUTH ORANGETOWN CSD	15,753	15,853
560501	SOUTH SENECA CSD	13,574	13,924
580906	SOUTHAMPTON UFSD	23,664	23,764
50701	SOUTHERN CAYUGA CSD	13,669	13,769
581005	SOUTHOLD UFSD	17,650	17,750
60201	SOUTHWESTERN CSD AT JAMESTOWN	10,452	10,552
131602	SPACKENKILL UFSD	16,268	16,368
261001	SPENCERPORT CSD	10,783	10,883
600801	SPENCER-VAN ETTEN CSD	11,058	11,158

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
580304	SPRINGS UFSD	21,775	21,775
141101	SPRINGVILLE-GRIFFITH INST CSD	11,597	11,697
161801	ST REGIS FALLS CSD	13,886	14,236
121701	STAMFORD CSD	13,915	14,265
401001	STARPOINT CSD	10,039	10,139
522001	STILLWATER CSD	9,519	9,619
251501	STOCKBRIDGE VALLEY CSD	10,888	10,988
591502	SULLIVAN WEST CSD	15,258	15,358
30601	SUSQUEHANNA VALLEY CSD	12,406	12,506
140207	SWEET HOME CSD	12,204	12,304
280502	SYOSSET CSD	20,513	20,613
421800	SYRACUSE CITY SD	11,930	12,280
100501	TACONIC HILLS CSD	13,872	13,972
220701	THOUSAND ISLANDS CSD	12,027	12,377
580201	THREE VILLAGE CSD	16,137	16,237
151501	TICONDEROGA CSD	13,705	13,805
600903	TIOGA CSD	9,701	9,801
142500	TONAWANDA CITY SD	10,301	10,401
211901	TOWN OF WEBB UFSD	20,143	20,493
591201	TRI-VALLEY CSD	18,574	18,674
491700	TROY CITY SD	15,986	15,986
611001	TRUMANSBURG CSD	10,477	10,577

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
580913	TUCKAHOE COMN SD	28,450	28,550
660302	TUCKAHOE UFSD	20,009	20,359
421902	TULLY CSD	10,286	10,386
160101	TUPPER LAKE CSD	11,711	11,811
441903	TUXEDO UFSD	17,720	17,820
660401	UFSD-TARRYTOWNS	16,449	16,799
81003	UNADILLA VALLEY CSD	11,643	11,743
51901	UNION SPRINGS CSD	12,059	12,409
280202	UNIONDALE UFSD	19,864	20,214
31501	UNION-ENDICOTT CSD	11,048	11,398
412300	UTICA CITY SD	9,280	9,280
660805	VALHALLA UFSD	20,983	21,333
441301	VALLEY CSD (MONTGOMERY)	11,472	11,572
280213	VALLEY STREAM 13 UFSD	15,737	15,837
280224	VALLEY STREAM 24 UFSD	20,294	20,394
280230	VALLEY STREAM 30 UFSD	19,277	19,277
280251	VALLEY STREAM CENTRAL HS DISTRICT	14,858	15,208
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,241	12,341
31601	VESTAL CSD	12,416	12,516
431701	VICTOR CSD	9,518	9,868
11003	VOORHEESVILLE CSD	12,992	13,092
580302	WAINSCOTT COMN SD	15,531	15,881
621801	WALLKILL CSD	11,247	11,347
121901	WALTON CSD	10,968	11,068
280223	WANTAGH UFSD	13,843	13,943
132101	WAPPINGERS CSD	11,137	11,237
631201	WARRENSBURG CSD	15,086	15,186
671501	WARSAW CSD	11,643	11,993

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
442101	WARWICK VALLEY CSD	12,448	12,548
440102	WASHINGTONVILLE CSD	12,181	12,281
522101	WATERFORD-HALFMOON UFSD	13,094	13,194
561006	WATERLOO CSD	10,513	10,613
222000	WATERTOWN CITY SD	9,235	9,335
411902	WATERVILLE CSD	10,900	11,250
11200	WATERVLIET CITY SD	9,654	9,754
550301	WATKINS GLEN CSD	10,739	10,839
600101	WAVERLY CSD	9,313	9,413
573002	WAYLAND-COHOCTON CSD	11,019	11,119
650801	WAYNE CSD	11,284	11,384
261901	WEBSTER CSD	11,122	11,222
50301	WEEDSPORT CSD	12,070	12,170
200901	WELLS CSD	22,073	22,173
22601	WELLSVILLE CSD	11,671	12,021
580102	WEST BABYLON UFSD	15,099	15,199
210302	WEST CANADA VALLEY CSD	11,973	12,073
420101	WEST GENESEE CSD	10,449	10,549
280227	WEST HEMPSTEAD UFSD	17,009	17,109
260803	WEST IRONDEQUOIT CSD	10,663	10,763
580509	WEST ISLIP UFSD	14,049	14,149
142801	WEST SENECA CSD	10,429	10,529

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
40204	WEST VALLEY CSD	13,873	13,973
280401	WESTBURY UFSD	18,287	18,287
62901	WESTFIELD CSD	12,141	12,241
580902	WESTHAMPTON BEACH UFSD	18,604	18,704
420701	WESTHILL CSD	10,885	10,985
412801	WESTMORELAND CSD	11,938	12,288
151601	WESTPORT CSD	13,841	13,941
262001	WHEATLAND-CHILI CSD	15,259	15,609
170301	WHEELERVILLE UFSD	18,685	18,785
662200	WHITE PLAINS CITY SD	19,443	19,793
641701	WHITEHALL CSD	12,486	12,586
412902	WHITESBORO CSD	10,136	10,236
22101	WHITESVILLE CSD	11,154	11,254
31401	WHITNEY POINT CSD	11,574	11,674
580232	WILLIAM FLOYD UFSD	14,419	14,519
651402	WILLIAMSON CSD	12,363	12,463
140203	WILLIAMSVILLE CSD	11,154	11,254
151701	WILLSBORO CSD	15,605	15,705
401501	WILSON CSD	10,636	10,736
191401	WINDHAM-ASHLAND-JEWETT CSD	18,838	19,188
31701	WINDSOR CSD	10,365	10,465
472506	WORCESTER CSD	12,602	12,702
580109	WYANDANCH UFSD	16,916	17,016
490804	WYNANTSKILL UFSD	11,493	11,593
671002	WYOMING CSD	15,626	15,726
662300	YONKERS CITY SD	14,523	14,873
241701	YORK CSD	10,944	11,044
43501	YORKSHIRE-PIONEER CSD	11,656	11,756

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
662402	YORKTOWN CSD	16,993	17,093



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Urban Assembly Charter School for Computer Science

Contact Name: Perrin Wicks
Contact Title: Chief of Staff
Contact Email: pwicks@urbanassembly.org
Contact Phone: 212-867-3060

First Academic Year: 2017-18

Pre-Opening Period: July 1, 2016 - June 30, 2017

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.

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
2017-18 through 2021-22**

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Select grade 5 level from dropdown list →	-	-	-	-	-
6th Grade	Middle School	-	-	-	-	-
7th Grade	Middle School	-	-	-	-	-
8th Grade	Middle School	-	-	-	-	-
9th Grade	High School	105	105	105	105	105
10th Grade	High School	-	105	105	105	105
11th Grade	High School	-	-	105	105	105
12th Grade	High School	-	-	-	105	105
TOTAL		105	210	315	420	420

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	-	-	-	-	-
7th Grade	Middle School	-	-	-	-	-
8th Grade	Middle School	-	-	-	-	-
9th Grade	High School	4	4	4	4	4
10th Grade	High School	-	4	4	4	4

11th Grade	High School	-	-	4	4	4
12th Grade	High School	-	-	-	4	4
TOTAL		4	8	12	16	16

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary/Middle School	-	-	-	-	-
6th Grade	Middle School	-	-	-	-	-
7th Grade	Middle School	-	-	-	-	-
8th Grade	Middle School	-	-	-	-	-
9th Grade	High School	26	26	26	26	26
10th Grade	High School	-	26	26	26	26
11th Grade	High School	-	-	26	26	26
12th Grade	High School	-	-	-	26	26

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		-	-	-	-	-
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		105	210	315	420	420
Total Enrollment		105	210	315	420	420
Change in Net Enrollment from Prior Year (Count)		105	105	105	105	-
Change in Net Enrollment from Prior Year (Percent)		100.0%	100.0%	50.0%	33.3%	0.0%
Anticipated rate of attrition (Percent)		5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

School anticipates back filing.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	105	210	315	420	420
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	2017-18	2018-19	2019-20	2020-21	2021-22
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		#####	#####	#####	#####	#####
ENROLLMENT (<i>Charter School</i>)		105	210	315	420	420
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Annual operating budget projected as per the budget legislation passed in March, 2014. Info from 2014-15 proposed budget allocation formula slide deck prepared by the NYC Department of Education (prepared April, 2014).					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2017-18	2018-19	2019-20	2020-21	2021-22
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (<i>Charter School</i>)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	105	210	315	420	420

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels 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	1.0
Deans, Directors & Coordinators	0.5	2.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	2.0	2.0	3.0	3.0	3.0
Administrative Staff	0.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	3.5	6.0	8.0	8.0	8.0

Description of Assumptions
1 Principal
1 Director of Instruction yr2, .5 Student Support Coordinator in year 1 FTE in yr2, 1 Dean of Students (started in Yr 3)
1 Director of Operations yr 1 1 Partnership Coordinator, 1 Business Manager (started in Yr 3)

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	5.0	9.0	13.0	17.0	17.0
Teachers - SPED	0.5	2.0	3.0	4.0	4.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	2.0	3.0	4.0	5.0	5.0
Specialty Teachers	3.0	5.0	8.0	9.0	9.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	2.0	4.0	5.0	6.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.5	21.0	32.0	40.0	41.0

Classroom Teachers
.5 Special Education Teacher in year 1
Teaching Assistants/Interns
CTE Teachers (Yr 1 - 1 FTE, Yr 2 - 2 FTEs, Yr 3 - 3 FTEs, Yr 4 & 5 - 4 FTEs),
Social Worker (1 FTE added each year starting at Yr1), College and Career

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

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

Security	0.0	0.0	0.0	0.0	0.0	
Other	1.0	2.0	3.0	4.0	4.0	School Aides
TOTAL NON-INSTRUCTIONAL	1.0	2.0	3.0	4.0	4.0	
TOTAL PERSONNEL SERVICE FTE	16.0	29.0	43.0	52.0	53.0	

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

STAFFING PLAN WAGES	Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	105.00	210.00	315.00	420.00	420.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Management	\$ 150,000	\$ 150,000	\$ 154,500	\$ 159,135	\$ 163,909	\$ 168,826
Deans, Directors & Coordinators	\$ 81,667	\$ 40,833	\$ 164,558	\$ 251,162	\$ 258,697	\$ 266,458
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 85,000	\$ 170,000	\$ 175,100	\$ 265,353	\$ 273,314	\$ 281,513
Administrative Staff	\$ 35,000	\$ -	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245
TOTAL ADMINISTRATIVE STAFF		\$ 360,833	\$ 529,158	\$ 711,700	\$ 733,051	\$ 755,042

Description of Assumptions
1 Principal
1 Director of Instruction yr2, .5 Student Support Coordinator in year 1 FTE in yr2, 1 Dean of Students (started in Yr 3)
0
1 Director of Operations yr 1 1 Partnership Coordinator, 1 Business Manager (started in Yr 3)
0

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	\$ 71,500	\$ 357,500	\$ 654,225	\$ 959,852	\$ 1,274,647	\$ 1,312,887
Teachers - SPED	\$ 71,500	\$ 35,750	\$ 144,073	\$ 219,895	\$ 297,992	\$ 306,931
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 30,756	\$ 61,513	\$ 94,114	\$ 127,694	\$ 162,281	\$ 167,150
Specialty Teachers	\$ 63,093	\$ 189,278	\$ 321,142	\$ 520,054	\$ 598,749	\$ 616,711
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 64,175	\$ 64,175	\$ 130,276	\$ 262,535	\$ 334,587	\$ 408,800
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 708,216	\$ 1,343,830	\$ 2,090,030	\$ 2,668,256	\$ 2,812,479

Classroom Teachers
.5 Special Education Teacher in year 1
Teaching Assistants/Interns
CTE Teachers (Yr 1 - 1 FTE, Yr 2 - 2 FTEs, Yr 3 - 3 FTEs, Yr 4 & 5 - 4 FTEs), Specialist Teachers (Yr 1 & 2 - 1 FTE, Yr 3 to 5 - 2 FTEs), 1 ESL Specialist (Yr 1 - 1 FTE, Yrs 2-5 - 2 FTE), 1 Foreign Language Teacher (started in Yr 3)
Social Worker (1 FTE added each year starting at Yr1), College and Career Counselors (Yr 3 & 4 - 1 FTE, Yr 5 - 2 FTEs)

NON-INSTRUCTIONAL PERSONNEL WAGES

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other	\$ 25,868	\$ 25,868	\$ 52,512	\$ 79,956	\$ 108,223	\$ 111,470	School Aides
TOTAL NON-INSTRUCTIONAL		\$ 25,868	\$ 52,512	\$ 79,956	\$ 108,223	\$ 111,470	
TOTAL PERSONNEL SERVICE WAGES		\$ 1,094,918	\$ 1,925,501	\$ 2,881,686	\$ 3,509,530	\$ 3,678,991	

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	260,400	
Total Expenses	260,400	
Net Income	-	
		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	150,000	CSP Grant for \$500,000- Pre-Opening- \$150,000, Year 1- \$300,000, Year 2- \$50,000
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	150,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	70,000	Walton Grant- \$30,000, Private individuals \$40,000
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	40,400	The Urban Assembly will provide \$40,400 to help support the pre-opening year
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	110,400	
TOTAL REVENUE	260,400	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6.) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue		260,400	
Total Expenses		260,400	
Net Income		-	
		START-UP PERIOD	
Executive Management	-	-	
Instructional Management	1.00	150,000	Principal- \$150,000- FTE- 1
Deans, Directors & Coordinators	1.00	25,000	Partnership Coordinator- \$50,000- FTE- 1 This position will be hired mid year
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	175,000	
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	2.00	175,000	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		15,750	9%
Fringe / Employee Benefits		19,250	11%- medical, STD, LTD, life, workers comp,
Retirement / Pension		-	

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue		260,400	
Total Expenses		260,400	
Net Income		-	
		START-UP PERIOD	
TOTAL PAYROLL TAXES AND BENEFITS		35,000	
TOTAL PERSONNEL SERVICE COSTS	2.00	210,000	
CONTRACTED SERVICES			
Accounting / Audit		6,000	
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		25,000	\$25k; school consulting design (Joe Pinto); leadership consultant
TOTAL CONTRACTED SERVICES		31,000	

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	260,400	
Total Expenses	260,400	
Net Income	-	
		START-UP PERIOD

SCHOOL OPERATIONS

Board Expenses	1,200	Board Expenses- \$100 per month for 12 months
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	3,000	\$3,000 school visits and other staff development
Staff Recruitment	9,000	\$300 per posting for 6 months (\$1,800); x 5 positions
Student Recruitment / Marketing	-	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	1,200	\$1,200- bank charges, transaction fees, etc;
TOTAL SCHOOL OPERATIONS	14,400	

FACILITY OPERATION & MAINTENANCE

Insurance	5,000	D&O- \$5,000
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	5,000	

**URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE
 PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
 The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	260,400	
Total Expenses	260,400	
Net Income	-	
	START-UP PERIOD	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	<u>260,400</u>	
NET INCOME	<u>-</u>	

PRE-OPENING CASH FLOW 6-MONTH	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE							
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION							
<i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	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	
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 1-YEAR		URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE												
*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, 2016 - June 30, 2017												
Total Revenue		76,733	6,733	6,733	6,733	6,733	6,733	25,000	25,000	25,000	25,000	25,000	25,000	260,400
Total Expenses		20,367	15,700	20,367	15,700	20,367	15,700	26,867	22,200	26,867	22,200	26,367	27,700	260,400
Net Income		56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Retirement / Pension														-
TOTAL PAYROLL TAXES AND BENEFITS		2,500	2,500	2,500	2,500	2,500	2,500	3,333	3,333	3,333	3,333	3,333	3,333	35,000
TOTAL PERSONNEL SERVICE COSTS	2.00	15,000	15,000	15,000	15,000	15,000	15,000	20,000	20,000	20,000	20,000	20,000	20,000	210,000
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	6,000	6,000
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		4,167		4,167		4,167		4,167		4,167		4,167		25,000
TOTAL CONTRACTED SERVICES		4,167	-	4,167	-	4,167	-	4,167	-	4,167	-	4,167	6,000	31,000

PRE-OPENING CASH FLOW 1-YEAR	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE													
*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, 2016 - June 30, 2017													
Total Revenue	76,733	6,733	6,733	6,733	6,733	6,733	6,733	25,000	25,000	25,000	25,000	25,000	25,000	260,400
Total Expenses	20,367	15,700	20,367	15,700	20,367	15,700	26,867	22,200	26,867	22,200	26,367	27,700	260,400	
Net Income	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Net Income	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
SCHOOL OPERATIONS														
Board Expenses	100	100	100	100	100	100	100	100	100	100	100	100	1,200	
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	500		500		500		500		500		500		3,000	
Staff Recruitment	-	-	-	-	-	-	1,500	1,500	1,500	1,500	1,500	1,500	9,000	
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	100	100	100	100	100	100	100	100	100	100	100	100	1,200	
TOTAL SCHOOL OPERATIONS	700	200	700	200	700	200	2,200	1,700	2,200	1,700	2,200	1,700	14,400	
FACILITY OPERATION & MAINTENANCE														
Insurance	500	500	500	500	500	500	500	500	500	500			5,000	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	500	500	500	500	500	500	500	500	500	500	-	-	5,000	

PRE-OPENING CASH FLOW 1-YEAR	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE												
*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, 2016 - June 30, 2017												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	76,733	6,733	6,733	6,733	6,733	6,733	25,000	25,000	25,000	25,000	25,000	25,000	260,400
Total Expenses	20,367	15,700	20,367	15,700	20,367	15,700	26,867	22,200	26,867	22,200	26,367	27,700	260,400
Net Income	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	<u>20,367</u>	<u>15,700</u>	<u>20,367</u>	<u>15,700</u>	<u>20,367</u>	<u>15,700</u>	<u>26,867</u>	<u>22,200</u>	<u>26,867</u>	<u>22,200</u>	<u>26,367</u>	<u>27,700</u>	260,400
NET INCOME	<u>56,367</u>	<u>(8,967)</u>	<u>(13,633)</u>	<u>(8,967)</u>	<u>(13,633)</u>	<u>(8,967)</u>	<u>(1,867)</u>	<u>2,800</u>	<u>(1,867)</u>	<u>2,800</u>	<u>(1,367)</u>	<u>(2,700)</u>	-

PRE-OPENING CASH FLOW 1-YEAR	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE												
*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, 2016 - June 30, 2017												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	76,733	6,733	6,733	6,733	6,733	6,733	25,000	25,000	25,000	25,000	25,000	25,000	260,400
Total Expenses	20,367	15,700	20,367	15,700	20,367	15,700	26,867	22,200	26,867	22,200	26,367	27,700	260,400
Net Income	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-
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	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	56,367	(8,967)	(13,633)	(8,967)	(13,633)	(8,967)	(1,867)	2,800	(1,867)	2,800	(1,367)	(2,700)	-

YEAR 1 BUDGET AND ASSUMPTION	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2017 - JUNE 30, 2018						
Total Revenue	2,243,682	213,585	-	40,000	-	2,497,267	<i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>
Total Expenses	2,019,464	175,317	-	10,000	130,400	2,335,181	
Net Income	224,218	38,268	-	30,000	(130,400)	162,086	
Budgeted Student Enrollment	105	-				105	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Food Service (Income from meals)	-	-	-	-	-	-	Plan on using school food
Text Book	8,345	-	-	-	-	8,345	FAMIS- Assumes \$79.48 per student
OTHER	294,331.17	-	-	-	-	294,331	Includes rental assistance- assuming school uses full 20% of per pupil funds available to offset rental expenses.
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	328,627	-	-	40,000	-	368,627	
TOTAL REVENUE	2,243,682	213,585	-	40,000	-	2,497,267	

YEAR 1 BUDGET AND ASSUMPTION	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2017 - JUNE 30, 2018						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	2,243,682	213,585	-	40,000	-	2,497,267	
Total Expenses	2,019,464	175,317	-	10,000	130,400	2,335,181	
Net Income	224,218	38,268	-	30,000	(130,400)	162,086	
Budgeted Student Enrollment	105	-				105	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	5,400	5,400	\$200 per month for 12 months; \$3,000 board development training.
Classroom / Teaching Supplies & Materials	14,700	3,675	-	-	-	18,375	Classroom supplies, library books, Art supplies, Music supplies, Phys Ed supplies. Assumes \$175 per student.
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	29,400	7,350	-	-	-	36,750	Text books and materials @ \$350 per student- check assumptions with curriculum team
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	10,000	-	-	-	-	10,000	Photocopier lease; other misc furniture;
Telephone	24,000	-	-	-	-	24,000	Telephone and internet
Technology	20,000	-	-	-	-	20,000	Educational software; \$20k (tbd)
Student Testing & Assessment	6,825	-	-	-	-	6,825	Assessment material and services; \$65 per student? DRP will find out updated number
Field Trips	2,100	-	-	-	-	2,100	Events, field trips and assemblies. Assumes \$20 per student
Transportation (student)	4,200	-	-	-	-	4,200	Plan to use DOE transportation
Student Services - other	3,150	-	-	-	-	3,150	Anticipate providing students with 1 uniform each @ \$30 each (estimated uniform cost as per Lands End)
Office Expense	10,500	-	-	-	-	10,500	Office supplies, postage and shipping, printing and copying (@ \$100 per student)
Staff Development	99,600	-	-	-	-	99,600	Meeting supplies and food; NYC SPED Collaborative (\$5,000); each staff member goes 2 conferences per year per conference cost \$300 per employee; The Uban Assembly School Support Services (85K).
Staff Recruitment	3,000	-	-	-	-	3,000	for additional ads
Student Recruitment / Marketing	8,000	-	-	-	-	8,000	Vanguard mailing- \$5k; \$3k for misc other meetings,
School Meals / Lunch	8,269	-	-	-	-	8,269	Anticipate covering lunch at \$1.75 per non FRPL student assuming 180 days of school
Travel (Staff)	2,000	-	-	-	-	2,000	\$125 per employee for conferences
Fundraising	-	-	-	10,000	-	10,000	annual benefit? \$10k- private fundraising event(s)
Other	6,000	-	-	-	-	6,000	Nursing supplies, bank charges- \$3k; \$3k memberships
TOTAL SCHOOL OPERATIONS	251,744	11,025	-	10,000	5,400	278,169	
FACILITY OPERATION & MAINTENANCE							
Insurance	15,000	-	-	-	-	15,000	Estimated cost of insurance
Janitorial	45,000	-	-	-	-	45,000	Includes cost of outsourcing janitorial services annually
Building and Land Rent / Lease / Facility Finance Interest	294,331	-	-	-	-	294,331	Assumes \$32 per square foot x 9k square feet in year 1 (build up to \$36k sq ft at full growth)
Repairs & Maintenance	45,000	-	-	-	-	45,000	\$45k; handyman, pest control, plumbing, etc
Equipment / Furniture	-	-	-	-	-	-	
Security	45,000	-	-	-	-	45,000	Assumes outsourced security at \$50k per year
Utilities	27,000	-	-	-	-	27,000	Assumes \$3 per square foot
TOTAL FACILITY OPERATION & MAINTENANCE	471,331	-	-	-	-	471,331	
DEPRECIATION & AMORTIZATION	21,780	-	-	-	-	21,780	Assumes capital purchases include 1 computer per student @ \$400 each, 1 computer per teacher @ \$800 each, Smartboards at \$4,500 per classroom, classroom equipment at \$1,550 per classroom, student furniture at \$100 per student, classroom furniture at \$4,850 per classroom
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	-	-	-	25,000	Assumes \$25k for escrow account for first 3 years
TOTAL EXPENSES	2,019,464	175,317	-	10,000	130,400	2,335,181	

YEAR 1 BUDGET AND ASSUMPTION	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE						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, 2017 - JUNE 30, 2018						
Total Revenue	2,243,682	213,585	-	40,000	-	2,497,267	
Total Expenses	2,019,464	175,317	-	10,000	130,400	2,335,181	
Net Income	224,218	38,268	-	30,000	(130,400)	162,086	
Budgeted Student Enrollment	105	-				105	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
NET INCOME	224,218	38,268	-	30,000	(130,400)	162,086	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2017 - JUNE 30, 2018												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	364,351	84,528	364,351	84,528	354,351	87,503	318,526	24,528	318,526	32,873	324,826	138,378	2,497,267
Total Expenses	198,617	210,768	210,388	184,555	184,555	210,805	185,055	185,055	186,305	185,055	195,055	198,971	2,335,181
Net Income	165,734	(126,240)	153,963	(100,027)	169,796	(123,302)	133,471	(160,527)	132,221	(152,182)	129,771	(60,594)	162,086
Cash Flow Adjustments	1,815	(19,965)	(19,965)	(19,965)	(19,965)	1,815	1,815	1,815	(19,965)	1,815	1,815	1,815	(87,120)
Beginning Cash Balance	-	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	-
Ending Cash Balance	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	74,966	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE	* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	Basic Tuition (2015-16)												
PRIMARY School District: NYC CHANCELLOR'S OFFICE	13,877	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	1,471,656
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:	-	-	-	-	-	-	-	-	-	-	-	-	-
35 Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	14,016	245,276	245,276	245,276	245,276	245,276	245,276	245,276	245,276	245,276	245,276	245,276	1,471,656
Special Education Revenue	34,547	-	34,547	-	34,547	-	34,547	-	34,547	-	34,547	-	207,285
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	100,875	100,875
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	279,823	-	279,823	-	279,823	-	279,823	-	279,823	-	279,823	100,875	1,779,816
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	6,300	-	6,300
Title I	-	-	-	-	-	-	13,125	-	13,125	-	13,125	-	39,375
Title Funding - Other	-	-	-	-	-	-	1,050	-	1,050	-	1,050	-	3,150
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00							300,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	50,000	50,000	50,000	50,000	50,000	50,000	14,175	-	14,175	-	20,475	-	348,825
LOCAL and OTHER REVENUE													
Contributions and Donations	10,000	10,000	10,000	10,000									40,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	12,975	-	-	-	-	-	12,975	25,950
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	8,345	-	-	8,345
OTHER	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	294,331
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	34,528	34,528	34,528	34,528	24,528	37,503	24,528	24,528	24,528	32,873	24,528	37,503	368,627
TOTAL REVENUE	364,351	84,528	364,351	84,528	354,351	87,503	318,526	24,528	318,526	32,873	324,826	138,378	2,497,267

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2017 - JUNE 30, 2018												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	364,351	84,528	364,351	84,528	354,351	87,503	318,526	24,528	318,526	32,873	324,826	138,378	2,497,267
Total Expenses	198,617	210,768	210,388	184,555	184,555	210,805	185,055	185,055	186,305	185,055	195,055	198,971	2,335,181
Net Income	165,734	(126,240)	153,963	(100,027)	169,796	(123,302)	133,471	(160,527)	132,221	(152,182)	129,771	(60,594)	162,086
Cash Flow Adjustments	1,815	(19,965)	(19,965)	(19,965)	(19,965)	1,815	1,815	1,815	(19,965)	1,815	1,815	1,815	(87,120)
Beginning Cash Balance	-	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	-
Ending Cash Balance	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	74,966	-

EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	12,500.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000	
Deans, Directors & Coordinators	0.50	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	3,403	40,833	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	2.00	14,166.67	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	170,000	
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	3.50	30,069	360,833											
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	5.00	29,792	29,792	29,792	29,792	29,792	29,792	29,792	29,792	29,792	29,792	29,792	357,500	
Teachers - SPED	0.50	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	35,750	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	2.00	-	5,592.07	5,592.07	5,592.07	5,592.07	5,592.07	5,592.07	5,592.07	5,592.07	5,592.07	5,592.07	61,513	
Specialty Teachers	3.00	15,773.18	15,773	15,773	15,773	15,773	15,773	15,773	15,773	15,773	15,773	15,773	189,278	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	5,348	64,175	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.50	53,892	59,484	708,216										
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	1.00	-	2,351.65	2,351.65	2,351.65	2,351.65	2,351.65	2,351.65	2,351.65	2,351.65	2,351.65	2,351.65	25,868	
TOTAL NON-INSTRUCTIONAL	1.00	-	2,352	25,868										
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	83,961	91,905	1,094,918										
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	7,557	8,271	8,271	8,271	8,271	8,271	8,271	8,271	8,271	8,271	8,271	98,543	
Fringe / Employee Benefits	-	9,236	10,110	10,110	10,110	10,110	10,110	10,110	10,110	10,110	10,110	10,110	120,441	
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	16,792	18,381	218,984										
TOTAL PERSONNEL SERVICE COSTS	16.00	100,754	110,286	1,313,901										
CONTRACTED SERVICES														
Accounting / Audit	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	18,333	18,333	120,000	
Legal	-	-	1,250.00	-	-	1,250.00	-	-	1,250.00	-	-	1,250.00	5,000	
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	
Nurse Services	-	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	45,000	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	5,000	
Other Purchased / Professional / Consulting	-	4,166.67	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	
TOTAL CONTRACTED SERVICES	-	12,917	17,008	27,008	28,258	225,000								

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2017 - JUNE 30, 2018												
	364,351	84,528	364,351	84,528	354,351	87,503	318,526	24,528	318,526	32,873	324,826	138,378	2,497,267
	198,617	210,768	210,388	184,555	184,555	210,805	185,055	185,055	186,305	185,055	195,055	198,971	2,335,181
Total Revenue	364,351	84,528	364,351	84,528	354,351	87,503	318,526	24,528	318,526	32,873	324,826	138,378	2,497,267
Total Expenses	198,617	210,768	210,388	184,555	184,555	210,805	185,055	185,055	186,305	185,055	195,055	198,971	2,335,181
Net Income	165,734	(126,240)	153,963	(100,027)	169,796	(123,302)	133,471	(160,527)	132,221	(152,182)	129,771	(60,594)	162,086
Cash Flow Adjustments	1,815	(19,965)	(19,965)	(19,965)	(19,965)	1,815	1,815	(19,965)	1,815	(19,965)	1,815	1,815	(87,120)
Beginning Cash Balance	-	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	-
Ending Cash Balance	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	74,966	74,966
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	450	450	450	450	450	450	450	450	450	450	450	450	5,400
Classroom / Teaching Supplies & Materials	4,593.75	4,593.75	4,593.75	510.42	510	510	510	510	510	510	510	510	18,375
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	9,187.50	9,187.50	9,187.50	1,020.83	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	36,750
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Telephone	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Technology	1,666.67	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Student Testing & Assessment	568.75	568.75	568.75	568.75	568.75	568.75	568.75	568.75	568.75	568.75	568.75	568.75	6,825
Field Trips	-	-	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	2,100
Transportation (student)	-	381.82	381.82	381.82	381.82	381.82	381.82	381.82	381.82	381.82	381.82	381.82	4,200
Student Services - other	262.50	262.50	262.50	262.50	262.50	262.50	262.50	262.50	262.50	262.50	262.50	262.50	3,150
Office Expense	2,625.00	2,625.00	2,625.00	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	10,500
Staff Development	-	9,054.55	9,054.55	9,054.55	9,054.55	9,054.55	9,054.55	9,054.55	9,054.55	9,054.55	9,054.55	9,054.55	99,600
Staff Recruitment	-	-	-	-	-	-	500	500	500	500	500	500	3,000
Student Recruitment / Marketing	2,666.67	2,666.67	-	-	-	-	-	-	-	-	-	2,666.67	8,000
School Meals / Lunch	-	-	826.88	826.88	826.88	826.88	826.88	826.88	826.88	826.88	826.88	826.88	8,269
Travel (Staff)	166.67	167	167	167	167	167	167	167	167	167	167	167	2,000
Fundraising	833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Other	500.00	500	500	500	500	500	500	500	500	500	500	500	6,000
TOTAL SCHOOL OPERATIONS	26,354	35,791	34,161	19,577	19,577	19,577	20,077	20,077	20,077	20,077	20,077	22,744	278,169
FACILITY OPERATION & MAINTENANCE													
Insurance	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000
Janitorial	3,750.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Building and Land Rent / Lease / Facility Finance Interest	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	24,528	294,331
Repairs & Maintenance	11,250	11,250	11,250	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	45,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	4,090.91	45,000
Utilities	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
TOTAL FACILITY OPERATION & MAINTENANCE	56,778	45,869	45,869	35,869	35,869	35,869	35,869	35,869	35,869	35,869	35,869	35,869	471,331
DEPRECIATION & AMORTIZATION	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	1,815.00	21,780
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	25,000	-	-	-	-	-	-	25,000
TOTAL EXPENSES	198,617	210,768	210,388	184,555	184,555	210,805	185,055	185,055	186,305	185,055	195,055	198,971	2,335,181
NET INCOME	165,734	(126,240)	153,963	(100,027)	169,796	(123,302)	133,471	(160,527)	132,221	(152,182)	129,771	(60,594)	162,086
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	21,780
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	1,815	21,780
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	(21,780)	(21,780)	(21,780)	(21,780)	-	-	-	(21,780)	-	-	-	(108,900)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	(21,780)	(21,780)	(21,780)	(21,780)	-	-	-	(21,780)	-	-	-	(108,900)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	1,815	(19,965)	(19,965)	(19,965)	(19,965)	1,815	1,815	1,815	(19,965)	1,815	1,815	1,815	(87,120)
NET INCOME	167,549	(146,205)	133,998	(119,992)	149,831	(121,487)	135,286	(158,712)	112,256	(150,367)	131,586	(58,779)	74,966
Beginning Cash Balance	-	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	-

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2017 - JUNE 30, 2018												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	364,351	84,528	364,351	84,528	354,351	87,503	318,526	24,528	318,526	32,873	324,826	138,378	2,497,267
Total Expenses	198,617	210,768	210,388	184,555	184,555	210,805	185,055	185,055	186,305	185,055	195,055	198,971	2,335,181
Net Income	165,734	(126,240)	153,963	(100,027)	169,796	(123,302)	133,471	(160,527)	132,221	(152,182)	129,771	(60,594)	162,086
Cash Flow Adjustments	1,815	(19,965)	(19,965)	(19,965)	(19,965)	1,815	1,815	1,815	(19,965)	1,815	1,815	1,815	(87,120)
Beginning Cash Balance	-	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	-
Ending Cash Balance	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	74,966	74,966
ENDING CASH BALANCE	167,549	21,344	155,342	35,350	185,181	63,694	198,980	40,268	152,525	2,158	133,744	74,966	74,966

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 (2017-18)	105	14,016	1,471,656	-	1,471,656	20,478,421,000	0.007%
Year 2 (2018-19)	210	14,016	2,943,312	-	2,943,312	20,478,421,000	0.014%
Year 3 (2019-20)	315	14,016	4,414,968	-	4,414,968	20,478,421,000	0.022%
Year 4 (2020-21)	420	14,016	5,886,623	-	5,886,623	20,478,421,000	0.029%
Year 5 (2021-22)	420	14,016	5,886,623	-	5,886,623	20,478,421,000	0.029%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Annual operating budget projected as per the budget legislation passed in March, 2014. Info from 2014-15 proposed budget allocation formula slide deck prepared by the NYC Department of Education (prepared April, 2014).
OTHER NOTES:	

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 (2017-18)	-	-	-	-	-	-	#DIV/0!
Year 2 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 3 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 4 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 5 (2021-22)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	



**GENERAL INSTRUCTIONS FOR NEW SCHOOL PROPOSAL
BUDGETS AND CASH FLOWS**

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

<u>Instructions</u>	- Provides description of tabs and input requirements.
<u>Funding by District</u>	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

<u>1) School Information</u>	- Enter school name, contact information and planned dates for proposed budgets.
<u>2) Enrollment Chart</u>	- Enter enrollment information on this tab to be automatically populated throughout workbook.
<u>3) Staffing Plan</u>	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
<u>4) Pre-Opening Period Budget</u>	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only, the numbers are automatically populated using input from tab 3 OR 3.1.
<u>5) Pre-OP Cash Flow 6-Month</u>	- 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.
<u>6) Pre-OP Cash Flow 1-Year</u>	- 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.
<u>7) Year 1 Budget & Assumptions</u>	- Enter Year-1 Budget information that includes Program and Support Services detail.
<u>8) Year 1 Cash Flow</u>	- Enter Year-1 Budget information that includes monthly cashflow detail.
<u>9) 5 YR Budget & Cash Flow Adj</u>	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
<u>10) Fiscal Impact</u>	- "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 containe 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 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
570101	ADDISON CSD	11,513	11,613
410401	ADIRONDACK CSD	11,921	12,021
80101	AFTON CSD	14,050	14,150
142101	AKRON CSD	10,384	10,484
10100	ALBANY CITY SD	14,072	14,422
450101	ALBION CSD	10,580	10,930
140101	ALDEN CSD	10,112	10,212
180202	ALEXANDER CSD	11,335	11,685
220202	ALEXANDRIA CSD	12,350	12,450
20101	ALFRED-ALMOND CSD	10,628	10,978
40302	ALLEGANY-LIMESTONE CSD	10,612	10,712
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11,713	11,813
580303	AMAGANSETT UFSD	57,898	57,998
140201	AMHERST CSD	10,971	11,071
580106	AMITYVILLE UFSD	17,777	17,777
270100	AMSTERDAM CITY SD	9,693	9,793
120102	ANDES CSD	21,107	21,457
20601	ANDOVER CSD	12,603	12,703
660405	ARDSLEY UFSD	20,471	20,821
640101	ARGYLE CSD	11,652	11,752
571901	ARKPORT CSD	9,930	10,030
131601	ARLINGTON CSD	11,719	11,819
670201	ATTICA CSD	9,802	9,902
50100	AUBURN CITY SD	10,495	10,845
90201	AUSABLE VALLEY CSD	13,435	13,535
491302	AVERILL PARK CSD	10,286	10,386
570201	AVOCA CSD	13,453	13,553
240101	AVON CSD	10,715	10,815
580101	BABYLON UFSD	17,178	17,278
80201	BAINBRIDGE-GUILFORD CSD	11,684	11,784
280210	BALDWIN UFSD	15,908	16,008
420901	BALDWINVILLE CSD	10,972	11,072
521301	BALLSTON SPA CSD	12,047	12,147
401301	BARKER CSD	13,145	13,245
180300	BATAVIA CITY SD	12,293	12,643
570302	BATH CSD	10,030	10,130
580501	BAY SHORE UFSD	15,607	15,707
580505	BAYPORT-BLUE POINT UFSD	17,816	17,916
130200	BEACON CITY SD	11,343	11,443
231301	BEAVER RIVER CSD	10,123	10,223
660102	BEDFORD CSD	20,806	20,906
90301	BEEKMANTOWN CSD	11,708	12,058
20801	BELFAST CSD	11,869	11,969
220909	BELLEVILLE HENDERSON CSD	10,280	10,380
280207	BELLMORE UFSD	19,888	19,988
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,014	14,114
61001	BEMUS POINT CSD	12,060	12,160
490101	BERLIN CSD	13,140	13,240
10201	BERNE-KNOX-WESTERLO CSD	13,621	13,721
10306	BETHLEHEM CSD	12,763	12,863
280521	BETHPAGE UFSD	17,600	17,700
30200	BINGHAMTON CITY SD	10,470	10,570
661905	BLIND BROOK-RYE UFSD	20,568	20,668
22902	BOLIVAR-RICHBURG CSD	11,135	11,235
630101	BOLTON CSD	20,785	20,885
570401	BRADFORD CSD	13,266	13,616
510101	BRASHER FALLS CSD	10,422	10,522
580512	BRENTWOOD UFSD	13,733	13,833
480601	BREWSTER CSD	17,058	17,158
661402	BRIARCLIFF MANOR UFSD	23,111	23,211
580909	BRIDGEHAMPTON UFSD	53,545	53,545
260101	BRIGHTON CSD	12,698	12,798

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
171102	BROADALBIN-PERTH CSD	8,886	8,986
261801	BROCKPORT CSD	10,995	11,095
62301	BROCTON CSD	12,687	12,787
660303	BRONXVILLE UFSD	22,106	22,106
250109	BROOKFIELD CSD	11,421	11,521
580203	BROOKHAVEN-COMSEWOGUE UFSD	13,748	13,848
490202	BRUNSWICK CSD (BRITTONKILL)	10,751	10,851
161601	BRUSHTON-MOIRA CSD	11,409	11,409
140600	BUFFALO CITY SD	12,255	12,355
520101	BURNT HILLS-BALLSTON LAKE CSD	10,418	10,518
661201	BYRAM HILLS CSD	20,304	20,404
180701	BYRON-BERGEN CSD	11,597	11,697
190301	CAIRO-DURHAM CSD	10,595	10,695
240201	CALEDONIA-MUMFORD CSD	10,468	10,568
641610	CAMBRIDGE CSD	12,600	12,700
410601	CAMDEN CSD	10,905	11,005
570603	CAMPBELL-SAVONA CSD	10,781	10,881
270301	CANAJOHARIE CSD	11,095	11,195
430300	CANANDAIGUA CITY SD	11,078	11,178
21102	CANASERAGA CSD	12,579	12,679
250901	CANASTOTA CSD	9,837	10,187
600301	CANDOR CSD	11,537	11,637
571502	CANISTEO-GREENWOOD CSD	13,797	14,147
510201	CANTON CSD	11,502	11,602
280411	CARLE PLACE UFSD	20,437	20,537
480102	CARMEL CSD	15,659	15,759
222201	CARTHAGE CSD	8,472	8,822
60401	CASSADAGA VALLEY CSD	11,609	11,709
50401	CATO-MERIDIAN CSD	10,653	11,003
190401	CATSKILL CSD	14,380	14,480
42302	CATTARAUGUS-LITTLE VALLEY CSD	11,618	11,718
250201	CAZENOVIA CSD	10,863	10,963
580233	CENTER MORICHES UFSD	15,097	15,197
580513	CENTRAL ISLIP UFSD	19,864	19,964
460801	CENTRAL SQUARE CSD	9,821	9,921
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,503	9,603
661004	CHAPPAQUA CSD	19,291	19,391
120401	CHARLOTTE VALLEY CSD	11,157	11,257
160801	CHATEAUGAY CSD	11,129	11,229
101001	CHATHAM CSD	13,227	13,327
60503	CHAUTAUQUA LAKE CSD	14,707	14,807
90601	CHAZY UFSD	11,966	12,066
140701	CHEEKTOWAGA CSD	10,485	10,585
140702	CHEEKTOWAGA-MARYVALE UFSD	10,433	10,783
140709	CHEEKTOWAGA-SLOAN UFSD	12,196	12,296
30101	CHENANGO FORKS CSD	10,753	10,853
30701	CHENANGO VALLEY CSD	10,920	11,020
472202	CHERRY VALLEY-SPRINGFIELD CSD	12,924	13,024
440201	CHESTER UFSD	13,420	13,520
251601	CHITTENANGO CSD	11,233	11,333
261501	CHURCHVILLE-CHILI CSD	10,372	10,472
110101	CINCINNATUS CSD	12,941	13,041
140801	CLARENCE CSD	9,251	9,351
500101	CLARKSTOWN CSD	13,560	13,660
140703	CLEVELAND HILL UFSD	10,678	10,778
510401	CLIFTON-FINE CSD	17,357	17,457
411101	CLINTON CSD	11,779	11,879
650301	CLYDE-SAVANNAH CSD	13,326	13,326
60701	CLYMER CSD	14,425	14,775
541102	COBLESKILL-RICHMONDVILLE CSD	11,052	11,152
10500	COHOES CITY SD	12,041	12,141
580402	COLD SPRING HARBOR CSD	20,836	20,936

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
510501	COLTON-PIERREPONT CSD	18,631	18,731
580410	COMMACK UFSD	15,756	15,856
580507	CONNETQUOT CSD	16,197	16,297
471701	COOPERSTOWN CSD	12,167	12,267
230201	COPENHAGEN CSD	10,185	10,285
580105	COPIAGUE UFSD	15,361	15,711
520401	CORINTH CSD	11,169	11,269
571000	CORNING CITY SD	10,887	10,987
440301	CORNWALL CSD	11,512	11,612
110200	CORTLAND CITY SD	10,392	10,492
190501	COXSACKIE-ATHENS CSD	12,138	12,238
660202	CROTON-HARMON UFSD	15,983	16,083
150203	CROWN POINT CSD	15,675	16,025
22302	CUBA-RUSHFORD CSD	12,738	12,838
241101	DALTON-NUNDA CSD (KESHEQUA)	13,357	13,457
241001	DANVILLE CSD	10,313	10,663
580107	DEER PARK UFSD	15,935	16,035
120501	DELAWARE ACADEMY CSD AT DELHI	14,180	14,280
140707	DEPEW UFSD	10,659	10,759
31301	DEPOSIT CSD	14,554	14,654
250301	DERUYTER CSD	13,319	13,419
660403	DOBBS FERRY UFSD	19,177	19,277
211003	DOLGEVILLE CSD	10,777	10,877
130502	DOVER UFSD	11,495	11,595
120301	DOWNSVILLE CSD	17,393	17,493
610301	DRYDEN CSD	11,262	11,362
530101	DUANESBURG CSD	9,484	9,584
680801	DUNDEE CSD	10,248	10,348
60800	DUNKIRK CITY SD	13,235	13,335
140301	EAST AURORA UFSD	10,455	10,555
430501	EAST BLOOMFIELD CSD	11,367	11,467
490301	EAST GREENBUSH CSD	11,909	12,009
580301	EAST HAMPTON UFSD	23,979	24,079
260801	EAST IRONDEQUOIT CSD	11,807	11,907
580503	EAST ISLIP UFSD	14,909	15,009
280203	EAST MEADOW UFSD	15,972	16,072
580234	EAST MORICHES UFSD	17,622	17,372
580917	EAST QUOGUE UFSD	22,366	22,466
500402	EAST RAMAPO CSD (SPRING VALLEY)	16,555	16,555
261313	EAST ROCHESTER UFSD	12,835	12,935
280219	EAST ROCKAWAY UFSD	18,633	18,733
420401	EAST SYRACUSE-MINOA CSD	13,924	14,024
280402	EAST WILLISTON UFSD	21,034	21,134
660301	EASTCHESTER UFSD	18,082	18,182
580912	EASTPORT-SOUTH MANOR CSD	13,526	13,626
141201	EDEN CSD	9,924	10,024
660406	EDGEMONT UFSD	18,064	18,164
520601	EDINBURG COMMON SD	21,146	21,246
470501	EDMESTON CSD	11,243	11,593
513102	EDWARDS-KNOX CSD	10,786	10,886
180901	ELBA CSD	11,673	11,773
590801	ELDRED CSD	13,820	13,920
150301	ELIZABETHTOWN-LEWIS CSD	13,608	13,708
622002	ELLENVILLE CSD	15,400	15,500
40901	ELLCOTTVILLE CSD	11,741	11,841
70600	ELMIRA CITY SD	11,012	11,012
70902	ELMIRA HEIGHTS CSD	10,386	10,486
280216	ELMONT UFSD	14,647	14,747
660409	ELMSFORD UFSD	22,461	22,561
580401	ELWOOD UFSD	15,023	15,123
141401	EVANS-BRANT CSD (LAKE SHORE)	11,868	11,968
420601	FABIUS-POMPEY CSD	12,729	12,829

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261301	FAIRPORT CSD	10,897	10,997
61101	FALCONER CSD	9,772	9,872
590501	FALLSBURG CSD	19,402	19,752
280522	FARMINGDALE UFSD	17,081	17,181
421001	FAYETTEVILLE-MANLIUS CSD	10,903	11,003
22001	FILLMORE CSD	9,406	9,506
580514	FIRE ISLAND UFSD	108,053	108,153
581004	FISHERS ISLAND UFSD	42,471	42,821
280222	FLORAL PARK-BELLEROSE UFSD	15,187	15,287
442115	FLORIDA UFSD	14,257	14,357
270601	FONDA-FULTONVILLE CSD	11,108	11,458
61503	FORESTVILLE CSD	10,734	10,834
640502	FORT ANN CSD	14,097	14,197
640601	FORT EDWARD UFSD	11,743	11,843
270701	FORT PLAIN CSD	13,091	13,191
210402	FRANKFORT-SCHUYLER CSD	9,460	9,560
120701	FRANKLIN CSD	13,356	13,106
280217	FRANKLIN SQUARE UFSD	13,662	13,762
41101	FRANKLINVILLE CSD	11,601	11,701
62201	FREDONIA CSD	12,257	12,357
280209	FREEPORT UFSD	15,703	16,053
60301	FREWSBURG CSD	10,456	10,556
21601	FRIENDSHIP CSD	12,385	12,385
141604	FRONTIER CSD	9,009	9,109
460500	FULTON CITY SD	11,866	11,966
520701	GALWAY CSD	10,407	10,507
650902	GANANDA CSD	10,007	10,107
280218	GARDEN CITY UFSD	17,870	17,970
480404	GARRISON UFSD	21,963	22,063
260401	GATES-CHILI CSD	12,609	12,709
220401	GENERAL BROWN CSD	8,830	8,930
20702	GENESEE VALLEY CSD	11,263	11,363
240401	GENESE0 CSD	12,507	12,607
430700	GENEVA CITY SD	12,938	13,038
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,121	13,221
100902	GERMANTOWN CSD	14,864	14,964
470202	GILBERTSVILLE-MOUNT UPTON CSD	11,569	11,669
540801	GILBOA-CONESVILLE CSD	15,957	16,057
280100	GLEN COVE CITY SD	18,435	18,535
630300	GLENS FALLS CITY SD	11,719	11,819
630918	GLENS FALLS COMN SD	12,000	12,350
170500	GLOVERSVILLE CITY SD	10,115	10,215
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,122	12,222
440601	GOSHEN CSD	13,023	13,123
511101	GOVERNEUR CSD	10,505	10,605
42801	GOWANDA CSD	11,576	11,676
141501	GRAND ISLAND CSD	10,165	10,265
640701	GRANVILLE CSD	10,610	10,710
280407	GREAT NECK UFSD	22,718	22,818
260501	GREECE CSD	11,229	11,329
10701	GREEN ISLAND UFSD	12,912	13,012
660407	GREENBURGH CSD	22,343	22,693
80601	GREENE CSD	10,815	10,915
581010	GREENPORT UFSD	16,700	17,050
190701	GREENVILLE CSD	13,704	13,804
640801	GREENWICH CSD	12,381	12,481
442111	GREENWOOD LAKE UFSD	18,561	18,661
610501	GROTON CSD	10,656	10,756
10802	GUILDERLAND CSD	11,604	11,704
630801	HADLEY-LUZERNE CSD	13,745	14,095
480401	HALDANE CSD	16,737	16,837
580405	HALF HOLLOW HILLS CSD	15,146	15,246

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141601	HAMBURG CSD	9,966	10,066
250701	HAMILTON CSD	13,147	13,247
511201	HAMMOND CSD	12,977	13,077
572901	HAMMONDSPORT CSD	15,016	15,116
580905	HAMPTON BAYS UFSD	16,343	16,443
120906	HANCOCK CSD	14,517	14,617
460701	HANNIBAL CSD	10,428	10,528
580406	HARBORFIELDS CSD	14,023	14,123
30501	HARPURSVILLE CSD	10,137	10,237
660501	HARRISON CSD	23,457	23,807
230301	HARRISVILLE CSD	12,622	12,722
641001	HARTFORD CSD	12,455	12,555
660404	HASTINGS-ON-HUDSON UFSD	19,654	19,754
580506	HAUPPAUGE UFSD	16,685	16,785
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17,371	17,471
280201	HEMPSTEAD UFSD	18,452	18,202
660203	HENDRICK HUDSON CSD	18,424	18,524
210601	HERKIMER CSD	9,775	9,875
511301	HERMON-DEKALB CSD	12,896	12,996
280409	HERRICKS UFSD	17,279	17,379
512404	HEUVELTON CSD	10,954	11,054
280214	HEWLETT-WOODMERE UFSD	22,658	22,758
280517	HICKSVILLE UFSD	15,192	15,292
620803	HIGHLAND CSD	12,457	12,807
440901	HIGHLAND FALLS CSD	14,833	14,933
261101	HILTON CSD	10,450	10,550
41401	HINSDALE CSD	10,202	10,302
141701	HOLLAND CSD	11,282	11,382
412201	HOLLAND PATENT CSD	10,638	10,738
450704	HOLLEY CSD	10,525	10,625
110701	HOMER CSD	11,342	11,442
431401	HONEOYE CSD	12,391	12,491
260901	HONEOYE FALLS-LIMA CSD	10,685	10,785
491401	HOOSIC VALLEY CSD	10,588	10,688
490501	HOOSICK FALLS CSD	12,032	12,132
571800	HORNELL CITY SD	9,858	10,208
70901	HORSEHEADS CSD	10,438	10,538
101300	HUDSON CITY SD	13,472	13,572
641301	HUDSON FALLS CSD	10,271	10,371
190901	HUNTER-TANNERSVILLE CSD	16,732	16,832
580403	HUNTINGTON UFSD	17,762	17,862
130801	HYDE PARK CSD	12,305	12,405
200401	INDIAN LAKE CSD	24,304	24,404
220301	INDIAN RIVER CSD	6,996	6,996
200501	INLET COMN SD	26,297	26,647
141301	IROQUOIS CSD	10,001	10,101
660402	IRVINGTON UFSD	20,400	20,500
280231	ISLAND PARK UFSD	27,985	28,335
280226	ISLAND TREES UFSD	15,755	15,855
580502	ISLIP UFSD	14,538	14,638
610600	ITHACA CITY SD	12,920	13,020
61700	JAMESTOWN CITY SD	10,414	10,514
420411	JAMESVILLE-DEWITT CSD	11,194	11,294
572702	JASPER-TROUPSBURG CSD	10,840	10,940
540901	JEFFERSON CSD	12,445	12,795
280515	JERICHO UFSD	24,161	24,261
630601	JOHNSBURG CSD	18,615	18,715
31502	JOHNSON CITY CSD	12,316	12,416
170600	JOHNSTOWN CITY SD	10,658	10,758
420501	JORDAN-ELBRIDGE CSD	11,873	11,973
660101	KATONAH-LEWISBORO UFSD	20,757	20,857
150601	KEENE CSD	19,911	20,011

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450607	KENDALL CSD	12,590	12,940
142601	KENMORE-TONAWANDA UFSD	9,727	9,827
101401	KINDERHOOK CSD	11,489	11,589
580805	KINGS PARK CSD	14,178	14,278
620600	KINGSTON CITY SD	14,711	14,811
441202	KIRYAS JOEL VILLAGE UFSD	36,930	36,930
221401	LA FARGEVILLE CSD	9,708	9,808
141800	LACKAWANNA CITY SD	12,219	12,319
420807	LAFAYETTE CSD	16,016	16,116
630701	LAKE GEORGE CSD	12,771	12,871
151102	LAKE PLACID CSD	15,192	15,292
200601	LAKE PLEASANT CSD	25,331	25,681
662401	LAKELAND CSD	15,259	15,359
141901	LANCASTER CSD	8,692	8,792
610801	LANSING CSD	11,105	11,205
490601	LANSINGBURGH CSD	9,602	9,702
470801	LAURENS CSD	10,884	10,984
280215	LAWRENCE UFSD	23,252	23,002
181001	LE ROY CSD	10,790	11,140
670401	LETCHEWORTH CSD	11,587	11,687
280205	LEVITTOWN UFSD	17,530	17,630
400301	LEWISTON-PORTER CSD	12,479	12,229
590901	LIBERTY CSD	17,477	17,477
580104	LINDENHURST UFSD	14,503	14,603
511602	LISBON CSD	12,572	12,672
210800	LITTLE FALLS CITY SD	11,721	11,821
421501	LIVERPOOL CSD	12,779	12,879
591302	LIVINGSTON MANOR CSD	16,335	16,435
240801	LIVONIA CSD	11,606	11,706
400400	LOCKPORT CITY SD	10,165	10,265
280503	LOCUST VALLEY CSD	22,757	22,857
280300	LONG BEACH CITY SD	22,598	22,698
200701	LONG LAKE CSD	42,198	42,198
580212	LONGWOOD CSD	14,630	14,730
230901	LOWVILLE ACADEMY & CSD	9,853	9,953
221301	LYME CSD	13,271	13,371
280220	LYNBROOK UFSD	17,930	18,030
421504	LYNCOURT UFSD	15,749	15,849
451001	LYNDONVILLE CSD	10,769	10,869
650501	LYONS CSD	10,940	11,040
251101	MADISON CSD	10,988	11,088
511901	MADRID-WADDINGTON CSD	10,741	10,841
480101	MAHOPAC CSD	14,175	14,275
31101	MAINE-ENDWELL CSD	10,447	10,547
161501	MALONE CSD	10,770	10,870
280212	MALVERNE UFSD	19,955	20,055
660701	MAMARONECK UFSD	18,666	18,766
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10,670	10,770
280406	MANHASSET UFSD	21,235	21,235
110901	MARATHON CSD	11,911	11,911
421101	MARCELLUS CSD	10,025	10,125
121401	MARGARETVILLE CSD	13,626	13,726
650701	MARION CSD	11,668	11,768
621001	MARLBORO CSD	15,762	15,512
280523	MASSAPEQUA UFSD	16,302	16,402
512001	MASSENA CSD	10,447	10,547
581012	MATTITUCK-CUTCHOGUE UFSD	16,217	16,317
170801	MAYFIELD CSD	10,344	10,444
110304	MCGRAW CSD	11,248	11,598
521200	MECHANICVILLE CITY SD	10,280	10,630
450801	MEDINA CSD	11,077	11,177
10615	MENANDS UFSD	16,120	16,220

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280225	MERRICK UFSD	18,186	18,286
460901	MEXICO CSD	11,952	12,052
580211	MIDDLE COUNTRY CSD	13,369	13,469
541001	MIDDLEBURGH CSD	12,703	12,803
441000	MIDDLETOWN CITY SD	12,759	13,109
471101	MILFORD CSD	12,467	12,567
132201	MILLBROOK CSD	13,152	13,252
580208	MILLER PLACE UFSD	13,172	13,272
280410	MINEOLA UFSD	23,709	24,059
150801	MINERVA CSD	25,887	25,987
441101	MINISINK VALLEY CSD	10,802	10,902
441201	MONROE-WOODBURY CSD	13,339	13,439
580306	MONTAUK UFSD	31,509	31,609
591401	MONTICELLO CSD	14,356	14,456
51301	MORAVIA CSD	10,452	10,552
150901	MORIAH CSD	12,105	12,205
471201	MORRIS CSD	10,686	10,786
512101	MORRISTOWN CSD	13,680	14,030
250401	MORRISVILLE-EATON CSD	12,364	12,464
212001	MOUNT MARKHAM CSD	11,481	11,581
240901	MT MORRIS CSD	12,370	12,470
660801	MT PLEASANT CSD	18,840	18,940
580207	MT SINAI UFSD	15,091	15,191
660900	MT VERNON SCHOOL DISTRICT	17,044	17,144
500108	NANUET UFSD	18,781	18,881
431201	NAPLES CSD	13,385	13,485
411501	NEW HARTFORD CSD	11,681	11,781
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,021	15,121
101601	NEW LEBANON CSD	16,042	16,142
621101	NEW PALTZ CSD	13,534	13,634
661100	NEW ROCHELLE CITY SD	16,388	16,488
581015	NEW SUFFOLK COMN SD	15,531	15,881
650101	NEWARK CSD	11,350	11,450
600402	NEWARK VALLEY CSD	10,537	10,637
441600	NEWBURGH CITY SD	15,046	15,146
151001	NEWCOMB CSD	43,580	43,580
400601	NEWFANE CSD	10,336	10,436
610901	NEWFIELD CSD	10,082	10,182
400800	NIAGARA FALLS CITY SD	11,175	11,275
400701	NIAGARA-WHEATFIELD CSD	10,693	10,793
530301	NISKAYUNA CSD	11,790	12,140
580103	NORTH BABYLON UFSD	14,540	14,640
280204	NORTH BELLMORE UFSD	17,743	17,843
142201	NORTH COLLINS CSD	13,023	13,373
10623	NORTH COLONIE CSD	10,958	11,058
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	11,991	12,341
280229	NORTH MERRICK UFSD	18,075	18,175
651501	NORTH ROSE-WOLCOTT CSD	12,280	12,380
661301	NORTH SALEM CSD	20,530	20,630
280501	NORTH SHORE CSD	23,573	23,673
420303	NORTH SYRACUSE CSD	10,959	11,059
400900	NORTH TONAWANDA CITY SD	10,843	10,943
630202	NORTH WARREN CSD	15,475	15,825
131101	NORTHEAST CSD	15,592	15,692
90501	NORTHEASTERN CLINTON CSD	11,793	11,893
90901	NORTHERN ADIRONDACK CSD	12,844	12,944
580404	NORTHPORT-EAST NORTHPORT UFSD	18,258	18,358
170901	NORTHVILLE CSD	13,690	13,790
81200	NORWICH CITY SD	10,206	10,306
512201	NORWOOD-NORFOLK CSD	10,902	11,002
411504	NY MILLS UFSD	12,084	12,184
500304	NYACK UFSD	18,240	18,590

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300000	NYC CHANCELLOR'S OFFICE	13,777	13,877
181101	OAKFIELD-ALABAMA CSD	10,244	10,344
280211	OCEANSIDE UFSD	16,317	16,417
550101	ODESSA-MONTOUR CSD	11,613	11,363
512300	OGDENSBURG CITY SD	14,203	14,303
42400	OLEAN CITY SD	10,976	11,326
251400	ONEIDA CITY SD	11,329	11,429
471400	ONEONTA CITY SD	12,040	12,140
421201	ONONDAGA CSD	12,382	12,482
621201	ONTEORA CSD	18,821	18,921
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,747	12,847
142301	ORCHARD PARK CSD	10,773	10,873
412901	ORISKANY CSD	10,992	11,342
661401	OSSINING UFSD	18,296	18,296
461300	OSWEGO CITY SD	12,520	12,620
471601	OTEGO-UNADILLA CSD	11,731	11,831
600601	OWEGO-APALACHIN CSD	11,524	11,874
81501	OXFORD ACADEMY & CSD	12,108	12,208
280506	OYSTER BAY-EAST NORWICH CSD	22,783	22,883
581002	OYSTERPONDS UFSD	33,181	33,281
650901	PALMYRA-MACEDON CSD	10,905	11,005
61601	PANAMA CSD	12,076	12,176
512501	PARISHVILLE-HOPKINTON CSD	10,859	10,959
580224	PATCHOGUE-MEDFORD UFSD	13,064	13,164
181201	PAVILION CSD	10,932	11,032
131201	PAWLING CSD	15,821	15,921
500308	PEARL RIVER UFSD	15,108	15,208
661500	PEEKSKILL CITY SD	16,680	16,780
661601	PELHAM UFSD	16,437	16,537
181302	PEMBROKE CSD	12,078	12,178
261201	PENFIELD CSD	12,596	12,696
680601	PENN YAN CSD	11,804	11,904
671201	PERRY CSD	11,291	11,391
91101	PERU CSD	12,099	12,199
431301	PHELPS-CLIFTON SPRINGS CSD	11,626	11,726
462001	PHOENIX CSD	12,476	12,576
440401	PINE BUSH CSD	11,820	11,920
131301	PINE PLAINS CSD	14,815	14,915
60601	PINE VALLEY CSD (SOUTH DAYTON)	11,839	11,939
261401	PITTSFORD CSD	12,972	13,072
280518	PLAINEDGE UFSD	15,954	16,054
280504	PLAINVIEW-OLD BETHPAGE CSD	18,192	18,292
91200	PLATTSBURGH CITY SD	13,854	13,954
660809	PLEASANTVILLE UFSD	16,808	16,908
660802	POCANTICO HILLS CSD	46,583	46,683
211103	POLAND CSD	11,940	12,040
51101	PORT BYRON CSD	11,115	11,215
661904	PORT CHESTER-RYE UFSD	13,642	13,742
580206	PORT JEFFERSON UFSD	21,449	21,549
441800	PORT JERVIS CITY SD	12,154	12,254
280404	PORT WASHINGTON UFSD	20,278	20,378
42901	PORTVILLE CSD	10,058	10,408
512902	POTSDAM CSD	11,640	11,740
131500	POUGHKEEPSIE CITY SD	12,774	12,874
572301	PRATTSBURGH CSD	10,876	10,976
461801	PULASKI CSD	11,830	11,930
641401	PUTNAM CSD	24,216	24,316
480503	PUTNAM VALLEY CSD	17,138	17,238
630902	QUEENSBURY UFSD	9,788	9,888
580903	QUOGUE UFSD	46,923	47,273
500401	RAMAPO CSD (SUFFERN)	17,169	17,269
43001	RANDOLPH CSD	10,970	11,070

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10402	RAVENA-COEYMANS-SELKIRK CSD	13,539	13,639
651503	RED CREEK CSD	11,166	11,266
131701	RED HOOK CSD	13,452	13,552
411701	REMSEN CSD	15,048	15,148
580901	REMSENBURG-SPEONK UFSD	36,664	36,764
491200	RENSSELAER CITY SD	9,134	9,234
131801	RHINEBECK CSD	16,931	17,031
472001	RICHFIELD SPRINGS CSD	11,166	11,266
62401	RIPLEY CSD	16,191	16,291
580602	RIVERHEAD CSD	16,326	16,426
261600	ROCHESTER CITY SD	12,340	12,440
280221	ROCKVILLE CENTRE UFSD	19,017	19,117
580209	ROCKY POINT UFSD	13,064	13,164
411800	ROME CITY SD	11,663	11,763
560603	ROMULUS CSD	14,817	14,917
620901	RONDOUT VALLEY CSD	17,839	17,939
280208	ROOSEVELT UFSD	17,175	16,925
591301	ROSCOE CSD	18,076	18,176
280403	ROSLYN UFSD	21,148	21,248
530515	ROTTERDAM-MOHONASEN CSD	9,239	9,339
121502	ROXBURY CSD	17,213	17,313
401201	ROYALTON-HARTLAND CSD	10,207	10,557
261701	RUSH-HENRIETTA CSD	12,580	12,680
661800	RYE CITY SD	19,167	19,267
661901	RYE NECK UFSD	18,607	18,707
580205	SACHEM CSD	13,501	13,601
221001	SACKETS HARBOR CSD	10,354	10,454
580305	SAG HARBOR UFSD	24,725	25,075
580910	SAGAPONACK COMN SD	15,531	15,881
43200	SALAMANCA CITY SD	11,832	11,582
641501	SALEM CSD	13,332	13,432
161201	SALMON RIVER CSD	13,826	13,926
461901	SANDY CREEK CSD	13,161	13,261
91402	SARANAC CSD	11,583	11,683
161401	SARANAC LAKE CSD	14,249	14,349
521800	SARATOGA SPRINGS CITY SD	10,782	10,882
621601	SAUGERTIES CSD	12,072	12,172
411603	SAUQUOIT VALLEY CSD	11,206	11,306
580504	SAYVILLE UFSD	16,710	16,810
662001	SCARSDALE UFSD	22,398	22,498
530501	SCHALMONT CSD	14,112	14,212
530600	SCHENECTADY CITY SD	12,015	12,015
470901	SCHENEVUS CSD	12,566	12,916
491501	SCHODACK CSD	12,419	12,519
541201	SCHOHARIE CSD	12,397	12,497
151401	SCHROON LAKE CSD	15,618	15,718
521701	SCHUYLERVILLE CSD	11,722	11,822
22401	SCIO CSD	12,218	12,318
530202	SCOTIA-GLENVILLE CSD	11,263	11,363
280206	SEAFORD UFSD	15,910	16,010
560701	SENECA FALLS CSD	11,266	11,366
280252	SEWANHAKA CENTRAL HS DISTRICT	12,772	12,872
541401	SHARON SPRINGS CSD	14,404	14,504
580701	SHELTER ISLAND UFSD	28,263	28,363
520302	SHENENDEHOWA CSD	10,919	11,269
82001	SHERBURNE-EARLVILLE CSD	10,962	11,062
62601	SHERMAN CSD	10,446	10,546
412000	SHERRILL CITY SD	9,901	10,001
580601	SHOREHAM-WADING RIVER CSD	15,976	16,076
121601	SIDNEY CSD	11,887	11,987
61501	SILVER CREEK CSD	11,473	11,573
421601	SKANEATELES CSD	12,587	12,687

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
580801	SMITHTOWN CSD	14,219	14,319
651201	SODUS CSD	12,873	12,973
420702	SOLVAY UFSD	11,760	12,110
662101	SOMERS CSD	17,075	17,175
10601	SOUTH COLONIE CSD	12,387	12,487
580235	SOUTH COUNTRY CSD	16,201	16,301
521401	SOUTH GLENS FALLS CSD	10,917	11,017
580413	SOUTH HUNTINGTON UFSD	16,008	16,108
220101	SOUTH JEFFERSON CSD	9,183	9,533
121702	SOUTH KORTRIGHT CSD	13,381	13,731
231101	SOUTH LEWIS CSD	13,513	13,863
500301	SOUTH ORANGETOWN CSD	15,753	15,853
560501	SOUTH SENECA CSD	13,574	13,924
580906	SOUTHAMPTON UFSD	23,664	23,764
50701	SOUTHERN CAYUGA CSD	13,669	13,769
581005	SOUTHOLD UFSD	17,650	17,750
60201	SOUTHWESTERN CSD AT JAMESTOWN	10,452	10,552
131602	SPACKENKILL UFSD	16,268	16,368
261001	SPENCERPORT CSD	10,783	10,883
600801	SPENCER-VAN ETTEN CSD	11,058	11,158
580304	SPRINGS UFSD	21,775	21,775
141101	SPRINGVILLE-GRIFFITH INST CSD	11,597	11,697
161801	ST REGIS FALLS CSD	13,886	14,236
121701	STAMFORD CSD	13,915	14,265
401001	STARPOINT CSD	10,039	10,139
522001	STILLWATER CSD	9,519	9,619
251501	STOCKBRIDGE VALLEY CSD	10,888	10,988
591502	SULLIVAN WEST CSD	15,258	15,358
30601	SUSQUEHANNA VALLEY CSD	12,406	12,506
140207	SWEET HOME CSD	12,204	12,304
280502	SYOSSET CSD	20,513	20,613
421800	SYRACUSE CITY SD	11,930	12,280
100501	TACONIC HILLS CSD	13,872	13,972
220701	THOUSAND ISLANDS CSD	12,027	12,377
580201	THREE VILLAGE CSD	16,137	16,237
151501	TICONDEROGA CSD	13,705	13,805
600903	TIOGA CSD	9,701	9,801
142500	TONAWANDA CITY SD	10,301	10,401
211901	TOWN OF WEBB UFSD	20,143	20,493
591201	TRI-VALLEY CSD	18,574	18,674
491700	TROY CITY SD	15,986	15,986
611001	TRUMANSBURG CSD	10,477	10,577
580913	TUCKAHOE COMN SD	28,450	28,550
660302	TUCKAHOE UFSD	20,009	20,359
421902	TULLY CSD	10,286	10,386
160101	TUPPER LAKE CSD	11,711	11,811
441903	TUXEDO UFSD	17,720	17,820
660401	UFSD-TARRYTOWNS	16,449	16,799
81003	UNADILLA VALLEY CSD	11,643	11,743
51901	UNION SPRINGS CSD	12,059	12,409
280202	UNIONDALE UFSD	19,864	20,214
31501	UNION-ENDICOTT CSD	11,048	11,398
412300	UTICA CITY SD	9,280	9,280
660805	VALHALLA UFSD	20,983	21,333
441301	VALLEY CSD (MONTGOMERY)	11,472	11,572
280213	VALLEY STREAM 13 UFSD	15,737	15,837
280224	VALLEY STREAM 24 UFSD	20,294	20,394
280230	VALLEY STREAM 30 UFSD	19,277	19,277
280251	VALLEY STREAM CENTRAL HS DISTRICT	14,858	15,208
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,241	12,341
31601	VESTAL CSD	12,416	12,516
431701	VICTOR CSD	9,518	9,868

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
11003	VOORHEESVILLE CSD	12,992	13,092
580302	WAINSCOTT COMN SD	15,531	15,881
621801	WALLKILL CSD	11,247	11,347
121901	WALTON CSD	10,968	11,068
280223	WANTAGH UFSD	13,843	13,943
132101	WAPPINGERS CSD	11,137	11,237
631201	WARRENSBURG CSD	15,086	15,186
671501	WARSAW CSD	11,643	11,993
442101	WARWICK VALLEY CSD	12,448	12,548
440102	WASHINGTONVILLE CSD	12,181	12,281
522101	WATERFORD-HALFMOON UFSD	13,094	13,194
561006	WATERLOO CSD	10,513	10,613
222000	WATERTOWN CITY SD	9,235	9,335
411902	WATERVILLE CSD	10,900	11,250
11200	WATERVLIET CITY SD	9,654	9,754
550301	WATKINS GLEN CSD	10,739	10,839
600101	WAVERLY CSD	9,313	9,413
573002	WAYLAND-COHOCTON CSD	11,019	11,119
650801	WAYNE CSD	11,284	11,384
261901	WEBSTER CSD	11,122	11,222
50301	WEEDSPORT CSD	12,070	12,170
200901	WELLS CSD	22,073	22,173
22601	WELLSVILLE CSD	11,671	12,021
580102	WEST BABYLON UFSD	15,099	15,199
210302	WEST CANADA VALLEY CSD	11,973	12,073
420101	WEST GENESEE CSD	10,449	10,549
280227	WEST HEMPSTEAD UFSD	17,009	17,109
260803	WEST IRONDEQUOIT CSD	10,663	10,763
580509	WEST ISLIP UFSD	14,049	14,149
142801	WEST SENECA CSD	10,429	10,529
40204	WEST VALLEY CSD	13,873	13,973
280401	WESTBURY UFSD	18,287	18,287
62901	WESTFIELD CSD	12,141	12,241
580902	WESTHAMPTON BEACH UFSD	18,604	18,704
420701	WESTHILL CSD	10,885	10,985
412801	WESTMORELAND CSD	11,938	12,288
151601	WESTPORT CSD	13,841	13,941
262001	WHEATLAND-CHILI CSD	15,259	15,609
170301	WHEELERVILLE UFSD	18,685	18,785
662200	WHITE PLAINS CITY SD	19,443	19,793
641701	WHITEHALL CSD	12,486	12,586
412902	WHITESBORO CSD	10,136	10,236
22101	WHITESVILLE CSD	11,154	11,254
31401	WHITNEY POINT CSD	11,574	11,674
580232	WILLIAM FLOYD UFSD	14,419	14,519
651402	WILLIAMSON CSD	12,363	12,463
140203	WILLIAMSVILLE CSD	11,154	11,254
151701	WILLSBORO CSD	15,605	15,705
401501	WILSON CSD	10,636	10,736
191401	WINDHAM-ASHLAND-JEWETT CSD	18,838	19,188
31701	WINDSOR CSD	10,365	10,465
472506	WORCESTER CSD	12,602	12,702
580109	WYANDANCH UFSD	16,916	17,016
490804	WYNANTS KILL UFSD	11,493	11,593
671002	WYOMING CSD	15,626	15,726
662300	YONKERS CITY SD	14,523	14,873
241701	YORK CSD	10,944	11,044
43501	YORKSHIRE-PIONEER CSD	11,656	11,756
662402	YORKTOWN CSD	16,993	17,093



Charter Schools Institute
The State University of New York

**New School Proposal
Budget(s) & Cash Flow(s) Template**

Maple Street Charter School

Contact Name: Andre Harper
Contact Title: Lead Applicant
Contact Email: maplestreetcharterschool@gmail.com
Contact Phone: [REDACTED]

First Academic Year: 2017-18

Pre-Opening Period: July 1, 2016 - June 30, 2017

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.

MAPLE STREET CHARTER SCHOOL
2017-18 through 2021-22

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	82	82	88	88	88
1st Grade	Elementary School	81	81	84	84	84
2nd Grade	Elementary School	-	81	84	84	84
3rd Grade	Elementary School	-	-	81	84	84
4th Grade	Elementary School	-	-	-	81	84
5th Grade	<i>Elementary School</i>	-	-	-	-	81
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	-	-	-	-	-
TOTAL		163	244	337	421	505

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	4	4	4	4	4
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School	-	3	3	3	3
3rd Grade	Elementary School	-	-	3	3	3
4th Grade	Elementary School	-	-	-	3	3
5th Grade	Elementary School	-	-	-	-	3
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	-	-	-	-	-
TOTAL		7	10	13	16	19

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	21	21	22	22	22
1st Grade	Elementary School	27	27	28	28	28
2nd Grade	Elementary School	-	27	28	28	28
3rd Grade	Elementary School	-	-	27	28	28
4th Grade	Elementary School	-	-	-	27	28
5th Grade	Elementary School	-	-	-	-	27
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	-	-	-	-	-

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		163	244	337	421	505
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		-	-	-	-	-
Total Enrollment		163	244	337	421	505
Change in Net Enrollment from Prior Year (Count)		163	81	93	84	84
Change in Net Enrollment from Prior Year (Percent)		100.0%	49.7%	38.1%	24.9%	20.0%
Anticipated rate of attrition (Percent)		10.0%	10.0%	10.0%	10.0%	10.0%

ADDITIONAL NOTES/COMMENTS	
<p>While we will work hard to engage all students and families that choose Maple Street Charter School, we do anticipate attrition of students from year-to-year. However, we believe there will be significant demand for the new school. We will work to keep seats full during the year, even as students leave the school, and with the relatively slow growth planned in enrollment, we believe we can begin each school year with a full school.</p>	

ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	163	244	337	421	505
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	ROCHESTER CITY SD	2017-18	2018-19	2019-20	2020-21	2021-22
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 819,231,332	\$ 819,231,332	\$ 819,231,332	\$ 819,231,332	\$ 819,231,332
ENROLLMENT (Charter School)		163	244	337	421	505
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/92/2016-17%20Budget%20Overview%20Final%2012-17-2015.pdf					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2017-18	2018-19	2019-20	2020-21	2021-22
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

MAPLE STREET CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	163	244	337	421	505

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels 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	1.0
Deans, Directors & Coordinators	2.0	2.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.0	0.0	0.0	0.0	0.0
Administrative Staff	3.0	3.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	6.0	6.0	7.0	7.0	7.0

Description of Assumptions
Principal
K-2 Dean and Dean of Intervention; 3-5 Dean added in Year 3
Registrar; Office Administrator; Student Recruitment Specialist

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	7.0	10.0	13.0	16.0	19.0
Teachers - SPED	2.0	4.0	5.0	6.0	7.0
Substitute Teachers	0.4	0.6	0.7	0.9	1.1
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	5.0	5.0	5.3	6.8	8.5
Aides	3.8	4.8	4.9	5.0	6.9
Therapists & Counselors	1.0	1.2	1.2	1.4	1.6
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	19.1	25.5	30.0	36.0	44.0

Classroom Teachers - FTE grows with number of classrooms
Projected Special Education Teachers - will adjust based on needs
Usage based on NHA experience
Specials Teachers; ELL Teachers; Academic Specialists (interventionists)
Paraprofessionals; Special Education Aides; Recess Aides
Social Workers

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	1.0	1.0	1.0	1.0	1.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	1.0

Library Technology Specialist

TOTAL PERSONNEL SERVICE FTE	26.1	32.5	38.0	44.0	52.0
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MAPLE STREET CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	163.00	244.00	337.00	421.00	505.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Management	\$ 151,000	\$ 151,000	\$ 155,530	\$ 160,196	\$ 165,002	\$ 169,952
Deans, Directors & Coordinators	\$ 71,900	\$ 143,800	\$ 148,114	\$ 224,457	\$ 231,191	\$ 238,127
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Staff	\$ 39,100	\$ 117,300	\$ 120,819	\$ 124,444	\$ 128,177	\$ 132,022
TOTAL ADMINISTRATIVE STAFF		\$ 412,100	\$ 424,463	\$ 509,097	\$ 524,370	\$ 540,101

Description of Assumptions
Principal salary, bonus, and stipends
Dean salaries, bonus, and stipends
Office staff and student recruitment specialist salaries and bonus

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 48,371	\$ 338,600	\$ 493,872	\$ 653,803	\$ 818,531	\$ 988,201
Teachers - SPED	\$ 49,700	\$ 99,400	\$ 201,782	\$ 257,535	\$ 314,962	\$ 374,110
Substitute Teachers	\$ 18,000	\$ 8,000	\$ 10,640	\$ 13,359	\$ 16,960	\$ 20,669
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 46,240	\$ 231,200	\$ 238,136	\$ 256,840	\$ 333,905	\$ 424,842
Aides	\$ 20,213	\$ 75,800	\$ 98,287	\$ 103,763	\$ 109,402	\$ 150,584
Therapists & Counselors	\$ 50,000	\$ 47,500	\$ 58,925	\$ 60,693	\$ 72,514	\$ 84,689
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 800,500	\$ 1,101,643	\$ 1,345,993	\$ 1,666,274	\$ 2,043,096

Classroom Teachers
Special Education Teachers
Usage based on NHA experience
Specials Teachers; EL Teachers; Academic Specialists (interventionists)
Paraprofessionals; Special Education Aides; Recess Aides
Social Workers

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ 45,900	\$ 45,900	\$ 47,277	\$ 48,695	\$ 50,156	\$ 51,661
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 45,900	\$ 47,277	\$ 48,695	\$ 50,156	\$ 51,661

Library Technology Specialist

TOTAL PERSONNEL SERVICE WAGES		\$ 1,258,500	\$ 1,573,383	\$ 1,903,785	\$ 2,240,800	\$ 2,634,858
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**MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	258,440	
Total Expenses	258,440	
Net Income	-	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	<u>-</u>	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	-	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	<u>-</u>	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	258,440	Contribution from National Heritage Academies
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	<u>258,440</u>	
TOTAL REVENUE	<u>258,440</u>	

**MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		258,440	
Total Expenses		258,440	
Net Income		-	
		START-UP PERIOD	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions		
Executive Management	-	-	
Instructional Management	0.50	60,000	Principal hire date effective January 1
Deans, Directors & Coordinators	0.50	30,810	Deans hire date effective April 1
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
	<u>0.83</u>	<u>31,700</u>	Student Recruitment Specialist hire on January 1; Registrar hire on March 1
TOTAL ADMINISTRATIVE STAFF	1.83	122,510	
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	1.83	122,510	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		10,820	FICA, FUTA, and SUTA
Fringe / Employee Benefits		28,570	Health & Dental, Life & Disability, Workers Comp, Tuition Reimbursement
Retirement / Pension		<u>2,710</u>	401(k) match
TOTAL PAYROLL TAXES AND BENEFITS		42,100	
TOTAL PERSONNEL SERVICE COSTS	1.83	164,610	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		10,000	Legal fees
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	

MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	258,440	
Total Expenses	258,440	
Net Income	-	
	START-UP PERIOD	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	10,000	

**MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	258,440	
Total Expenses	258,440	
Net Income	-	
	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	2,030	Start-up supplies; postage
Staff Development	5,000	Professional development for staff
Staff Recruitment	-	
Student Recruitment / Marketing	42,750	Digital and traditional advertising; direct mail; printing; enrollment information meetings
School Meals / Lunch	-	
Travel (Staff)	1,500	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	51,280	
FACILITY OPERATION & MAINTENANCE		
Insurance	12,050	Insurance per quote from HUB International
Janitorial	12,500	Custodial services
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	8,000	Gas, electric, water, sewer, and telephone
TOTAL FACILITY OPERATION & MAINTENANCE	32,550	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	258,440	
NET INCOME	-	

PRE-OPENING CASH FLOW 6-MONTH

MAPLE STREET CHARTER SCHOOL

***NOTE:**

Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

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."

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
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

MAPLE STREET CHARTER SCHOOL

***NOTE:**

Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

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

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

MAPLE STREET CHARTER SCHOOL

***NOTE:**

Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

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."

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
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

MAPLE STREET CHARTER SCHOOL

***NOTE:**

Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

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."

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
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

MAPLE STREET CHARTER SCHOOL

***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, 2016 - June 30, 2017

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	-	29,690	21,890	32,125	50,415	57,910	66,410	258,440
Total Expenses	-	-	-	-	-	-	29,690	21,890	32,125	50,415	57,910	66,410	258,440
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	-	-	-	-	-	-	29,690	21,890	32,125	50,415	57,910	66,410	258,440
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	29,690	21,890	32,125	50,415	57,910	66,410	258,440
TOTAL REVENUE	-	-	-	-	-	-	29,690	21,890	32,125	50,415	57,910	66,410	258,440

PRE-OPENING CASH FLOW 1-YEAR

MAPLE STREET CHARTER SCHOOL

***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, 2016 - June 30, 2017												
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		-	-	-	-	-	-	29,690	21,890	32,125	50,415	57,910	66,410	258,440
Total Expenses		-	-	-	-	-	-	29,690	21,890	32,125	50,415	57,910	66,410	258,440
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	0.50	-	-	-	-	-	-	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Deans, Directors & Coordinators	0.50	-	-	-	-	-	-	-	-	-	10,270	10,270	10,270	30,810
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.83	-	-	-	-	-	-	3,130	3,130	6,360	6,360	6,360	6,360	31,700
TOTAL ADMINISTRATIVE STAFF	1.83	-	-	-	-	-	-	13,130	13,130	16,360	26,630	26,630	26,630	122,510
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	1.83	-	-	-	-	-	-	13,130	13,130	16,360	26,630	26,630	26,630	122,510
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	-	-	-	1,160	1,160	1,450	2,350	2,350	2,350	10,820
Fringe / Employee Benefits	-	-	-	-	-	-	-	3,060	3,060	3,820	6,210	6,210	6,210	28,570
Retirement / Pension	-	-	-	-	-	-	-	290	290	360	590	590	590	2,710
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	4,510	4,510	5,630	9,150	9,150	9,150	42,100
TOTAL PERSONNEL SERVICE COSTS	1.83	-	-	-	-	-	-	17,640	17,640	21,990	35,780	35,780	35,780	164,610
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000	10,000
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	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000	10,000

MAPLE STREET CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.

JULY 1, 2017 - JUNE 30, 2018

Total Revenue	4,247,600	126,500	-	-	-	4,374,100
Total Expenses	3,482,800	312,700	-	-	578,600	4,374,100
Net Income	764,800	(186,200)	-	-	(578,600)	-
Budgeted Student Enrollment	163	-	-	-	-	163

	PROGRAM SERVICES		OTHER	SUPPORT SERVICES		TOTAL	
	REGULAR EDUCATION	SPECIAL EDUCATION		FUNDRAISING	MANAGEMENT & GENERAL		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2015-16)						
PRIMARY School District: ROCHESTER CITY SD	2,027,720	12,440				2,027,720	Revenue assumes \$12,440 per pupil for all years
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:	-	-				-	
35 Other School Districts' Revenue: (Weighted Avg.)	-	-				-	
TOTAL Per Pupil Revenue (Weighted Avg.)	2,027,720	12,440				2,027,720	
Special Education Revenue				126,500		126,500	Assumes 50% of special needs students spend more than 20% of their time receiving services (20-60%: 25%; > 60%: 25%)
Grants							
Stimulus DYCD (Department of Youth and Community Development)							
Other	3,000					3,000	State breakfast reimbursement (free: \$0.1013, reduced: \$0.1566; full pay: \$0.0023) State lunch reimbursement (free: \$0.599, reduced: \$0.1981; full pay: \$0.599)
Other							
TOTAL REVENUE FROM STATE SOURCES	2,030,720	126,500				2,157,220	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs							
Title I	95,900					95,900	Title I allocation estimated at \$675 per F/R pupil
Title Funding - Other	8,800					8,800	Title IIA allocation estimated at \$58 per F/R pupil; Title III allocation estimated at \$100 per ELL student
School Food Service (Free Lunch)	88,200					88,200	Dept of Ag breakfast reimbursement (free: \$1.66, reduced: \$1.36; full pay: \$0.29) Dept of Ag lunch reimbursement (free: \$3.13, reduced: \$2.73; full pay: \$0.35)
Grants							
Charter School Program (CSP) Planning & Implementation							
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES	192,900					192,900	
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							

MAPLE STREET CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.

JULY 1, 2017 - JUNE 30, 2018

Total Revenue	4,247,600	126,500	-	-	-	4,374,100
Total Expenses	3,482,800	312,700	-	-	578,600	4,374,100
Net Income	764,800	(186,200)	-	-	(578,600)	-
Budgeted Student Enrollment	163	-	-	-	-	163

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	DESCRIPTION OF ASSUMPTIONS
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
Food Service (Income from meals)	4,600	-	-	-	-	4,600	Assumes 5% of meals served are to full-pay students and 2% of the revenue goes uncollected
Text Book	-	-	-	-	-	-	
OTHER	2,019,380	-	-	-	-	2,019,380	Contribution from National Heritage Academies
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	2,023,980	-	-	-	-	2,023,980	
TOTAL REVENUE	4,247,600	126,500	-	-	-	4,374,100	

MAPLE STREET CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

		JULY 1, 2017 - JUNE 30, 2018						
Total Revenue	4,247,600	126,500	-	-	-	4,374,100	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Expenses	3,482,800	312,700	-	-	578,600	4,374,100		
Net Income	764,800	(186,200)	-	-	(578,600)	-		
Budgeted Student Enrollment	163	-				163		
		PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR	SPECIAL		FUNDRAISING	MANAGEMENT			
	EDUCATION	EDUCATION	OTHER		& GENERAL	TOTAL		
Special Ed Services	-	105,300	-	-	4,300	109,600	Estimated contracted speech (0.4 FTE), OT (0.1 FTE), and PT (0.1 FTE); billed supervisor and student data services NHA shared services for grant attainment and investment support NHA shared services for employee engagement, compensation and benefits, and board and partner relations	
Titlement Services (i.e. Title I)	-	-	-	-	15,300	15,300		
Other Purchased / Professional / Consulting	-	-	-	-	110,700	110,700		
TOTAL CONTRACTED SERVICES	12,500	105,300	-	-	194,900	312,700		

MAPLE STREET CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.

	JULY 1, 2017 - JUNE 30, 2018					
Total Revenue	4,247,600	126,500	-	-	-	4,374,100
Total Expenses	3,482,800	312,700	-	-	578,600	4,374,100
Net Income	764,800	(186,200)	-	-	(578,600)	-
Budgeted Student Enrollment	163	-	-	-	-	163

	REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT SERVICES FUNDRAISING	SUPPORT SERVICES MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	35,000	-	-	-	-	35,000	Board funds per the services agreement with NHA
Classroom / Teaching Supplies & Materials	34,200	-	-	-	-	34,200	Consumable supplies for classrooms (\$500 per classroom), as well as supplies for art, music, physical education, and intervention tools
Special Ed Supplies & Materials	-	29,400	-	-	-	29,400	Consumable supplies for the special education program
Textbooks / Workbooks	75,200	-	-	-	-	75,200	All textbooks; cost varies by grade, but range is \$9,500 - \$12,500 per new classroom
Supplies & Materials other	41,300	-	-	-	-	41,300	Primarily library books (initial investment of \$30,000), but also includes office and safety supplies
Equipment / Furniture	29,600	-	-	-	-	29,600	Classroom equipment and technology rental
Telephone	-	-	-	-	-	-	-
Technology	37,600	-	-	-	40,500	78,100	Software and NHA shared services for help desk support, network services, all back office systems, and student information system and support
Student Testing & Assessment	2,000	-	-	-	31,100	33,100	Student assessment costs including NWEA (\$12.50 per student) and state assessments (\$20 per student), as well as NHA shared services for assessment support and analysis
Field Trips	1,300	-	-	-	-	1,300	\$125 per classroom
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	13,300	-	-	-	9,900	23,200	Printing and postage (\$250 per classroom), dues and subscriptions, and NHA shared services for logistics and parent relations support
Staff Development	42,200	1,600	-	-	16,300	60,100	Training and professional development, staff events, meetings; NHA shared services for professional development
Staff Recruitment	2,500	-	-	-	24,700	27,200	Fingerprinting and background checks; NHA shared services for recruiting and compliance
Student Recruitment / Marketing	22,500	-	-	-	48,900	71,400	Advertising, direct mail, marketing events, parent meetings; NHA shared services for marketing and enrollment support
School Meals / Lunch	147,600	-	-	-	-	147,600	Assumes 50% of students eat breakfast and 75% eat lunch, with 95% of those eating qualifying for free or reduced meals
Travel (Staff)	6,600	300	-	-	-	6,900	All staff travel, including mileage reimbursement
Fundraising	-	-	-	-	-	-	-
Other	1,300	-	-	-	100,600	101,900	NHA shared services for curriculum and instruction, school oversight, and general administration
TOTAL SCHOOL OPERATIONS	492,200	31,300	-	-	272,000	795,500	
FACILITY OPERATION & MAINTENANCE							
Insurance	23,900	-	-	-	-	23,900	Property, liability, board, and other insurance
Janitorial	131,700	-	-	-	-	131,700	Custodial services (\$3 per square foot)
Building and Land Rent / Lease / Facility Finance Interest	1,133,200	-	-	-	-	1,133,200	Building rent (\$991 thousand) and property taxes (\$142 thousand)
Repairs & Maintenance	53,300	-	-	-	111,700	165,000	All maintenance including lawn care, landscape, snow removal, playground and parking lot maintenance, pest control, fire protection, and painting, as well as NHA shared services for facilities maintenance

MAPLE STREET CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.

JULY 1, 2017 - JUNE 30, 2018

Total Revenue	4,247,600	126,500	-	-	-	4,374,100
Total Expenses	3,482,800	312,700	-	-	578,600	4,374,100
Net Income	764,800	(186,200)	-	-	(578,600)	-
Budgeted Student Enrollment	163	-	-	-	-	163

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	DESCRIPTION OF ASSUMPTIONS
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
Equipment / Furniture	18,700	-	-	-	-	18,700	Office equipment and technology rental (includes rental of printers and copiers, as well as office furniture and technology)
Security	-	-	-	-	-	-	
Utilities	77,300	-	-	-	-	77,300	Gas, electric, sewer and water, waste and trash
TOTAL FACILITY OPERATION & MAINTENANCE	1,438,100	-	-	-	111,700	1,549,800	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	-	-	-	25,000	Year 1 of three of \$25,000 into dissolution fund
TOTAL EXPENSES	3,482,800	312,700	-	-	578,600	4,374,100	
NET INCOME	764,800	(186,200)	-	-	(578,600)	-	

MAPLE STREET CHARTER SCHOOL

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.

JULY 1, 2017 - JUNE 30, 2018

Total Revenue	4,247,600	126,500	-	-	-	4,374,100
Total Expenses	3,482,800	312,700	-	-	578,600	4,374,100
Net Income	764,800	(186,200)	-	-	(578,600)	-
Budgeted Student Enrollment	163	-	-	-	-	163

	REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT SERVICES FUNDRAISING & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*					
PRIMARY School District: ROCHESTER CITY SD	163				163
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	<u>163</u>				<u>163</u>
REVENUE PER PUPIL	<u>26,059</u>				<u>26,835</u>
EXPENSES PER PUPIL	<u>21,367</u>				<u>26,835</u>

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

MAPLE STREET CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2017 - JUNE 30, 2018

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		384,071	356,810	398,748	375,490	364,520	379,884	361,991	366,737	363,424	358,916	361,672	301,837	4,374,100
Total Expenses		384,071	356,810	398,748	375,490	364,520	379,884	361,991	366,737	363,424	358,916	361,672	301,837	4,374,100
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE		* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	Basic Tuition (2015-16)													
PRIMARY School District: ROCHESTER CITY SD	12,440	-	675,907	-	337,953	-	337,953	-	337,953	-	337,953	-	-	2,027,720
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:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.) 12,440	-	675,907	-	337,953	-	337,953	-	337,953	-	337,953	-	-	2,027,720
Special Education Revenue		-	42,167	-	21,083	-	21,083	-	21,083	-	21,083	-	-	126,500
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	300	300	300	300	300	300	300	300	300	300	3,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	718,073	300	359,337	300	359,337	300	359,337	300	359,337	300	300	2,157,220
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	9,590	9,590	9,590	9,590	9,590	9,590	9,590	9,590	9,590	9,590	95,900
Title Funding - Other		-	-	880	880	880	880	880	880	880	880	880	880	8,800
School Food Service (Free Lunch)		-	-	10,672	10,143	8,644	8,114	9,085	6,615	11,113	8,114	10,672	5,027	88,200
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	21,142	20,613	19,114	18,584	19,555	17,085	21,583	18,584	21,142	15,497	192,900
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	460	460	460	460	460	460	460	460	460	460	4,600
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		384,071	(361,263)	376,846	(4,919)	344,646	1,503	341,677	(10,145)	341,080	(19,465)	339,769	285,579	2,019,380
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		384,071	(361,263)	377,306	(4,459)	345,106	1,963	342,137	(9,685)	341,540	(19,005)	340,229	286,039	2,023,980
TOTAL REVENUE		384,071	356,810	398,748	375,490	364,520	379,884	361,991	366,737	363,424	358,916	361,672	301,837	4,374,100

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

MAPLE STREET CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2017 - JUNE 30, 2018

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		384,071	356,810	398,748	375,490	364,520	379,884	361,991	366,737	363,424	358,916	361,672	301,837	4,374,100
Total Expenses		384,071	356,810	398,748	375,490	364,520	379,884	361,991	366,737	363,424	358,916	361,672	301,837	4,374,100
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	151,000
Deans, Directors & Coordinators	2.00	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	11,983	143,800
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	3.00	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	117,300
TOTAL ADMINISTRATIVE STAFF	6.00	34,342	412,100											
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	7.00	-	16,930	33,860	33,860	33,860	33,860	33,860	33,860	33,860	33,860	33,860	16,930	338,600
Teachers - SPED	2.00	-	4,970	9,940	9,940	9,940	9,940	9,940	9,940	9,940	9,940	9,940	4,970	99,400
Substitute Teachers	0.44	-	400	800	800	800	800	800	800	800	800	800	400	8,000
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	5.00	-	11,560	23,120	23,120	23,120	23,120	23,120	23,120	23,120	23,120	23,120	11,560	231,200
Aides	3.75	-	3,790	7,580	7,580	7,580	7,580	7,580	7,580	7,580	7,580	7,580	3,790	75,800
Therapists & Counselors	0.95	-	2,375	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	2,375	47,500
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	19.14	-	40,025	80,050	40,025	800,500								
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	1.00	-	2,295	4,590	4,590	4,590	4,590	4,590	4,590	4,590	4,590	4,590	2,295	45,900
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	-	2,295	4,590	2,295	45,900								
SUBTOTAL PERSONNEL SERVICE COSTS	26.14	34,342	76,662	118,982	76,662	1,258,500								
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		3,034	6,774	10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	6,774	111,200
Fringe / Employee Benefits		8,012	17,885	27,758	27,758	27,758	27,758	27,758	27,758	27,758	27,758	27,758	17,885	293,600
Retirement / Pension		759	1,693	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	2,628	1,693	27,800
TOTAL PAYROLL TAXES AND BENEFITS		11,805	26,352	40,899	26,352	432,600								
TOTAL PERSONNEL SERVICE COSTS	26.14	46,146	103,014	159,881	103,014	1,691,100								
CONTRACTED SERVICES														
Accounting / Audit		5,383	5,383	5,383	5,383	10,183	6,023	5,383	5,383	5,383	5,383	5,383	6,343	71,000
Legal		1,830	-	-	1,220	-	-	1,525	-	-	1,525	-	-	6,100
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		358	358	10,888	10,888	10,888	10,888	10,888	10,888	10,888	10,888	10,888	10,888	109,600
Titlement Services (i.e. Title I)		1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	15,300
Other Purchased / Professional / Consulting		9,225	9,225	9,225	9,225	9,225	9,225	9,225	9,225	9,225	9,225	9,225	9,225	110,700
TOTAL CONTRACTED SERVICES		18,072	16,242	26,772	27,992	31,572	27,412	28,297	26,772	26,772	28,297	26,772	27,732	312,700

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

MAPLE STREET CHARTER SCHOOL

**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22**

DESCRIPTION OF ASSUMPTIONS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**NOTE: State assumptions that are being made in the section provided below.*

		Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22		
Total Revenue		4,374,100	4,863,660	5,348,580	6,180,440	7,420,800		
Total Expenses		4,374,100	4,863,660	5,348,580	6,180,440	7,420,800		
Net Income (Before Cash Flow Adjustments)		-	0	0	0	0		
Budgeted Student Enrollment		163	244	337	421	505		
REVENUE		Per Pupil Revenue Percentage Increase						
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	No growth planned in per pupil funding rate	
Per Pupil Revenue	Basic Tuition (2015-16)							
PRIMARY School District: ROCHESTER CITY SD	12,440	2,027,720	3,035,360	4,192,280	5,237,240	6,282,200	Revenue assumes \$12,440 per pupil for all years	
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:	-	-	-	-	-	-		
35 Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-		
TOTAL Per Pupil Revenue	(Weighted Avg.) 12,440	2,027,720	3,035,360	4,192,280	5,237,240	6,282,200		
Special Education Revenue		126,500	209,200	310,000	408,300	496,100	Assumes 50% of special needs students spend more than 20% of their time receiving services (20-60%: 25%; > 60%: 25%)	
Grants								
Stimulus		-	-	-	-	-		
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-		
Other		3,000	6,700	9,300	11,600	13,900	State breakfast reimbursement (free: \$0.1013, reduced: \$0.1566; full pay: \$0.0023) State lunch reimbursement (free: \$0.599, reduced: \$0.1981; full pay: \$0.599)	
Other		-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES		2,157,220	3,251,260	4,511,580	5,657,140	6,792,200		
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	-	-	-	-		
Title I		95,900	146,400	204,700	257,100	309,100	Title I allocation estimated at \$675 per F/R pupil Title IIA allocation estimated at \$58 per F/R pupil; Title III allocation estimated at \$100 per ELL student	
Title Funding - Other		8,800	15,300	20,900	26,500	32,000	Dept of Ag breakfast reimbursement (free: \$1.66, reduced: \$1.36; full pay: \$0.29) Dept of Ag lunch reimbursement (free: \$3.13, reduced: \$2.73; full pay: \$0.35)	
School Food Service (Free Lunch)		88,200	132,000	182,300	227,700	273,200		
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-		
Other		-	-	-	-	-		
Other		-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES		192,900	293,700	407,900	511,300	614,300		
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	-	-		
Fundraising		-	-	-	-	-		
Erate Reimbursement		-	-	-	-	-		
Earnings on Investments		-	-	-	-	-		
Interest Income		-	-	-	-	-		
Food Service (Income from meals)		4,600	6,900	9,600	12,000	14,300	Assumes 5% of meals served are to full-pay students and 2% of the revenue goes uncollected	
Text Book		-	-	-	-	-		

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Budgeted Student Enrollment
OTHER
TOTAL REVENUE FROM LOCAL and OTHER SOURCES
TOTAL REVENUE

**MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22**

4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
-	0	0	0	0
163	244	337	421	505
Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
2,019,380	1,311,800	419,500	-	-
2,023,980	1,318,700	429,100	12,000	14,300
4,374,100	4,863,660	5,348,580	6,180,440	7,420,800

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

- Contribution from National Heritage Academies

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22**

DESCRIPTION OF ASSUMPTIONS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**NOTE: State assumptions that are being made in the section provided below.*

Total Revenue	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
Total Expenses	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
Net Income (Before Cash Flow Adjustments)	-	0	0	0	0
Budgeted Student Enrollment	163	244	337	421	505
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Year 1 No. of
Positions

NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.

Executive Management	-	-	-	-	-
Instructional Management	1.00	151,000	155,530	160,196	165,002
Deans, Directors & Coordinators	2.00	143,800	148,114	224,457	231,191
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	3.00	117,300	120,819	124,444	128,177
TOTAL ADMINISTRATIVE STAFF	6.00	412,100	424,463	509,097	524,370

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	7.00	338,600	493,872	653,803	818,531	988,201	7.0 - 19.0 FTE Classroom Teachers
Teachers - SPED	2.00	99,400	201,782	257,535	314,962	374,110	2.0 - 7.0 FTE Special Education Teachers
Substitute Teachers	0.44	8,000	10,640	13,359	16,960	20,669	Usage based on NHA experience
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	5.00	231,200	238,136	256,840	333,905	424,842	3.0 - 5.0 FTE Specials Teachers; 1.5 - 2.0 FTE Academic Specialists; 0.5 - 1.5 FTE ELL Teacher
Aides	3.75	75,800	98,287	103,763	109,402	150,584	0.875 - 2.625 FTE Special Education Aides; 2.625 - 3.5 FTE Intervention Paraprofessionals; 0.25 - 0.75 FTE Recess Aides
Therapists & Counselors	0.95	47,500	58,925	60,693	72,514	84,689	0.95 - 1.55 FTE Social Worker (partially dedicated to Special Education)
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	19.14	800,500	1,101,643	1,345,993	1,666,274	2,043,096	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	
Librarian	1.00	45,900	47,277	48,695	50,156	51,661	1.0 FTE Library Technology Specialist
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	45,900	47,277	48,695	50,156	51,661	

SUBTOTAL PERSONNEL SERVICE COSTS

	26.14	1,258,500	1,573,383	1,903,785	2,240,800	2,634,858	
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		111,200	140,800	172,200	205,600	245,600	FICA, FUTA, and SUTA
Fringe / Employee Benefits		293,600	371,577	443,695	523,540	631,342	Health & Dental, Life & Disability, Workers Comp, Tuition Reimbursement
Retirement / Pension		27,800	34,300	41,700	49,000	57,800	401(k) match
TOTAL PAYROLL TAXES AND BENEFITS		432,600	546,677	657,595	778,140	934,742	

TOTAL PERSONNEL SERVICE COSTS

	26.14	1,691,100	2,120,060	2,561,380	3,018,940	3,569,600	
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CONTRACTED SERVICES

Accounting / Audit		71,000	71,000	71,300	98,600	155,400	Annual independent audit fee; NHA shared services for payroll, accounts payable, accounting, purchasing, business analysis, budget, and audit support
Legal		6,100	6,100	6,100	6,100	6,100	Legal fees
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		109,600	138,400	154,500	200,700	250,600	Estimated contracted speech (0.4 - 1.0 FTE), OT (0.1 - 0.4 FTE), and PT (0.1 FTE); billed supervisor and student data services
Titlement Services (i.e. Title I)		15,300	18,200	21,200	34,100	57,300	NHA shared services for grant attainment and investment support

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Budgeted Student Enrollment

MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22

	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
	-	0	0	0	0
	163	244	337	421	505
Other Purchased / Professional / Consulting	110,700	121,000	131,800	201,600	333,400
TOTAL CONTRACTED SERVICES	312,700	354,700	384,900	541,100	802,800

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

NHA shared services for employee engagement, compensation and benefits, and board and partner relations

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22**

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
Total Revenue	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800	
Total Expenses	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800	
Net Income (Before Cash Flow Adjustments)	-	0	0	0	0	
Budgeted Student Enrollment	163	244	337	421	505	
SCHOOL OPERATIONS						
Board Expenses	35,000	35,000	35,000	35,000	35,000	Board funds per the services agreement with NHA
Classroom / Teaching Supplies & Materials	34,200	29,600	40,500	49,200	59,200	Consumable supplies for classrooms (\$500 per classroom), as well as supplies for art, music, physical education, and intervention tools
Special Ed Supplies & Materials	29,400	3,300	3,400	3,400	3,500	Consumable supplies for the special education program
Textbooks / Workbooks	75,200	36,600	37,200	30,500	39,500	All textbooks; cost varies by grade, but range is \$9,500 - \$12,500 per new classroom
Supplies & Materials other	41,300	16,800	16,600	17,200	19,800	Primarily library books (initial investment of \$30,000), but also includes office and safety supplies
Equipment / Furniture	29,600	35,500	41,400	47,400	53,300	Classroom equipment and technology rental
Telephone	-	-	-	-	-	
Technology	78,100	86,800	91,600	126,800	189,100	Software and NHA shared services for help desk support, network services, all back office systems, and student information system and support
Student Testing & Assessment	33,100	35,100	39,000	55,800	86,800	Student assessment costs including NWEA (\$12.50 per student) and state assessments (\$20 per student), as well as NHA shared services for assessment support and analysis
Field Trips	1,300	1,700	2,200	2,800	3,500	\$125 per classroom
Transportation (student)	-	-	-	-	-	
Student Services - other	-	-	-	-	-	
Office Expense	23,200	27,600	32,300	44,000	61,500	Printing and postage (\$250 per classroom), dues and subscriptions, and NHA shared services for logistics and parent relations support
Staff Development	60,100	65,800	70,100	84,200	107,700	Training and professional development, staff events, meetings; NHA shared services for professional development
Staff Recruitment	27,200	31,500	36,200	57,500	95,100	Fingerprinting and background checks; NHA shared services for recruiting and compliance
Student Recruitment / Marketing	71,400	67,600	68,400	78,700	124,600	Advertising, direct mail, marketing events, parent meetings; NHA shared services for marketing and enrollment support
School Meals / Lunch	147,600	194,900	255,000	308,000	363,100	Assumes 50% of students eat breakfast and 75% eat lunch, with 95% of those eating qualifying for free or reduced meals
Travel (Staff)	6,900	7,200	7,400	7,700	8,000	All staff travel, including mileage reimbursement
Fundraising	-	-	-	-	-	
Other	101,900	106,800	112,100	165,600	270,600	NHA shared services for curriculum and instruction, school oversight, and general administration
TOTAL SCHOOL OPERATIONS	795,500	781,800	888,400	1,113,800	1,520,300	
FACILITY OPERATION & MAINTENANCE						
Insurance	23,900	24,600	25,300	26,100	26,800	Property, liability, board, and other insurance
Janitorial	131,700	135,900	140,000	144,100	148,400	Custodial services (\$3 per square foot)
Building and Land Rent / Lease / Facility Finance Interest	1,133,200	1,136,000	1,138,900	1,141,900	1,144,900	Building rent (\$991 thousand) and property taxes (\$142 thousand)
Repairs & Maintenance	165,000	186,500	79,700	83,900	91,500	All maintenance including lawn care, landscape, snow removal, playground and parking lot maintenance, pest control, fire protection, and painting, as well as NHA shared services for facilities maintenance
Equipment / Furniture	18,700	17,900	19,100	20,200	21,500	Office equipment and technology rental (includes rental of printers and copiers, as well as office furniture and technology)
Security	-	-	-	-	-	
Utilities	77,300	81,200	85,900	90,400	95,000	Gas, electric, sewer and water, waste and trash
TOTAL FACILITY OPERATION & MAINTENANCE	1,549,800	1,582,100	1,488,900	1,506,600	1,528,100	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

Total Revenue
 Total Expenses
 Net Income (Before Cash Flow Adjustments)
 Budgeted Student Enrollment

**MAPLE STREET CHARTER SCHOOL
 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
 2017-18 THROUGH 2021-22**

4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
-	0	0	0	0
163	244	337	421	505
Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
-	0	0	0	0

TOTAL EXPENSES
 NET INCOME

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**MAPLE STREET CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2017-18 THROUGH 2021-22**

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Total Revenue	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
Total Expenses	4,374,100	4,863,660	5,348,580	6,180,440	7,420,800
Net Income (Before Cash Flow Adjustments)	-	0	0	0	0
Budgeted Student Enrollment	163	244	337	421	505
ENROLLMENT - *School Districts Are Linked To Above Entries*					
PRIMARY School District: ROCHESTER CITY SD	163	244	337	421	505
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	163	244	337	421	505
REVENUE PER PUPIL	26,835	19,933	15,871	14,680	14,695
EXPENSES PER PUPIL	26,835	19,933	15,871	14,680	14,695
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	-	0	0	0	0
Beginning Cash Balance	-	-	0	0	0
ENDING CASH BALANCE	-	0	0	0	0

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: ROCHESTER CITY SD							
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 ROCHESTER CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	163	12,440	2,027,720	327,000	2,354,720	819,231,332	0.287%
Year 2 (2018-19)	244	12,440	3,035,360	516,500	3,551,860	819,231,332	0.434%
Year 3 (2019-20)	337	12,440	4,192,280	736,800	4,929,080	819,231,332	0.602%
Year 4 (2020-21)	421	12,440	5,237,240	943,200	6,180,440	819,231,332	0.754%
Year 5 (2021-22)	505	12,440	6,282,200	1,138,600	7,420,800	819,231,332	0.906%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/92/2016-17%20Budget%20Overview%20Final%2012-17-2015.pdf				
OTHER NOTES:							

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 (2017-18)	-	-	-	-	-	-	#DIV/0!
Year 2 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 3 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 4 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 5 (2021-22)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

Response 21f – Letters of Commitment

(e) Letters of Commitment

Attach letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and anticipated uses for the funding.

See **BPA S06b – Management Contract.**

Response 21f – Non-SUNY Financials

(a) Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

IRS Form 990s;

Audited financial statements; and,

Management or Advisory Letters from the independent auditor (if applicable).

Request is not applicable

Urban Assembly Charter School for Computer Science: Action Plan

Response 22 – Action Plan

Provide an action plan that outlines the steps that the founding group will undertake to ensure a successful start-up. In a well-organized chart, the action plan should include:

All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to, hiring personnel, setting up organizational, legal and financial structures, securing funding and selecting or developing critical aspects of the school’s academic program including the curriculum;

The start date and projected completion date of each task; and,

The person(s) responsible for each task.

UACS Action Plan

Domain	Action	Start Date	End Date	Responsibility
Governance	Sign charter agreement	July 2016	July 2016	BOT
Governance	Ratify bylaws and code of ethics	July 2016	July 2016	BOT
Governance	Appoint board officers	July 2016	July 2016	BOT
Governance	Adopt board meeting calendar	July 2016	July 2016	BOT
Governance	Appoint committee members	July 2016	July 2016	BOT
Operations	Obtain tax ID number	July 2016	Sept 2016	UA
Operations	Obtain 501c3	July 2016	Sept 2016	UA
Governance	Finalize and sign UA agreement	July 2016	July 2016	BOT
Governance	Finalize Principal job description and evaluation process	July 2016	July 2016	BOT, UA
HR	Disseminate Principal job description	July 2016	Aug 2016	UA
HR	Screen Principal candidates	July 2016	Aug 2016	BOT, UA
HR	Interview finalists	July 2016	Aug 2016	BOT, UA
HR	Select and hire Principal	July 2016	Aug 2016	BOT
HR	Sign letter of employment for Principal	July 2016	Aug 2016	BOT
Governance	Sign agreement with CSBM	July 2016	Aug 2016	BOT
Finance	Approve fiscal policies and procedures	July 2016	Aug 2016	BOT
Finance	Establish chart of accounts	July 2016	Aug 2016	UA, BOT
Finance	Establish bank accounts	July 2016	Aug 2016	UA, BOT
Finance	Establish payroll systems	July 2016	Aug 2016	UA
Facility	Identify facility options and evaluate renovation requirements	July 2016	Oct 2016	BOT, P, UA
Operations	Develop compliance reporting calendar	July 2016	Aug 2016	UA
Facility	Conduct facility negotiations	Aug 2016	Dec 2016	BOT, P, UA
Operations	Purchase planning year technology	Aug 2016	Mar 2016	P, UA
CTE	Develop partnership plan	Aug 2016	Aug 2016	P, UA

Urban Assembly Charter School for Computer Science: Action Plan

Domain	Action	Start Date	End Date	Responsibility
CTE	Recruit and appoint CTE Advisory Board members	Aug 2016	June 2017	P, PC, UA
CTE	Recruit and develop relationships with partners	Aug 2016	Aug 2017	P, UA, PC
Recruitment	Develop marketing materials	Sept 2016	Dec 2016	P, PC, UA
Recruitment	Translate marketing materials	Sept 2016	Dec 2016	P, PC, UA
Recruitment	Disseminate marketing materials and applications	Oct 2016	Apr 2017	P, PC, DO, UA
Recruitment	Educate middle school counselors about UACS option	Oct 2016	Apr 2017	P, UA
HR	Finalize job descriptions	Dec 2016	Dec 2017	P, UA
Facility	Approve lease	Dec 2016	Jan 2017	BOT
Facility	Create renovation plan w/ timeline and responsibilities	Jan 2017	Jan 2017	BOT, ED, UA
Technology	Develop technology plan informed by CTE partners	Jan 2017	Mar 2017	DO, UA
Recruitment	Host information sessions	Jan 2017	Apr 2017	P, PC, DO, UA
CTE	Sign CTE partner agreements	Jan 2017	Aug 2017	P
HR	Disseminate job descriptions	Jan 2017	July 2017	P, DO, UA
HR	Secure location for demo lessons	Jan 2017	Feb 2017	P, DO, UA
HR	Screen candidates	Jan 2017	May 2017	P, DO, UA
Academic	Develop curriculum maps	Jan 2017	July 2017	P, UA
Academic	Develop pacing calendars	Jan 2017	July 2017	P, UA
Academic	Seek industry input into curriculum	Jan 2017	July 2017	P, PC, UA
Operations	Finalize school emblem and identify shirt vendor	Jan 2017	May 2017	
Recruitment	Secure lottery site and technology	Feb 2017	Apr 2017	DO, UA
HR	Interview candidates	Mar 2017	June 2017	P, DO, UA
HR	Observe demo lessons	Mar 2017	June 2017	P, DO, UA
HR	Check references	Mar 2017	June 2017	P, DO
HR	Select and hire staff	Mar 2017	Aug 2017	P, DO, UA
HR	Complete staff fingerprints and background checks	Mar 2017	July 2017	DO
HR	Draft staff handbook and personnel policies	Mar 2017	April 2017	P, DO, UA
Technology	Purchase technology	Mar 2017	July 2017	DO
Finance	Develop budget for FY17-18	Mar 2017	June 2017	P, DO, UA
Finance	Develop 5 year budget projection	Mar 2017	June 2017	P, DO, UA
Academic	Purchase curriculum materials	Mar 2017	July 2017	DO
Operations	Secure insurance policies	Mar 2017	April 2017	DO
Operations	Secure food services from DOE	Mar 2017	June 2017	DO
Operations	Secure transportation from DOE	Apr 2017	July 2017	DO

Urban Assembly Charter School for Computer Science: Action Plan

Domain	Action	Start Date	End Date	Responsibility
Recruitment	Hold lottery	Apr 2017	Apr 2017	P, DO, UA
Recruitment	Send acceptance packets/waitlist letters	Apr 2017	Apr 2017	DO
Recruitment	Hold orientation meeting for accepted families	Apr 2017	May 2017	P, PC DO, UA
Recruitment	Request student records	Apr 2017	Aug 2017	DO
Technology	RFP for technology infrastructure	Apr 2017	July 2017	DO
Technology	Select IT contractor	Apr 2017	May 2017	DO
Technology	Select Internet provider	Apr 2017	May 2017	DO
HR	Approve personnel policies	Apr 2017	May 2017	BOT
Academic	Prepare school calendar and distribute to families including student orientation and summer bridge programming	Apr 2017	May 2017	P, DO, UA
HR	Sign employment letters	May 2017	Aug 2017	P
HR	Complete fingerprinting and background checks	May 2017	July 2017	DO
Operations	Finalize Code of Conduct	May 2017	Aug 2017	P, DO, UA, BOT
Operations	Develop and distribute student handbook	May 2017	Aug 2017	P, DO, UA
Academic	Finalize Resilient Scholars program	May 2017	July 2017	P, UA
Academic	Contract with Related Service Providers	May 2017	Aug 2017	SSC
Operations	Contract nursing services	May 2017	Aug 2017	DO
Operations	Contract security services	May 2017	Aug 2017	DO
PD	Create summer training schedule	May 2017	July 2017	P, UA
PD	Secure vendors for summer training	May 2017	July 2017	P, DO, UA
Finance	Approve budget for FY17-18	Jun 2017	Jun 2017	BOT
Recruitment	Conduct home visits and distribute school shirts	Jun 2017	Aug 2017	P, PC, SSC
Technology	Install technology infrastructure	Jun 2017	July 2017	DO
Technology	Install software	Jun 2017	Aug 2017	DO
Technology	Install data management system	Jun 2017	Aug 2017	DO
Facility	Install food services equipment	Jun 2017	Aug 2017	DO
Facility	Obtain Certificate of Occupancy	Jun 2017	July 2017	DO
PD	Prepare summer training materials	Jun 2017	July 2017	P, SSC, UA
Finance	Complete Initial Statement of Financial Controls	Jun 2017	July 2017	DO
Operations	Secure IEPs	Jun 2017	Aug 2017	SSC
HR	Enroll staff in insurance, 403(b), direct deposit, etc.	Jun 2017	Aug 2017	DO
Operations	Establish secure records system	July 2017	Aug 2017	DO
Operations	Create safety plan	July 2017	Aug 2017	DO, UA
Operations	Purchase AEDs and train staff	July 2017	Aug 2017	DO
Operations	Establish nurse office and secure files and meds	July 2017	Aug 2017	DO

Urban Assembly Charter School for Computer Science: Action Plan

Domain	Action	Start Date	End Date	Responsibility
Operations	Secure SUNY approval for operation	July 2017	Aug 2017	P, DO
PD	Conduct Summer training	Aug 2017	Aug 2017	P, SSC, UA
Academic	Administer NYSITELL	Aug 2017	Aug 2017	SSC
Academic	Finalize curriculum maps and pacing calendars	Aug 2017	Aug 2017	P, UA
Academic	Create lesson plans for first unit	Aug 2017	Aug 2017	P, UA
Academic	Finalize interim assessments	Aug 2017	Aug 2017	P, UA
Academic	Finalize referral systems and tools	Aug 2017	Aug 2017	P, SSC, UA
Academic	Implement Summer Bridge Program	Aug 2017	Aug 2017	P, UA
Academic	Administer screening assessments	Aug 2017	Aug 2017	P, SSC, DO
Academic	New Student Orientation	Aug 2017	Aug 2017	P, UA

BOT=Board, P=Principal, DO=Director of Operations, UA=Urban Assembly, SSC=Student Support Coordinator, C=Counselors, PC=Partnership Coordinator

R-23a – Supplemental Narrative

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- Urban Assembly CTE Model: *High-Quality Career and Technical Education: Essential Elements to Prepare Students for College and Career*
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- Individualized School Support Summary (IS3)
- School Support Log
- School Data Dashboard
- PLC Calendar
- Partnership Coordinator Hiring Process
- Student Recruitment Brochures
- Gateway School for Technology Curriculum Map Template
- Summative Assessment Corrections & Analysis protocol
- Urban Assembly Press Packet
- Urban Assembly Bridge to College Overview



High-Quality Career and Technical Education: Essential Elements to Prepare Students for College and Career



The Urban Assembly

The Urban Assembly CTE Schools 2015-16



The Urban Assembly Maker Academy, founded in 2014, works with partners that include The Carnegie Corporation, Control Group, Intel and Parsons School of Design to prepare students for careers in the burgeoning sector of technology, coding, web applications and products design, also known as the “Maker Movement.”



The Urban Assembly School for Collaborative Healthcare, founded in 2014, works with The Greater New York Hospital Association, Community HealthCare Association of NYS, FECS, NY Alliance for Careers in Healthcare, Community Health Worker Network of NYC, and New Community College to prepare students for careers in care coordination, patient navigation, and healthcare education and outreach.



The Urban Assembly School for Emergency Management, founded in 2013, works with FEMA, the NYS Department of Homeland Security, the NYC Office of Emergency Management, global engineering firm Thornton Tomasetti, Inc, the American Red Cross, and Adelphi University to prepare students for careers in first response, emergency planning and mitigation, and visual inspection and repair.



The Urban Assembly School for Global Commerce, founded in 2013, works with the Port Authority of NY and NJ, Regional Plan Association, the NYC Economic Development Corporation, the NYC Department of Transportation, CSX, SUNY Maritime College, and Rutgers University to prepare students for careers in freight logistics and supply chain management



The Urban Assembly Gateway School for Technology, founded in 2010, works with Goldman Sachs, Hospital for Special Surgery, WNET 13 New York, and NYU Poly-Tech Brooklyn Media Center to prepare students for careers in digital design and animation, information technology and systems, and data management and health IT.



The Urban Assembly School for Green Careers, founded in 2009 as the first UA CTE school and the first school for green careers in the country, works with Jonathan Rose Companies, Thornton Tomasetti Inc., Turner Construction, NYC Parks Department, Solar One and NRDC to prepare students for careers in sustainable building operations and horticulture and landscaping.



The Urban Assembly New York Harbor School, founded in 2003 and converted to CTE, works with the Department of Environmental Protection, South Street Seaport, Waterkeeper Alliance, Sandy Hook Pilots, the US Environmental Protection Agency, and SUNY Maritime College to prepare students for careers in marine biology research, ocean engineering, aquaculture, vessel operations, marine systems technology, and professional diving.

**High-Quality Career and
Technical Education:
Essential Elements to Prepare
Students for College and Career**



The Urban
Assembly

November 2015



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“CTE programs are good for students because they can learn new skills and find their passion. They’re good for businesses because they can tap into a pipeline of skilled talent. And they’re good for our country because these programs help us grow our economy, compete with other countries, and unleash the next generation of entrepreneurs and innovators.” — FIRST LADY MICHELLE OBAMA

Dear Colleagues,

The Urban Assembly began creating high schools in 1997 to provide high-quality college preparatory opportunities for children growing up in underserved communities throughout New York City. The idea was simple: usually, children’s circumstances predict their life outcomes; we would change the outcomes by changing the circumstances. We thought opening academically rigorous high schools that would prepare economically disadvantaged children for college would put our students on a new, upward trajectory. For many, it did. However, year after year, we witnessed a stubborn and troubling trend: about 15% of our students were graduating and not enrolling in college. They were taking minimum wage jobs straight out of high school or remaining unemployed.

We realized that we needed to do a better job of addressing the needs of this population. These were deserving kids — people who were clearly capable of having meaningful careers and contributing to society — and it was our duty to give them the tools they needed.

This realization led us to create seven Career and Technical Education (CTE) schools, academically rigorous high schools that prepare students for college and in-demand careers in technology, commerce, healthcare, and more.

As we have created these schools over the past seven years, we have learned a lot — through recruiting and developing teachers, engaging with families and students, and forming deep partnerships with both colleges and public and private sector industries. We have learned what doesn’t work and are committed to innovating and disseminating promising practices.

In this paper, we share key lessons that have led to the development of our CTE model. We believe our model in New York City has great potential to help students throughout the country.

Sincerely,



RICHARD KAHAN
Founder & CEO



ERIC WATTS
Director of CTE

Executive Summary

Today in America, millions of people are looking for jobs, even as employers are reporting that they are unable to find workers who have the skills they need. A recent Duke University survey¹ found that more than nine in ten companies have job openings and that half of these companies name a “skills gap” as the culprit. This “skills gap” — a mismatch between in-demand skills and the skills potential workers have — is not a fleeting problem; it is one that has been escalating over time, affecting companies, individuals, communities, and America’s national competitiveness.

Career and technical education (CTE) programs can address these interlocking problems that are so centrally important to our nation’s economic competitiveness and our citizens’ wellbeing. CTE *should not be* confused with “vocational education,” an old fashioned model that trained children for jobs in the 20th century industrial economy. In contrast, CTE programs are academically rigorous and prepare students for both college and careers. Through rigorous academic courses — with standards as high or higher than traditional high school programs — and career-focused skill development programs crafted in partnership with industry, CTE programs prepare students to access college and careers.

The Urban Assembly (UA) is dedicated to creating opportunities for and empowering underserved students. Over the course of seven years, we have worked with partners in government and the private sector to create seven unique CTE schools in New York City, which are currently serving 2200 students. Our students learn math, English, science, and social studies, but they also acquire technical skills and earn industry recognized certifications. When our students graduate, college is an option, but they also have marketable, in-demand skills, enabling them to launch productive, exciting careers.

In establishing and developing our seven CTE schools — working extensively with industry partners, as well as teachers, principals, guidance counselors, students, parents, and policymakers — we have learned a great deal about what sets these schools and their students up for success. We believe successful CTE programs require the following elements:

1. **Career pathways:** CTE programs should include career pathways that are responsive to economic trends and labor market needs, while providing students with certifications and credentials recognized by employers.
2. **CTE and academic content integration:** CTE and academic content must be cognitively demanding, experiential and aligned with state, national, and industry standards.
3. **Industry partners:** Collaboration with real-world companies that engage in CTE is essential. This includes, but is not limited to, assisting with curriculum design, providing students with out-of-class experiences, and advising students and teachers.
4. **Post-secondary education partners:** Programs of study must be designed to bridge secondary schools and post-secondary education partners to provide early college opportunities for all students.
5. **Work-based learning opportunities:** Students must have a series of work-based learning opportunities that increase in frequency and intensity from 9th through 12th grade.
6. **Effective counseling:** All students must have post-secondary education and career counseling that informs and guides students to educational and professional opportunities after high school.
7. **CTE teacher recruitment, support, and retention strategies:** Systems must be in place to help recruit, support, and retain CTE teachers in order to improve student outcomes.

CTE schools that implement these seven strategies are ready to prepare students with the knowledge and skills they need to make smart decisions when graduation approaches — whether that means starting a career and/or continuing with their education.

In this report, we describe CTE and Urban Assembly in greater detail and then provide an in-depth description of the seven essential elements we have laid out above. We conclude with a set of policy recommendations, which we believe will help to create environments that support the development of more high-quality CTE schools and programs across America.

Why Career and Technical Education?

Career and technical education (CTE) is defined as organized educational activities that provide students with “coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.”² In addition to providing coherent and rigorous content, CTE programs must also provide technical skill proficiency that results in an industry-recognized credential or certificate.

The CTE guidelines set forth by Congress are a far cry from the vocational education movement of the turn of the 20th century; however, some professionals still refer to CTE as “vocational education” because the term “career and technical education” was not established as the preferred nomenclature until 2006.³

The vocational education movement was a direct response to the 20th century’s changing economic landscape in which the need for skilled workers in manufacturing industries was met with an increase in working-class students enrolling in high school.⁴ Much as the emergence of vocational education was a response to the 20th century labor market, the “new CTE” is a response to the current and burgeoning middle-skills movement.

UNDERSTANDING THE MIDDLE-SKILLS MOVEMENT

The middle-skills movement is the effort to address the shortage of workers in industries such as computer programming, medical technology and advanced manufacturing. These jobs typically require the acquisition of an industry certification/credential and academic coursework embedded in a post-secondary technical education program.

In response to the changing economic landscape and the increased importance of college and career readiness, the Perkins Act of 2006 called for increased accountability measures, collaboration between secondary and post-secondary institutions, rigorous academics, and a stronger focus on business and industry. This updated policy set the stage for the “new CTE” movement, a term coined by Arne Duncan in response to the *Pathways to Prosperity* (2011) report.

According to Secretary Duncan, CTE 2.0 should enable students to “earn a post-secondary degree or an industry-recognized certification—and land a job that leads to a successful career.”⁵ The new CTE or CTE 2.0 requires high-quality secondary and post-secondary programs that prepare students for both college *and* career.

In addition to Secretary Duncan’s endorsement of CTE, First Lady Michelle Obama said at a recent White House event that CTE programs are “good for students because they can learn new skills and find their passion. They’re good for businesses because they can tap into a pipeline of skilled talent. And they’re good for our country because these programs help us grow our economy, compete with other countries, and unleash the next generation of entrepreneurs and innovators.”⁶

For students, these jobs are direct paths to the middle class and do not require the time and financial commitment of a four-year college or university. Yet while middle-skills industries, such as computer programming, medical technology and advanced manufacturing, are in high demand, the labor market is still failing to meet the industry need.

HELPING STUDENTS BECOME COLLEGE AND CAREER READY

College readiness often refers to the academic knowledge and skills necessary to succeed at an institution of higher education without the need to take remediation coursework.⁷ In response to this need to prepare secondary students for college, the college readiness movement of the last two decades has called for high standards, rigorous courses, and assessments to determine if students have met those standards.

But simply ensuring all students are college ready will not suffice. Recent research has shown that not all students need to attend and graduate from a four-year institution in order to collectively meet the needs of the labor market.⁸ Middle-skill jobs that require more than a high school degree and less than a bachelor’s degree will be the high-demand jobs of the future.

A purely academic course load would address students’ academic knowledge but fail to provide the experiences necessary for students to obtain the technical skills and knowledge necessary for middle-skill jobs. In addition to academic and technical knowledge and skills, it is important to integrate social-emotional skill development throughout the high school curriculum to enable students to better manage the challenges of transitioning to a college or career. Essential to the acquisition of these skill sets is a successful high school experience, which a high-quality CTE program can provide through its curriculum of rigorous coursework combined with meaningful work-based learning experiences.

Furthermore, research has shown that CTE programs have the potential to increase the likelihood of students graduating high school. In 2012, all but one state reported high school graduation rates of CTE students higher than non-CTE students.⁹ In addition to providing students with the opportunities to obtain industry-recognized



certifications and credentials important in today's economy,¹⁰ CTE has proven to increase student motivation, which is one of the likely causes of such high graduation rates relative to non-CTE students.

VARIATIONS OF CTE ACROSS SECONDARY SCHOOLS

CTE courses and programs at the secondary level vary from school-to-school. Some CTE schools require *all* students to complete a sequence of courses and experiences for a particular career pathway. Other high schools offer CTE programs in which some students complete a career pathway while others choose to take elective coursework. And while some CTE schools have a variety of career pathways to choose from, other schools focus on one career area that offers several related pathways for students to choose. Furthermore, some non-CTE schools offer several CTE courses, but not enough for students to complete the full sequence necessary for a CTE endorsed diploma (e.g., in New York, the requirement is a minimum of seven credits in a pathway such as Digital Design & Animation, Information Technology & Systems, and Emergency Communications & Technology in addition to work-based learning experiences).

What distinguishes CTE programs and pathways from non-CTE programs are the requirements established by the federal, state, and local government. For example, CTE pathways are required to provide early college opportunities and industry experiences for students while general education programs are not held to that same standard.

For students to truly be college and career ready, they need to experience aspects of college and the workforce prior to graduation. Just as a novice teacher needs exposure to the classroom through student teaching, students need exposure to college courses and internships in order to adequately prepare for life after high school.

CTE in The Urban Assembly

The Urban Assembly (UA) is a non-profit organization dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. We create small public schools that are open to all students, scale up promising programs, and work with hundreds of partner organizations in the private, public, non-profit, and higher education sectors.

In the 2015-16 school year, we will serve nearly 9,000 students in 21 schools from under-resourced neighborhoods across The Bronx, Manhattan, and Brooklyn. Of the 21 UA schools, two are standalone middle schools, six are grades 6-12, and the remaining 13 are high schools. Of the 18 schools that have grades 9-12, seven are CTE schools (see appendix for descriptions) and among the remaining 13 non-CTE high schools, three will implement CTE programs in the coming academic year.

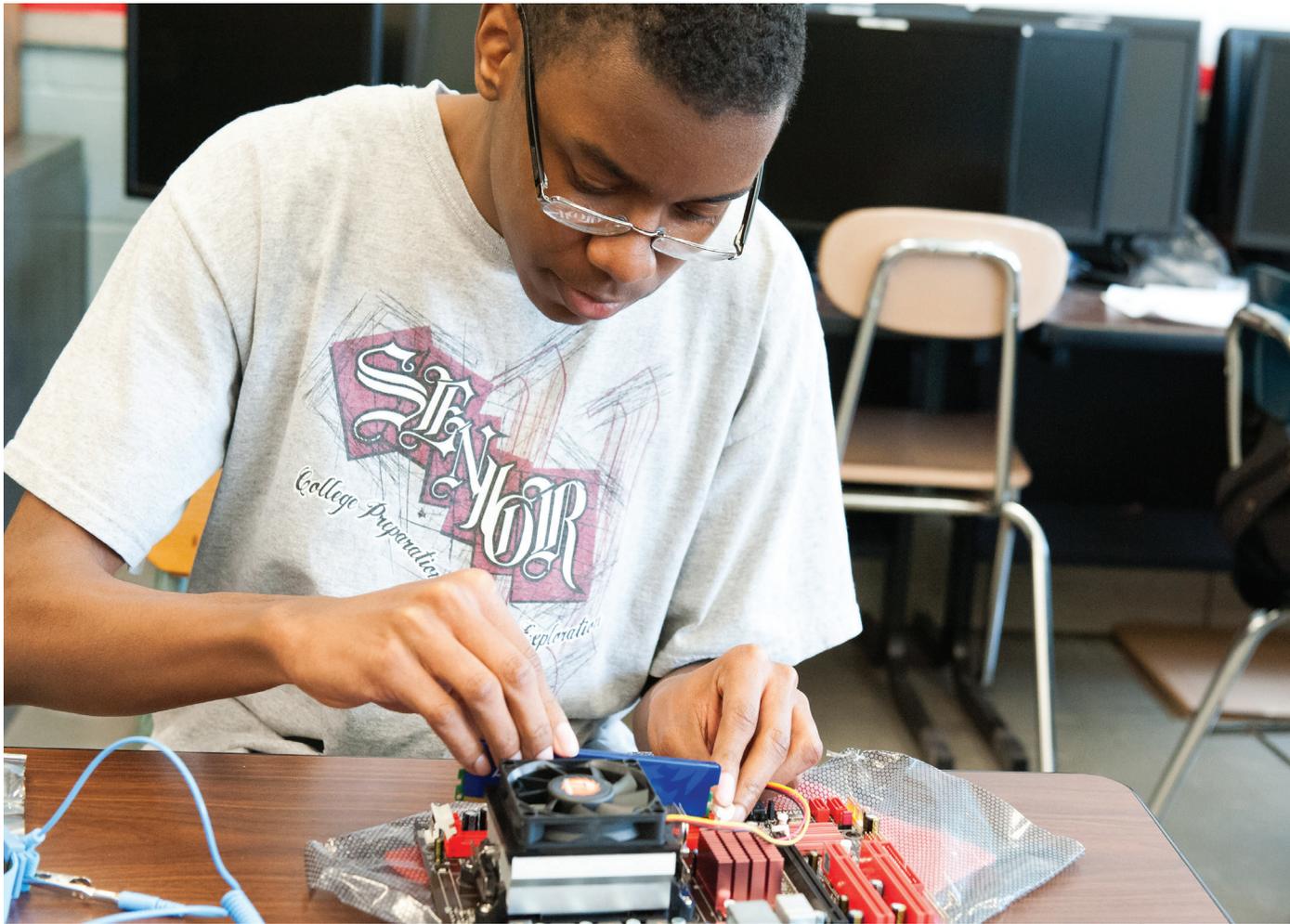
By 2008, two growing trends over time moved us to expand beyond college preparatory schools. First, it became increasingly clear that college was not the only or in some cases, the best post-secondary option for students. We were committed to helping our students enter the middle class and pursue productive lives rather than prescribing any one way of doing so. And secondly, educators began to embrace that meaningful career preparation could exist in schools alongside, and not at the expense of, college preparation, thereby expanding the versatility of a high school education and giving graduates both college and career options.

Those two trends combined with the middle-skills movement caused UA to turn to CTE as a promising way to prepare students for college and career. UA is committed to providing all students with equitable access to an education that prepares them for the increasingly competitive global economy they will face upon graduation. UA does this through rigorous academic coursework, cutting edge employability and technical skills preparation, social emotional skill development, and college and career awareness and counseling. UA students will be able to thrive in their post-secondary path of choice and have the skills, knowledge and preparation necessary to succeed.

To date, UA has successfully started and supported seven CTE schools and is in the process of developing career pathways in three of our non-CTE schools. Through this experience, we have addressed many of the challenges that

CTE schools face and implemented promising practices that have enabled thousands of students to acquire the academic, employability, and technical skills necessary to be college and career ready.

In the analysis that follows, we discuss each of the essential elements of CTE while including promising practices, challenges, and real-world examples from our CTE schools. When applicable, we also include examples from across the city, state, and country.



Essential Elements of CTE

The creation of the UA CTE model began with the collection of data across our seven CTE schools via a series of principal interviews along with an analysis of public and internal documents. The UA also hosted a CTE Symposium¹¹, sponsored by JP Morgan Chase in 2014, and collected data from keynote speakers, breakout sessions, and attendee evaluation forms. The symposium was attended by 200 practitioners, policy makers, industry and post-secondary partners, and other key stakeholders. UA staff also conducted an exhaustive review of CTE literature while collecting data. Two overarching questions framed our data collection:

1. What are promising practices in CTE?
2. What challenges do schools face when implementing CTE programs?

After analyzing the data and literature review, we identified the seven “essential elements of CTE,” which serve as the frame for the remainder of this paper. Evidence of all essential elements were observed at UA CTE schools; however, no single school contained all of these elements, pointing to both the progress and potential for more wide-spread implementation of these practices.

7 ESSENTIAL ELEMENTS OF CTE EDUCATION

- 1. CAREER PATHWAYS:** CTE programs should include career pathways that are responsive to economic trends and labor market needs, while providing students with certifications and credentials recognized by employers.
- 2. CTE AND ACADEMIC CONTENT INTEGRATION:** CTE and academic content must be cognitively demanding, experiential and aligned with state, national, and industry standards.
- 3. INDUSTRY PARTNERS:** Collaboration with real-world companies that engage in CTE is essential and includes, but is not limited to, assisting with curriculum design, providing students with out-of-class experiences, and advising students and teachers.
- 4. POST-SECONDARY EDUCATION PARTNERS:** Programs of study must be designed to bridge secondary schools and post-secondary education partners to provide early college opportunities for all students.
- 5. WORK-BASED LEARNING OPPORTUNITIES:** Students must have a series of work-based learning opportunities that increase in frequency and intensity from 9th through 12th grade.
- 6. EFFECTIVE COUNSELING:** All students must have post-secondary education and career counseling that informs and guides students to educational and professional opportunities after high school.
- 7. TEACHER RECRUITMENT, SUPPORT, AND RETENTION STRATEGIES:** Systems must be in place to recruit, support, and retain CTE teachers in order to improve student outcomes.

I. CAREER PATHWAYS

A strong CTE program begins with a well-selected industry theme that makes the program relevant to employers, compelling to students and families, compatible with broader educational needs, and both flexible and sustainable over time.

As described later in this paper, the UA model of CTE involves installing a single, overarching industry theme within a small school of choice where all students opt into the theme, but have a choice among subsector pathways.

Determining the Theme

We recommend that CTE programs conduct detailed labor market analysis prior to establishing a career theme and periodically examine labor trend data to ensure that the theme continues to align with industry needs. When determining a school's career pathway(s), we recommend investigating the following five questions:

1. Is this a growing industry and will there be a need for workers in the local, state, and regional economies?
2. Do the represented careers suggest multiple points of entry for people with varying degrees of post-secondary education?
3. Is the need being met by CTE currently? Are there enough seats in existing CTE school programs to address the anticipated volume of student interest?
4. Are there potential public and private sector partners (industry and post-secondary) willing to collaborate and offer opportunities to students, both during and after their high school education?
5. Will this industry and theme appeal to students?

Early findings might reveal a great need in an industry with a long-standing tradition of CTE and credentialing, such as information technology, or a new emerging industry with no existing CTE schools, such as emergency management. It is important to not let preexisting schools or the lack thereof impact the decision to establish a particular career pathway. If labor market needs exist and the program can prepare students for college and career, a school should move forward with the planning process.

At the UA, looking at labor trend data is the beginning, not the end, of the process. Informal employer interviews shed light on nuances, complexities, and potential industry disruptions that labor trend data might not reveal. Most of the work, elaboration of the theme, and identification of potential program features happens in the course of these interviews.

After conducting labor market analysis and interviews with potential employers, the UA uses the following list of criteria to determine the career pathways at each CTE school:

- **Stackable credentials:** Programs should offer a “first-rung” industry-wide certification that can accommodate multiple career ladders with “stackable credentials” that provide students with a strong element of choice through high school and beyond. For example, students in an information technology pathway could obtain entry-level certifications in Cisco, Microsoft, VMware, CompTIA, AccessData, and HDI in addition to an industry neutral credential such as ACT’s National Career Readiness Credential before graduating high school.
- **Industry connection:** The potential for direct connection to industry in all facets of a program, so that everything from curriculum to internships reflects what employers consider necessary knowledge and skills in order to enter the workforce.
- **Post-secondary opportunities:** Connection to courses of post-secondary study at local colleges in order to foster a seamless transition to undergraduate degree programs in a given industry and jump-start the accumulation of college credits while in high school.

Developing an Initial Program Vision

Once a theme meets all criteria, we begin backward-planning a CTE program in collaboration with industry and post-secondary partners. This process involves multiple steps of questioning, list making, and drafting.

One important first step is creating a list of industry skills and standards to guide the program. The industry skills and standards must be integrated with the Common Core and other academic standards.

Another important step is drafting a course sequence, including courses before and after students select their subsector pathway. This course sequence should, at minimum, include:

- Tentative course titles;
- Skills to be developed in each course;
- Potential formative and summative assessments, including those associated with credentials;
- Ideas for integration with core academic classes by topic, concept, or skill;
- Suggestions for work-based learning opportunities for each course or grade level;
- Anticipated space and equipment needs for instruction and work-based learning per course.

**HIGH-QUALITY CTE CAREER PATHWAYS IN ACTION:
URBAN ASSEMBLY SCHOOL FOR
EMERGENCY MANAGEMENT**



The way in which industry themes and their subsector pathways evolved at UA School for Emergency Management (UASEM) illustrates the process of theme selection. After examining local and regional labor market data and interviewing industry professionals, the UA identified a marked need in the career field of emergency management. Emergency managers are calm under-pressure helpers who think on their feet and apply expertise with agility to changing circumstances, which is exactly what students learn to do at UASEM.

Within UASEM, the first school of its kind in the nation, there are three distinct pathways: (1) emergency management, (2) response and recovery, and (3) emergency technology and communications.

The development of these pathways was very much dependent on the presence of active, vibrant practitioner communities in NYC. The school has highly engaged industry partners, such as NYC's Office of Emergency Management, Federal Emergency Management Agency (FEMA), and the New York City Fire Department, along with strong college partnerships with Metropolitan College and Adelphi University.

2. CTE AND ACADEMIC CONTENT INTEGRATION

Core academic content such as mathematics and English language arts coupled with CTE knowledge and skills are essential for any student to be considered college and career ready. Historically, CTE knowledge and skills have been taught separately from academic coursework covered in non-CTE courses.¹² According to Luke Bauer, Principal at the Urban Assembly Maker Academy, “creating quality academic learning experiences for students in CTE programs is essential to ensure that students graduate from our schools being college and career ready in reading, writing, speaking, critical thinking, and problem solving.”

Although the benefits of integrating CTE and academic content have been established and the practice of integration has been encouraged by the Perkins Act since 1990, barriers, further discussed in the “Challenges” section below, continue to prevent teachers from integrating both content areas in their respective curriculum.

Benefits of CTE and Academic Integration

Effectively integrating CTE and academic content begins with an examination of CTE curriculum in order to identify the academic content naturally occurring within it. Rather than forcing academic content into CTE, a contextualized approach calls for finding authentic opportunities to integrate academics into CTE using real world examples.

Making connections to industry themes within academic areas such as mathematics and social studies can increase students’ motivation and enable them to make connections across their coursework. For example, a United States History lesson at the UA School for Global Commerce, which prepares students for careers in supply chain management and freight logistics, could investigate the increase in exports during World War II, while the math class could run the calculations of the leading economic indicators during that same time period.

In addition to integrating industry specific content, academic courses are also an excellent place to integrate “soft skills” desired by employers and internship supervisors. Teaching skills such as teamwork, communication, project management, and time management in academic and CTE courses is essential to preparing all students for college and career.

“Making connections to industry themes within academic areas such as mathematics and social studies can increase students’ motivation and enable them to make connections across their coursework.”

Several studies sponsored by the National Research Center for Career and Technical Education found that CTE courses including such “enhanced” academic instruction had significant positive impact on knowledge and skill acquisition. To support the integration of academic content into CTE instruction, the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc) developed a series of resources and promising practices that help CTE teachers implement Common Core State Standards in their classrooms. For example, it is essential that UA students can read at or above grade level in order to avoid remediation in college and be prepared for the workforce. The UA provides literacy support in all content areas, with CTE teachers playing a key role in ensuring their students meet state literacy standards.

Strategies for Integration

Research conducted by the U.S. Department of Education on content integration in CTE established five core principles of academic integration:

1. Develop and sustain a community of practice among teachers.
2. Begin with the CTE curriculum, not the academic curriculum.
3. Understand that academics are essential to workplace knowledge and skills.
4. Maximize academics in the CTE curriculum.
5. Recognize that CTE teachers are teachers of academics *in* CTE, and not academic teachers.

Teachers and administrators must establish a community within the school so that academic and CTE teachers can work together to contextualize learning for students. Because CTE teachers are not academic teachers, they will need peer support from their colleagues in academic subjects such as English and mathematics.

It is also important to start with CTE teachers and integrate academics into their courses. Without academically rigorous CTE courses, students will be ill-prepared for the workplace and will struggle to acquire the knowledge and skills necessary for the industry-recognized assessment(s) they must take before graduating from the program.

Schools should also provide thorough professional development to CTE and academic teachers on effective instructional strategies while improving their pedagogical content knowledge. CTE teachers often lack the formal education of academic teachers, making integrating literacy and mathematics into their courses a challenge. Conversely, academic teachers lack the industry

experience that CTE teachers have, so ongoing professional development is essential to their work in the school.

Professional development opportunities like externships over the summer months and field trips to industry partners will enable academic teachers to gain a better idea of the industry theme at their school, which should translate into increased CTE content integration in their courses. UA devotes extensive support to its CTE schools to promote the effective integration of academic and CTE content using a team of instructional coaches. One coach is dedicated to each content area, including CTE, and providing strategies for instructional integration are essential to that support.

Challenges of CTE and Academic Integration

All of UA's seven CTE schools struggle with academic content integration into CTE courses. CTE teachers from specific industries in the UA network tend to lack the formal teacher training that academic teachers have completed, making the integration of rigorous academics a challenge. As a result, instructional coaches, administrators, and school leaders work with UA CTE teachers to help them obtain the knowledge and skills necessary to integrate academics in their lessons. This takes time and as a result, the quality of students' learning suffers while teachers work to develop their instructional strategies and improve their academic content knowledge.

Academic teachers experience similar challenges, each entering the profession with varied levels of knowledge regarding the career pathway(s) at their school. Similar to CTE teachers, it takes time for academic teachers to acquire the knowledge and skills necessary to integrate CTE into their courses. Both groups of teachers need structured and extensive professional development to establish a strong community where they can learn from one another and overcome the challenges of CTE and academic integration.

This work must be a priority for the school. The principal must establish systems and processes that allow CTE and academic teachers to work together and learn from one another. Cross-department grade team meetings, monthly professional development on multidisciplinary instructional strategies, co-taught (one CTE and one academic teacher) lessons/units/courses, and academic and CTE teacher peer observations and feedback are several strategies to effectively address the challenges of CTE and academic content integration.

HIGH-QUALITY CTE CAREER PATHWAYS IN ACTION: **URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS**



The UA School for Green Careers trains students for jobs in environmental industries. One of the program's pathways is Sustainable Buildings, where students learn to retrofit buildings in New York City in order to integrate new and more energy-efficient systems in existing structures.

Science is a core component of retrofitting, including elements such as heat transfer and solar power, so the physics and CTE teachers work together to develop interdisciplinary units. While this practice is in the beginning stages, the physics teacher Chris Bohl has developed units that integrate CTE content while the CTE teacher, Chris Sedita is consistently integrating physics concepts. This interdisciplinary approach enables students to make connections between the two courses and according to both teachers, is motivating their students.

3. INDUSTRY PARTNERS

Long before UA began creating CTE schools, the organization emphasized the meaningful involvement of external partners at high schools. While non-CTE schools benefit from the involvement of outsiders, CTE programs not only benefit, they simply cannot exist without such external partnerships.

The central premise of CTE is that education must include rigorous academic content, which prepares students for college, alongside meaningful technical skills and knowledge, which prepares them for a career. CTE involves the collaboration between educators providing academic expertise and employers who understand career competencies, but are less versed in pedagogy. A CTE program's success hinges on the continued presence of both players.

Industry Partner Engagement

A CTE school's industry partners possess content knowledge and experience in the school's focus industry, which informs the school team on how to best structure a comprehensive, four-year educational experience that prepares students for the industry's most promising careers.

Industry partners understand that the school is beholden to the imperatives and requirements of a sound general secondary education. They defer to the principal on the school's overarching instructional vision, while seeking creative and meaningful ways to integrate industry skills and standards with those of

traditional high school academic disciplines. Partners' work includes, but is not limited to the following categories:

- Strong influence over CTE scope and course sequence.
- Advisement on an industry credential that serves as the terminus or central focus of the CTE course sequence.
- Support in the creation of career advisement practices and work options and opportunities for graduates.
- Guidance and support in procuring adequate technology, supplies, and resources needed to train students.
- Direct engagement with students through events, activities, student awards, and scholarships as able and interested.
- Teaching in schools and working with students on projects and career guidance.

A recent graduate of The Urban Assembly Gateway School for Technology, Venitia Boyce participated in a series of work based learning opportunities in the technology field. According to Venitia, "After some great experiences with AT&T and Goldman Sachs, I chose information technology as my CTE pathway of choice and currently have several hardware and software certifications that guarantee me an entry-level job in my field." While Venitia is attending college full-time in the fall, her experiences with industry partners informed her pathway selection and helped prepare her for an entry-level job after high school. She is ready to succeed in college and a career and there is no doubt that the A+ and Net+ certifications she obtained in high school will be an asset as she enters college and the workforce.

The Benefit to Partners

Employers have the potential to benefit significantly from this type of collaboration. In particular, two factors have proven most effective in attracting and retaining strong employer involvement in UA CTE programs: (1) from the employer side, an articulated sense of the labor market needs and clear evidence that the CTE program can effectively meet that need, and (2) from the educator side, a coherent vision for employer engagement along with a demonstrated capacity at the school to maximize the partners' input through well-organized, mission-driven collaboration. Gathering employer input prior to selecting and implementing an industry theme increases the chances that employers will be strong partners in implementing a program they helped conceive.

Advisory Boards: An Organizing Framework for Partnership

Schools and companies often approach CTE learning with disparate goals, demands, and immediate priorities. That is why creating an advisory board of industry leaders and educators is critical to bridging the gap between priorities and establishing a common ground for communication and collaboration.

Boards that serve UA CTE schools are effective because our approach has been to treat them as any other professional board. For example, the UA collaborates with in-school leaders to help them develop the skills and habits of mind needed to work substantively with a formal board over time. As with any other board, systems and structures that clarify how collaboration will work are essential and board members are encouraged to take ownership of and guide projects and initiatives, the end product of which remains ultimately at the school's discretion to implement. For example, board members are instrumental in a range of areas such as consulting on course offerings, identifying the knowledge and skills taught in industry-related courses, providing internship placements for students, hiring students upon graduation, and making professional connections between the school and their colleagues in industry.

Challenges to Industry Partnership

Operational and cultural challenges are inevitable in the process of recruiting and engaging industry partners. Some of the challenges experienced at UA CTE programs include:

- An insufficient number of industry partners or opportunities (particularly internships) created through partnerships.
- Partners are often unfamiliar with the ways in which schools operate and the realities present within today's high schools.
- Teacher and leader preparation programs often fail to cover the value of partners and how best to engage them.
- Industry themes and assessments recognized by the state do not always reflect the realities of the workplace, especially in emerging industries.

The UA has found that articulating needs and goals clearly to industry partners and clarifying the benefits derived from partnerships helps resolve many of these issues. Advisory boards, as detailed above, also prove to be an invaluable resource in mitigating such challenges.

HIGH-QUALITY CTE INDUSTRY PARTNERS IN ACTION: **URBAN ASSEMBLY MAKER ACADEMY**



In 2013, the NYC Department of Education and the Carnegie Corporation of New York asked the Urban Assembly to develop a technology-themed CTE high school. Early interviews with employers suggested a CTE strand for “new technology” would be difficult, given that the corporate-branded credentials at the heart of many CTE programs would soon be struggling with obsolescence. What’s more, standard assessments and credentials did not adequately reflect how a creative technologist’s abilities are measured.

The UA Maker Academy prioritizes design thinking and a growth mindset, providing students with the instruction and means to generate solutions in today’s economy. Industry leaders such as Control Group and Intel not only guided the redirection of early strand thinking, but also signed on immediately as founding partners and board members. The collective goal was to build a high school that prepares young people for jobs that never existed before, calling upon skills and traits few academic institutions have developed.

UA Maker Academy is beginning its second year of implementation and industry partners have participated in designing and sequencing courses and providing early work-based learning opportunities. These industry partners have also committed to host interns and help ensure students are career-ready.

4. POST-SECONDARY EDUCATION PARTNERS

Programs of Study (POS), a new aspect of CTE established in the Perkins Act of 2006, aligns academic standards and career and technical content through a non-duplicative progression of courses that bridge secondary and post-secondary institutions. These programs often include opportunities for students to participate in dual or concurrent enrollment programs with the chance to receive college credits while in high school. The end goal of any POS is to obtain an industry-recognized certificate or credential at the post-secondary level or an associate’s or bachelor’s degree.¹⁶

Students receive certifications or credentials at the secondary level; however, the goal is to continue education into a post-secondary institution to receive more advanced certifications, credentials, or a degree. The integrated academic and CTE curriculum that connects secondary and post-secondary institutions has contributed to the college and career readiness of participating students.

Elements of Programs of Study

We recommend a POS have the following key features in order to best serve CTE students:

- **Readiness standards:** National college and career readiness standards should establish fundamental capabilities students must possess before entering college or a career.
- **Instructional strategies:** Promising practices that build academic knowledge and essential 21st century skills.
- **Industry partners:** Relationships with external industry partners to ensure that up-to-date industry knowledge and skills are taught within the program.
- **Professional development:** Structured learning opportunities for administrators, teachers, and faculty in order to establish the POS as a school-wide initiative.
- **Evaluation system:** An evaluation system that gathers data on student outcomes while in school and also follows graduates into the workplace and/or college to help track and measure progress and program efficacy.
- **Non-duplicative course sequences:** Creating course sequences across secondary and post-secondary schools with the goal of ensuring a smooth transition to college.
- **Memorandum of Understanding (MOU):** To enable students to receive college credit while in high school upon completion of particular established secondary and post-secondary courses.
- **Academic advisement:** Guidance and support to help students make informed decisions about which POS they should choose.
- **Industry assessments:** Established modes of assessment to determine whether students have obtained the knowledge and skills necessary for entry or advancement in college and career.

Challenges of Programs of Study

One major challenge of designing and implementing POS is the potential for cultural or mission misalignments between secondary and post-secondary partners.¹⁷ Close collaboration between high schools and colleges is essential in order to design and implement an effective POS; however, communication between faculty and staff at each institution can be challenging. Secondary and post-secondary institutions have enough trouble breaking down silos within their own campuses, which makes collaboration outside of campus all the more challenging.



Of our recommended nine elements of POS, three (partnerships, course sequences, and MOUs) require extensive collaboration between secondary and post-secondary institutions. In the case of partnerships, representatives from the high school and institution of higher education need to work together to design, implement, and maintain the POS. In order to design non-duplicative sequences of courses that bridge high school and college, teachers and faculty must work together to plan courses and establish the knowledge and skills each course is designed to provide.

In order for high school students to gain post-secondary credit through articulated courses, it is essential for staff and administration to collaborate in order to establish credit transfer agreements. The process of students taking articulated courses is mutually beneficial to secondary and post-secondary institutions. High school students receive early college experiences and credit, while colleges and universities are given the opportunity to recruit potential students by providing positive learning experiences and offering articulated credits. Collaboration is essential to all of these POS features and can be a major challenge, particularly for high schools that often lack the staff to establish and maintain such collaborative efforts.

Another challenge of POS is the potential for misalignment between secondary and post-secondary coursework. While this challenge is a direct result of poor collaboration, a misalignment of coursework can cause a difficult transition for college-bound students.

Teacher and faculty turnover is also an inevitable challenge. With each new instructor, comes the potential for altered course material. If a POS and course sequence is established by a group of high school teachers and college faculty, there is potential for misalignment whenever those positions turnover. Creating a standardized set of promising practices decreases the chances of miscommunication and can help smooth the transition process.

**HIGH-QUALITY CTE PROGRAMS OF STUDY IN ACTION:
URBAN ASSEMBLY SCHOOL FOR GLOBAL
COMMERCE & ARIZONA STATE UNIVERSITY**



After participating in work-based learning opportunities with the NYC Economic Development Corporation, the Port Authority of New York & New Jersey, and CSX, three students from Urban Assembly School for Global Commerce (UASGC) were selected to engage with the school's most active post-secondary partner, Arizona State University (ASU).

UASGC's pathways focus on logistics and supply chain management, making ASU's department of supply chain management in the W.P. Carey School of Business an invaluable partner. Despite the geographic distance, both institutions have not allowed the 2,400 miles separating them to inhibit meaningful engagement. ASU faculty have visited East Harlem to work with students and recently, students visited the university campus to work with ASU faculty and students.

In a project funded by ASU, three rising UASGC high school juniors lived in ASU dorms and spent five days with faculty, students, and alumni from the Carey School of Business. While on campus, UASGC students participated in a series of activities and meetings that involved project-based learning, community service, business etiquette, and peer mentoring.

5. WORK-BASED LEARNING

Work-based learning (WBL) is a strategy that schools implement to help students apply academic and technical skills while developing real-world employability skills. Often coordinated with school-based learning, WBL experiences offer project- and problem-focused teaching and learning as opposed to the more theoretical teaching and learning that takes place in traditional classrooms. WBL opportunities range from job shadowing with limited workplace interaction to apprenticeships and paid internships that have extensive workplace experience.

WBL has always been a cornerstone of effective CTE programs. Over the past several decades, various efforts have been made to bring WBL into education reform in an effort to better prepare students for college and the workplace. In particular, scholarship in the field, including *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st¹⁸ Century* and *Learning for Jobs¹⁹* have made the claim that a traditional classroom-based educational experience does not adequately prepare secondary students for college and careers.

WBL has become a requirement for CTE program approval in many districts and states across the country; however, each state differs in what qualifies as a WBL experience. Essentially, WBL falls into two categories; (1) career exploration programs, and (2) work experience programs. Career exploration programs include career fairs, industry professional guest speakers, industry-based field trips, and job shadowing. Work experience programs include paid and unpaid internships, apprenticeships, and school-based enterprises.

Both categories of WBL offer valuable hands-on experience to students, but each must be undertaken strategically in order to ensure students reap the greatest benefits. Career exploration programs should start as early as possible during the 9th grade and continue through the 11th grade. Work experience programs can start as early as the 10th grade, but should be available to all students by the 12th grade. It is essential to WBL that these opportunities increase in frequency and intensity throughout a student's high school career.

Essential Components of WBL

The cooperation and coordination among academic teachers, CTE teachers, WBL coordinators, and school administration is necessary to implement essential elements of WBL. Continuous professional development needs to be provided to the entire faculty, as well as industry-based supervisors, in order to maximize the benefits of WBL for students.

Several national and international studies have investigated the components of WBL that provide meaningful learning opportunities for students.²⁰ According to the research and experiences at UA CTE schools, below are seven essential components of WBL implementation:

- **Connection:** Students must be aware of the connection between WBL and specific coursework.
- **Reflection:** Students are given the opportunity to reflect on their learning.
- **Final project/assessment:** WBL culminates with a project, activity, or assessment that demonstrates learning.
- **Off-campus time:** Schools allow time in the schedule for students to leave campus for WBL activities.

“When WBL is mutually beneficial to all parties, it is far more likely that the collaboration will continue into the foreseeable future.”

- **Student-employer liaisons:** A dedicated WBL staff member matches students with employers.
- **Guidance and supervision:** Students receive close supervision from teachers, coordinators, and workplace supervisors.
- **Employer support:** Support is provided to employer supervisors so that they are aware of WBL expectations and ways to assess student learning.

Benefits of WBL

If implemented effectively, WBL can provide benefits to both students and employers. While schools should be focused on the student experience, often they do not pay enough attention to the potential impacts WBL has on employers. As a result, schools run the risk of losing valuable industry partners if they come away with a negative experience or should the potential of the relationship not be fully realized.

For students, the benefits are often quite apparent. WBL enables students to apply school-based learning in a workplace setting, explore career options, and increases their awareness of post-secondary options. It also promotes positive work habits and increases student motivation by making school more relevant. Lastly, WBL provides students with the invaluable opportunity to network with professionals and enhances their workplace competencies, such as communication, collaboration, creativity, and technical skills.

As Rob Magliaro, Assistant Principal at Urban Assembly School for Emergency Management, stated: “We try to create experiences where students can interact with business partners in the real work and help solve real problems faced in the industry.” Those real-world experiences provide students with opportunities to develop and sharpen their critical thinking, problem solving, and communication skills.

The benefits to employers are also substantial and articulating them is important for maintaining strong and effective WBL relationships with external industry partners. When WBL is mutually beneficial to all parties, it is far more likely that the collaboration will continue into the foreseeable future.

WBL gives employers the unique opportunity to be involved in planning and implementing CTE curricula and improves a company’s connections with parents, students, and teachers. Work-based learning programs also create opportunities for community service and the development of workplace mentors. Lastly, WBL creates an invaluable pipeline, providing employers with access to potential skilled employees who can be trained and engaged while still in high school.

Challenges of WBL

Designing and implementing WBL learning can be challenging given that schools have historically limited opportunities for students to connect work-based experiences back to their school-based learning. Challenges that CTE schools across the country have experienced include finding the time, supervision, and financial resources to make these experiences a reality.

CTE schools are faced with the challenge of designing both the school day and year to include designated time when students can participate in WBL and time for teachers and staff to supervise those experiences both inside and outside the school building.

Schools also have the challenge of finding industry partners to participate in WBL and then developing and maintaining those relationships. Supporting teachers and employer mentors to work closely with WBL coordinators is another challenge, as is finding funding to provide WBL coordinators with adequate support and resources for each project.

HIGH-QUALITY CTE WORK-BASED LEARNING IN ACTION: **URBAN ASSEMBLY NEW YORK HARBOR SCHOOL**



Students from the Urban Assembly New York Harbor School (Harbor School) benefit from engaged industry partners throughout their four years of school. Students participate in a four-year sequence of WBL experiences that connect them with industry partners such as the Department of Environmental Protection, South Street Seaport, Waterkeeper Alliance, Sandy Hook Pilots, and the US Environmental Protection Agency.

One intensive and on-going WBL opportunity that students participate in throughout their time at Harbor School is the Billion Oyster Project, an ecosystem restoration project aimed at restoring one billion live oysters to New York Harbor. With the support of several industry and non-profit partners, students learn to build and operate oyster nurseries, raise oyster larvae, SCUBA dive in order to place the oysters in oyster beds, operate and maintain boating vessels, design underwater monitoring equipment, and conduct research on the impact of the project. Students learn academic and technical knowledge and skills in the CTE classroom and have the opportunity to put their expertise into practice while helping restore the natural ecosystem of New York City.

6. EFFECTIVE COUNSELING

In CTE high schools, effective counseling prepares students for both college and career pathways. This type of student advising requires deeper expertise than that of an advisor strictly focused on college. In a college preparatory environment, advising is often dedicated to those students attending college while non-college students are largely ignored. In the case of the CTE, all students must be college and career ready and have a post-secondary plan that might include a combination of work and continued education. Even students who directly enter the workforce should have a post-secondary educational plan in order to continue developing professionally.

While college counseling has been a standard practice in secondary schools, career guidance remains the missing link in CTE schools. Many feel that identifying a career in high school is too early, creating potential for students to make an uninformed career decision. The need for students to feel supported and well informed about their post-secondary options—whether that means making career choices or continuing their education—is invaluable.

College and career counseling is challenging, mainly due to the high caseloads for counselors. In 2012, the average caseload per counselor in the United States was 367 students.²² Counselors' lack of expertise is another significant hurdle. Many counselor preparation programs do not include career guidance within their curricula.

We recommend a CTE school's post-secondary advising relationship with students begin in the recruitment period. When first approaching prospective students, the school's job is to explain its industry theme with enough detail so students understand each potential career path. Once students are enrolled, the school must support them as they investigate and experience early college and career opportunities.

Distributed Counseling

A counselor with expertise in post-secondary preparation, including both college and career, should lead this effort. Directed by the vision of the school leader, this counselor

“The need for students to feel supported and well informed about their post-secondary options — whether that means making career choices or continuing their education — is invaluable.”

not only determines the nature of the school's counseling with students and families (conducting much of the counseling personally) and also provides teachers with the college and career resources they need.

Having a counselor who understands both paths is critical to a successful college and career counseling program. The counselor should be well-versed in college admissions criteria and in what makes a campus a good fit, while also having an understanding of companies' hiring criteria and what makes a strong workplace fit.

Finding a professional with experience in both college and career counseling particular to the school's industry theme is a challenge. A more likely scenario would be to hire a counselor with knowledge and experience in colleges or career and facilitate targeted professional development for the counselor in any area of expertise needed to better support students. For example, the majority of UA counselors in CTE schools have expertise in college counseling, but their understanding of career counseling often gets acquired on the job and with the help of industry partners.

In addition to counselor-led college and career advising at a school, all teachers and staff must participate to establish a whole-school approach. The concept of distributed counseling acknowledges the role that all staff members have in the process. According to the National Center for Restructuring Education, Schools, and Teaching at Columbia University²³, distributed counseling requires the following components:

- Team collaboration and integration of counseling strategies;
- A dedicated counselor integrated into the team;
- Teachers as advisers;
- Student-support mechanisms;
- Consistent communication with parents;
- College preparation throughout all four years of high school.

**HIGH-QUALITY CTE EFFECTIVE COUNSELING IN ACTION:
URBAN ASSEMBLY SCHOOL FOR
GLOBAL COMMERCE**



The Urban Assembly School for Global Commerce (UASGC) recently developed a College and Career Center, which is led by a designated college and career counselor. The college and career office is designed as a resource for students and families to explore potential post-secondary opportunities and receive counseling on strategies to meet their college and career goals. The center also provides leadership within the school to ensure a viable approach to college and career readiness.

While led by the college and career counselor, the guidance provided at UASGC is truly a school-wide effort. Academic and CTE teachers provide ongoing counseling through the school's advisory curriculum, while the counselor directs early college awareness, the development of students' college and career plans, and the process for applying to potential colleges and jobs. The distributed counseling approach requires continuous professional development and a commitment from the teachers and staff at UASGC.

7. TEACHER RECRUITMENT, SUPPORT, & RETENTION STRATEGIES

CTE teachers come to school with a different set of skills and experiences than traditional academic teachers. For example, secondary CTE teachers are less likely to have a bachelor's or master's degree than colleagues in academic content areas. CTE teachers are also less likely to hold a regular state certification and often enter the profession through an alternative certification process as compared to their counterparts in academic fields.

While CTE teachers have other forms of preparation and qualification, including work experience and industry certifications, their lack of traditional teaching preparation is the primary reason it is essential to have systems in place to help recruit, support, and retain CTE teachers.

CTE Teacher Recruitment

Ideally an applicant for a vacant CTE teaching position would have a combination of work experience, teaching experience, and education that would enable him/her to quickly be an effective teacher. Unfortunately, such candidates are hard to find. Given that recruiting candidates with a combination of work, teaching, and education experience is challenging, we take two approaches to CTE teacher recruitment.



The first approach is to seek out someone with excellent work experience and an educational credential that at minimum includes a two-year degree or more. Some CTE teachers enter the profession with all the qualifications for teacher licensure; however, many enter the profession under a provisional or temporary teaching license that provides them with time (usually between one and three years) to fulfill additional certification requirements such as coursework and passing teacher certification tests.

At UA's CTE schools, those teacher candidates who are not certified must be able to obtain certification within two years of accepting the position. Principals and school systems must review each candidate's prior work experience and level of education to determine whether that person can complete the certification requirements within the allotted time before the provisional license expires.

The second approach is to take a certified academic teacher with interest in CTE and support that person as he/she obtains the proper work experience and/or content courses needed for certification.

Both approaches have their challenges, but at the end of the day, it's important to find a promising candidate with a commitment to the profession of teaching. Without that commitment, we have seen candidates from industry leave after a few days, weeks, or months due to the challenges they face in the classroom.

“Ideally an applicant for a vacant CTE teaching position would have a combination of work experience, teaching experience, and education that would enable him/her to quickly be an effective teacher.”

CTE Teacher Support and Retention

Once a promising teacher candidate has been identified and brought on board, supporting and retaining that teacher is critical, especially considering how difficult it is to recruit CTE teachers.

The prior work and educational experiences of CTE teachers should dictate the focus of the support that schools, districts, and networks provide. For example, the UA New York Harbor School has found success by recruiting academic teachers to teach CTE courses under a transitional certificate while they work to get their CTE teacher certification. For these teachers, support in pedagogy is not as necessary as help attaining advanced understanding of the industry they are preparing students to enter. Providing summer externships for these teachers is essential along with having them work with industry partners to gain a better understanding of the field.

In the case of CTE teachers with substantial work experience and little to no teacher preparation or teaching experience, support in pedagogy and pedagogical content knowledge is essential. These teachers should rely on teacher leaders, school administrators, and instructional support to learn how to best relay their years of industry expertise to students.

Challenges to CTE Teacher Recruitment and Retention

CTE teachers are more likely than academic teachers to engage in professional development, with 58 percent reporting 17 hours or more of professional development as compared to 52 percent of academic teachers.²⁶ Nonetheless, finding the time and resources to provide high-quality professional development can be difficult.

One challenge to recruiting and retaining CTE teachers from industry is the salary dedicated to teachers and the resources spent on supporting programs. Depending on the industry, career changers can experience significant pay cuts when entering teaching.

Furthermore, CTE teachers often lack the specialized equipment they may have used when working in the field and may find themselves faced with outdated textbooks and teaching resources. Schools and districts must provide the funds necessary to support CTE programs with the technology and resources necessary to retain high quality teachers.

**HIGH-QUALITY CTE TEACHER RECRUITMENT, SUPPORT & RETENTION IN ACTION:
SUCCESS VIA APPRENTICESHIP AT
UA GATEWAY SCHOOL FOR TECHNOLOGY**



Success Via Apprenticeship (SVA) is a collaborative program between New York City College of Technology, the New York City Department of Education, and the United Federation of Teachers, that addresses the shortage of certified CTE teachers in the city. The UA Gateway School for Technology has gotten some of their most promising CTE teachers from SVA along with pre-service teachers completing their clinical experiences.

SVA recruits outstanding NYC high school students, many of whom received a CTE endorsement on their diploma, and provides them with college-level coursework, student teaching experiences, and industry work experience over a five-year period. Graduates of SVA leave the program with all the requirements to be a certified CTE teacher and are contractually obligated to teach in a New York City public school for three years after graduation.

Once SVA graduates begin teaching full-time at UA Gateway School for Technology, they receive intensive and on-going support from an instructional coach from UA. The instructional coach supports SVA graduates as they develop and implement lesson plans, unit plans, and assessments.

Conclusion and Policy Recommendations

The seven essential elements—career pathways; academic and content integration; industry partners; post-secondary education partners; work-based learning; effective counseling; and teacher recruitment, support, and retention—are extremely powerful. Not only do these strategies improve students’ college and career readiness; they also benefit CTE educators and partners in industry and post-secondary institutions.

In our experience, the essential elements can be implemented at little to no additional financial cost to CTE schools, but that does not mean these elements are easy to put into practice: implementation requires excellent teachers and staff and purposeful collaboration. All stakeholders—school leaders and staff, industry partners, post-secondary partners, school districts, non-profit partners, and students—must cultivate and demonstrate a strong commitment to the mission and goals of their school and students.

School leaders must believe and invest in CTE. They must recruit students, teachers, industry partners, and post-secondary partners who share their passion and commitment. Non-profit partners (such as UA) must commit to supporting CTE programs and schools, while also promoting promising practices. School district leaders must recognize that CTE programs and schools have different needs than comprehensive high schools. They must make the financial commitment to provide CTE programs and schools with the funding and support they need to succeed.

While a strong school-level commitment to career and technical education is critical for the success of these programs, it is not enough to ensure CTE success. The state and local policy environment must also support the creation and ongoing maintenance of CTE schools and programs.

In conclusion, we propose three policy recommendations that would help CTE schools and programs better serve students and communities:

- **States and districts must ensure that CTE schools and programs receive the funding they need to provide a state-of-the-art technical education.** Federal Perkins grants are not sufficient to support CTE. For example, most CTE programs in New York City received less than \$30,000 in Perkins dollars in 2014. Given the specific needs and demands of these programs, CTE schools must be supplemented by the district and state.
- **States must provide flexibility in teacher certifications so that industry experience and education qualifications are both valued.** The best CTE teachers are experts in particular industries, but often this doesn't help them gain certifications. In New York State, for example, there are 16 general content areas for CTE teacher certification. One of these areas is a "unique and emerging occupations" category, but the state often denies requests for teachers to be certified under this category. States should update their antiquated list of content areas to reduce barriers to entry.
- **States and districts should create rigorous but appropriate graduation requirements for CTE students.** Often CTE students have *higher* requirements than other students, and sometimes states' efforts to adjust requirements are not properly implemented. For example, the New York Board of Regents approved the Multiple Pathways to Graduation, which enables students to replace one of the five required Regents Exams necessary for graduation with a technical assessment. As of Spring 2015, when the policy first went into effect, the state had acknowledged 158 technical assessments, but had only approved 14 technical assessments to meet the graduation requirement. That leaves hundreds of CTE programs across New York without an approved assessment associated with their career pathway. Therefore the new policy, while well intentioned, does not affect most CTE students.

The Urban Assembly's commitment to career and technical education is rooted in a passion for giving students' options and opportunities and a belief that educators, communities, and industry will benefit from strong CTE programs. We believe CTE collaboration at the local, state, and national levels, will not only make the high school experience more valuable, but will help America meet growing market needs and ensure our students are prepared for success both in college and throughout their careers.

Notes

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ACKNOWLEDGEMENTS

The Urban Assembly (UA) deeply appreciates the generous financial contribution from the **JP Morgan Chase Foundation**. Without the foundation's support for our career and technical education (CTE) program, this CTE publication and many of the innovative practices at our school would not have been possible. The JP Morgan Chase Foundation's commitments to prepare youth for careers in high-demand middle-skills occupations has benefited people and labor markets across the globe.

This report relied heavily on the expertise of UA staff members. We would like to express our deep gratitude to the following team members who spent countless hours writing, rewriting drafts, and providing continuous feedback: Eric Watts, Director of CTE; Jean Gaudreau, Achievement Coach (CTE); Richard Kahan, Founder & CEO; Shannon Curran, Managing Director of School Support; Alexis Goldberg, Director of Instruction; Elizabeth Kelly, Director of Research and Evaluation; Cassie Magesis, Director of College Readiness; Jen Sainsbury, Senior Director of College and Career Readiness; Melissa Stern, Grants and Communications Manager; and Perrin Wicks, Chief of Staff. In addition to current UA staff members, Joe Pinto and Jeremy Gough are former staff and longtime friends of UA who were instrumental in the vision and writing of this report. Consultants Jane Porter and Anne Quito also provided exceptional expertise to the project—thank you for your hard work and flexibility throughout the process.

With countless drafts and over a dozen rewrites, the following experts were essential to the success of this report: Michele Cahill, Distinguished Fellow in Education and Youth Development, National Center for Civic Innovation; David Fischer, Executive Director, NYC Center for Youth Employment; and Jim Stone, Director, National Research Center for CTE. We would also like to thank the Chair and Vice Chair of the UA Board of Directors, Jeffrey Smith and Kristin Kearns Jordan, for their feedback throughout the process. Their constant support for UA and our CTE program has been invaluable.

We would also like to thank the principals, school leaders, and teachers at our seven CTE schools. Without your vision and hard work, there would be no high-quality CTE programs to profile. In particular, we would like to highlight the following principals of our CTE schools: Luke Bauer, UA Maker Academy; Kevin Bradley, UA School for Collaborative Healthcare; Jeff Chetirko, UA New York Harbor School; Kerry Decker, UA School for Green Careers; Rudy Elizondo, UA School for Emergency Management; Erin Gehant, UA School for Global Commerce; and April McKoy, UA Gateway School for Technology.



The Urban Assembly (UA) is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for post-secondary success. We create and support unique, small public schools that are open to all students, scale up promising programs, and coordinate with hundreds of partner organizations in the private, public, non-profit and higher education sectors. Our goal is to prepare 100% of our graduates for success in the 21st century economy through rigorous college preparation and cutting-edge career and technical education. In the 2015-16 school year, UA is serving over 9,000 students through 21 small district middle and high schools, including seven career and technical education schools.



MISSION & BACKGROUND

The Urban Assembly (UA) is a non-profit organization dedicated to empowering underserved youth by providing them with the academic and life skills necessary for post-secondary success. The UA creates unique public schools that are open to all students, scales up promising programs, and partners with over a hundred organizations in the private, public, non-profit and higher education sectors. The UA network serves approximately 9,000 students through 21 small district middle and high schools, including seven Career & Technical Education schools, in partnership with the NYC Department of Education. The strategic focus is two-fold:

1. The creation and support of high quality, effective secondary schools for predominantly low-income students.
2. The development of promising practices and innovative programs that will be disseminated throughout our network and the field of public education.

STUDENTS

The UA is open to all students and serves a population of predominantly at-risk, under-resourced youth. Across the UA community of 21 schools, 86% of our students and their families are living near or below the poverty line. Our population of youth is 90% African American and Latino. On average, 20% of our students have Special Needs, and 74% enter our schools below grade level in Math and/or English. Since 2001, we have graduated over 7,300 students.

DEMONSTRATED EFFECTIVENESS: CLOSING THE “ACHIEVEMENT GAP”

The UA consistently achieves high school graduation rates and college matriculation rates significantly higher than the average for NYC district secondary schools, and has closed the ‘achievement gap’ in graduation rates that has persisted throughout the city between white students and African American and Latino students.

- **Graduation Rates:** In 2015, UA schools achieved a 78% high school graduation rate. This is 7% above the city average, and 13% above the city average for African American and Latino students.
- **College Matriculation and Persistence:** More than 80% of UA alumni enroll in college, and 70% are still enrolled or have attained their degree. Comparatively, about 20% of American college students from the lowest income brackets complete a bachelor’s degree.
- **Career Readiness:** The UA has created seven CTE schools, featuring over 25 career pathways, dozens of related work-based learning experiences, and partnerships with over 30 leading industry employers.

THE UA SCHOOL SUPPORT MODEL

Driven by our mission, the UA has created a School Support Model that prioritizes innovation and efficient collaboration between UA staff, principals, NYCDOE colleagues, and outside partners in order to meet the evolving needs of our students on their path to college and career success. UA school support is comprised of collaborative teams that provide differentiated services to our 21 small, public middle and high schools. These teams are led by a Managing Director of School Support, in concert with an active Principal Advisory Group. The UA School Support Team includes:



- **The Instruction Team:** The Urban Assembly Instruction Team builds schools' capacity by strengthening educator and leadership practice in order to improve student outcomes.
- **The College and Career Readiness Team:** The Urban Assembly College and Career Readiness Team builds schools' capacity to develop a holistic approach to providing all students with the skills, knowledge and access they need to choose and succeed in a postsecondary pathway within the global 21st century economy.
- **The Social-Emotional Learning Team:** The Urban Assembly Social-Emotional Learning Team builds schools' capacity to ensure that all staff and students receive relevant training and instruction to develop competencies impacting students' mental health in order to achieve and sustain success in school, work, and life.
- **The Research & Evaluation Team:** The Urban Assembly Research & Evaluation Team provides schools and Urban Assembly teams with the information and tools necessary to deliver targeted supports for student achievement.

**Details regarding team activities included on pages 4 -8*

The UA's School Support Model is grounded in the development of network wide and individual school goals related to increased student academic achievement, social-emotional skills, and college and career readiness. Our School Support Model is a multi-tiered approach to providing responsive and differentiated services to both struggling and successful schools. The model allows for a streamlined delivery of services focused on individual school goals which are created based on a detailed analysis of student and school-level data. At the end of an academic year, the UA defines organizational and individual school goals for the upcoming school year through intensive collaboration between our school leaders and our school support teams. The UA and our schools then commit to locating and employing the necessary resources to ensure progress towards the established goals. Progress towards goals is monitored and support is altered if and when additional support is needed.

Depending on the goal, the level of need, the frequency of goals across schools, and organizational capacity, UA creates work plans for each school based on their goals. Our School Support Model considers all the support we give, and tiers our support as follows:

- **Tier 1:** A shared need across many schools that will be addressed through a Professional Learning Community (PLC) or series of workshops for a variety of participants (PLC calendar attached).
- **Tier 2:** School-level support with leaders or teams which may include follow up from PLCs or workshops.
- **Tier 3:** School-specific cycle of coaching support.

Once goals are set and work plans are in place, the UA School Support Teams hold regular "School Squad meetings" where all staff working with a particular school come together to discuss support towards the school's goals. Protocols for school meetings and a systematic calendar of school check-ins ensures standardized communications with schools. A designated UA "School Squad Point" is responsible for organizing and maintaining check-ins, monitoring delivery of supports,



leading School Squad meetings and reviewing progress towards goals with school leadership. Key supports include:

- *Leadership Development*
- *Instructional Coaching and Rounds*
- *Professional Learning Communities*
- *Curriculum Response and Planning*
- *Resource Collection and Distribution*
- *Innovations & New Program Implementation*
- *Data Analysis and Inquiry*
- *Partnership Development*

As part of the development of our School Support Model, the UA has codified support and communication processes through the creation of a series of documents, worksheets, and tools that are used internally and externally to ensure a high level of implementation fidelity across our 21 schools. Materials include:

- **Individualized School Support Summaries** or IS3s which articulate each school’s specific goals based on school support meetings held the prior spring and the levels of tiered support that the school will receive. It also identifies a school squad point who is tasked with helping to coordinate communication and coaching activities at the school.
- **School Support Benchmark Worksheets** through which individual school work plans are created and confirmed. Work plans identify related UA and school inputs alongside resulting outputs that align to each goal and target outcome. The worksheets allow for both UA and the school to track progress towards goals.
- **A Handbook of Coaching Tools and Protocols** that outlines our school support process, defines staff roles and responsibilities, establishes protocols for communication with schools, including agenda creation, and an annual school support calendar.
- **Online School Support Log** which allows UA staff to track in real-time the hours spent at a school as related to meeting the needs of each defined goal. This allows the UA to have a global view of support at each school and across the network. The hope is that UA can then respond when support is not being distributed appropriately and adjust accordingly. UA Principals also have access to this log and can see where and when support is being delivered.
- **Professional Learning Community and Workshop Calendar** which was developed to specifically address the individual school goals set through our new School Support Model. A PLC and Workshop Calendar is provided online and allows school staff to register for PLCs and workshops, and allows school leaders and UA to easily track registration to increase participation.

LEADERSHIP DEVELOPMENT

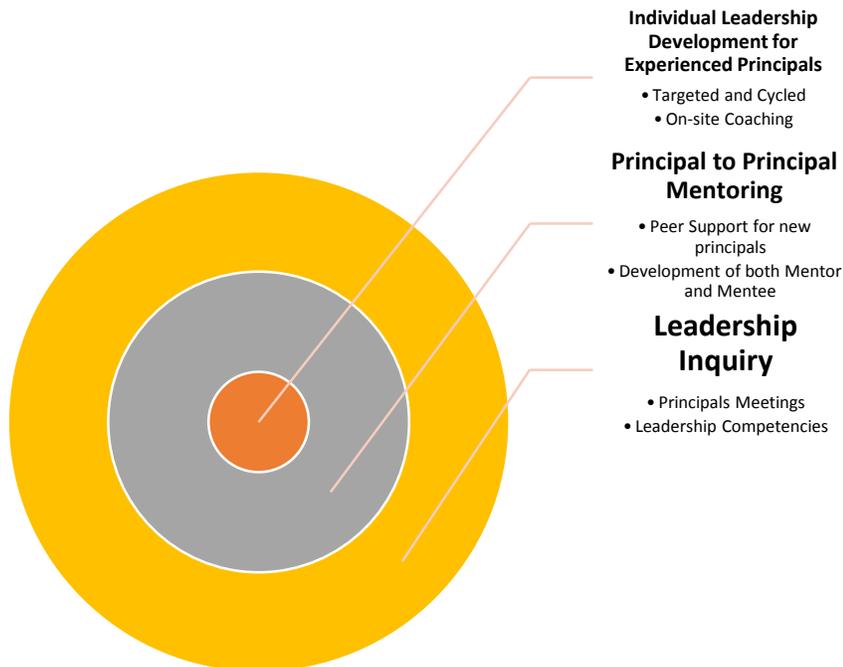
The Urban Assembly is dedicated to on-going development of our school leaders. We recognize that leadership skills and dispositions evolve and grow over time. In order to support our school leaders, we have developed a “nested” approach to leadership development this year. Each element works to serve the overall goal of continuous growth and capacity building for school leaders while



simultaneously serving specific needs for different career phases. Through a focus on Reflective Leadership for School, the UA supports personal leadership development for UA Principals by:

- **Identifying high leverage areas of development for all school leaders;**
- **Understanding the key dispositions and leadership stance for effective school performance based on individual leaders strengths and challenges;**
- **Continuing to grow and build capacity in school leaders as change agents;**
- **Providing mechanisms and structures for on-going leadership development opportunities within our schools.**

Our Leadership Development support is structured as follows:



- **Individual Leadership Development for Experienced Principals:** The UA understands that leadership development is on-going and that there are new challenges every year even for the most seasoned principal. Giving our veteran principals opportunities to continue to develop new skills and remain agile, reflective leaders is essential for longevity, job satisfaction and resilience.

Description: The UA has contracted with a leadership consultants to provide on-site, half-day individual coaching sessions for experienced principals on a voluntary basis throughout the year. Ideally, some of these principals will also serve as mentors to new or untenured principals.



- **Principal to Principal Mentoring:** The UA's Principal's Advisory Group (PAG) identified the need for leadership mentors in the network because of the large number of new and untenured principals in the schools. The UA also recognized that mentoring could be a high leverage support for new principals while also serving as a way to further support and develop veteran principals.

Description: The UA is engaging in a mentor-mentee support program pilot consisting of 4 half day mentor meetings and 4 mentor-mentee school visits. The goal is for the pilot to have 4 pairs this year engaged in this program.

- **Leadership Inquiry:** The UA recognizes that school leadership can be isolating. We use our monthly principals' meetings to give school leaders the opportunities to discuss practice together, refine skills and abilities, and discover new ways to tackle sticky issues and problems of practice.

Description: UA Principals' Meetings will dedicate time at each meeting for leadership inquiry. School leaders will complete a self-assessment and work in groups around similar areas for growth, development and discovery. Principals will engage in research-based discussions, practical application, case studies and role plays among other activities. The UA will create, develop and plan for the meetings with support from a principal advisory committee.

Additionally, The UA gives our Principals true power in determining the role that the UA plays in supporting their schools. The UA's Principal Advisory Group (PAG) serves as a small body of representative principals designated by their peers to engage in all major program and policy decisions, and liaise between all school leaders and the UA central office. The PAG vetted and helped create a defining set of Shared Beliefs and Characteristics among all UA schools related to students, leaders, instruction, and post-secondary readiness. The PAG helps the school group adhere to these shared beliefs, helps set agendas for principal meetings (held every six weeks) and represents principals at all UA Board meetings (held quarterly). This advisory group also helps identify and address general group-wide concerns, and ensures close collaboration throughout the UA school group's major capacity-building activities. The PAG was an essential partner in the development of our current School Support Model.

THE INSTRUCTION TEAM

The Urban Assembly Instruction Team drives continuous improvement of school leaders and teachers through collaboration, goal-setting, quality professional development, data analysis and feedback. Innovative practices include:

- **Leadership Development through Instructional Rounds and the Principal Advisory Group**
- **Degrees of Reading Power** literacy assessment across all 21 schools, implemented three times per year



Purpose: Build schools' capacity by strengthening educator practice and leadership practice in order to improve student outcomes. Student academic success is always at the center of this work and the UA instructional coaching team works in tandem with school personnel. A team of coaches serves focus areas that include data & accountability, literacy, mathematics, CTE, and leadership. This allows for professional development within a whole school concept and combines outside resources with on-site coaching and support. Key service areas:

- *Leadership Development:* Instructional Rounds; Observation/Feedback Process; Mentoring; Leadership Coaching; Strategic Planning; Succession Planning; Leadership Teamwork; Teacher Leadership
- *Data Analysis and Inquiry:* Degrees of Reading Power (DRP) data review and implications; Student work analysis and protocols/structures; Formative and Summative assessment; Inquiry Team development.
- *Instructional Coaching:* Content Coaching; Strategy Coaching; Anchor Classrooms/Lab Site development; Coaching Residencies; Classroom Management; Peer Coaching Development; ICT Team Development; Literacy Coaching; Teacher Team development and coaching
- *Professional Learning Communities:* Special Education Coordinators PLC; Teacher Leaders PLC; Math Standards for Practice PLC; Assistant Principal PLC; Instructional Rounds Groups; Principals Meetings; School-based professional development; Quality Review Preparation
- *Curriculum Response and Planning:* Curriculum Mapping and Vertical Alignment; Curriculum review and adoption support; CCLS Performance Task development; Common Core Curriculum Development and Alignment; Curriculum Resources
- *Innovations & New Program Implementation:* Evaluation and implementation reviews; UA supported professional development days; Promising Practices Symposiums, presentations; Data analysis and implications.

THE COLLEGE AND CAREER READINESS TEAM

The Urban Assembly College and Career Readiness Team builds schools' capacity to develop a holistic approach to providing all students with the skills, knowledge and readiness they need to choose and succeed in a postsecondary pathway within the global 21st century economy. The UA works with school leaders and all their staff to create a school-wide culture of postsecondary success made tangible by a set of integrated supports, including college and career counseling and advisory structures, academic and programmatic supports and partnerships--all of which is needed to ensure students have great options and plans upon graduation.

Innovative practices include:

- **College Enrollment through *The Bridge to College Program*, which has now been replicated to serve 12,000 students annually at over 50 non-UA partner schools.**
- **Development of College and Career Centers at CTE schools**



- The UA is a central convener and leader in CTE, recently producing the 2016 CTE Symposium at NYU – a gathering of high profile practitioners, policy-makers and stakeholders.
- In 2015, the UA published a paper titled *High-Quality Career and Technical Education: Essential Elements to Prepare Students for College and Career*. In the paper, the UA shared key lessons that have led to the development of our Career & Technical Education model. We believe our model in NYC has great potential to help students throughout the country and to contribute to a national dialogue. The paper is being distributed nationally.
- The UA has created unique schools that are the first of their kind in the country, including The UA School for Emergency Management and The UA Maker Academy. The UA is creating quality programs and curricula for these schools, as well as the other five CTE schools in the UA community: The UA New York Harbor School, The UA School for Green Careers, The UA Gateway School for Technology, The UA School for Global Commerce, and The UA School for Collaborative Healthcare.
- Cultivation and management of theme-related partnerships and programs for every school including ongoing support for school-based Partnership Coordinators; a unique staff member within UA schools who is tasked with coordinating resources, opportunities, and partners to support engagement in school and post-secondary success for all students.
- Weekly Programs & Opportunities Update, including internship opportunities, college access opportunities, sports/fitness/health programs, potential partnerships, student enrichment, workshop opportunities for educators, and opportunities for grants, scholarships and other resources.

College Readiness

The UA prepares students for college access from the earliest grades by creating, supporting and monitoring quality college offices at all UA schools.

Purpose: *Build schools' capacity to develop structures and supports that ensure all students' postsecondary access and success.* The UA provides ongoing coaching and professional development for school-based staff, including a designated **college counselor** at each site, and connects schools with colleges and programs that support our students to thrive after high school. Key service areas:

- *Develop the capacity of each school to provide comprehensive and effective college planning:* Provide individualized, on-site College Coaching for each school to develop a UA Model College and Career Center; Convene monthly UA College Counselor Meetings for professional development, community building, resource sharing, Naviance troubleshooting, and guest speakers; Deliver ongoing Professional Development workshops for College Counselors, families, students, school leaders, and staff including but not limited to: financial aid, college essays, college recommendations, and structuring a model UA College and Career Center; Distribute a weekly College Update highlighting issues, reminders, UA resources, and breaking college access news
- *Leverage the strength of the network to provide opportunities to individual UA schools:* Promote UA schools to partner colleges and organizations; Foster relationships among



college admissions representatives and individual UA college offices; Profile promising practices through work with NYC DOE Office of Postsecondary Readiness.

- *Support UA graduates after high school:* Deliver targeted summer matriculation support to each UA graduate through the Bridge to College Program

Career Readiness

The UA's labor trend research and experience building external partnerships with leading organizations has enabled us to create quality CTE schools, providing more than one pathway for post-secondary success.

Purpose: Build schools' capacity to deliver high-quality, state- and industry-approved programs that provide students with academic and technical knowledge and skills that prepare them for college and careers. The UA supports our CTE schools as they design, implement, and assess their programs, which include courses, work-based learning opportunities, and certifications and credentials that align with industry standards. In support of the CTE programs, UA staff members work with schools to establish and maintain strong industry and post-secondary partnerships that provide students with early college and career experiences while in high school. Key service strategies:

- *Provide professional development for CTE teachers and staff:* Instructional coaching of CTE teachers to improve pedagogical content knowledge and to help plan courses within career pathways that align to industry, state and national standards; Coordination support for the integration of CTE content in academic courses; Convening of CTE PLCs and workshops
- *Provide more work-based learning experiences, post-secondary opportunities, and industry recognized credentials for CTE students:* Liaising with current and new partners in order to strengthen school industry advisory boards; Supporting school Partnership Coordinators in working to establish and maintain these necessary partnerships; Reviewing work-based opportunities to ensure schools are prepared to meet state CTE approval and that students are receiving appropriate experiences
- *Advisory board management and support:* Collecting and sharing of promising practices around board development that includes how to engage board members through curriculum development, fundraising, and mentorship and internship opportunity creation
- *Track CTE students after graduation:* Develop systems that can track students' career paths after they leave the UA community through surveys and salary data collection

THE SOCIAL-EMOTIONAL LEARNING TEAM

We believe that a significant number of our students cannot meet their academic potential because of mental health issues, and have therefore created a Social-Emotional Learning Team, one of only a few in NYC. Innovative practices include:

- **A robust system of outcome metrics that integrates several related service areas and includes: Classroom Assessment Scoring System (CLASS), the Devereux Student Strength Assessment (DSSA), Social Emotional Assets and Resilience Scales (SEARS), Discipline Actions (OORS/SOHO), Learning Environment Survey, Individualized Education Plans,**



Quality Review Indicators 1.4/3.4, Suspension Rates, Out of Classroom Referrals, Academic Learning Time, and staff turnover.

Purpose: *Build schools' capacity to ensure that all staff and students receive relevant training and instruction to develop competencies impacting students' mental health in order to achieve success in school, work, and life.* Created in June 2014, the SEL Team supports student post-secondary readiness by developing the systems, data, and practices of schools to improve staff and student social emotional competence through a focus on: behavior support systems, social emotional learning, and school culture/climate. Working across schools with key school staff, including principals, deans, social workers, teachers and counselors, the SEL Team helps schools address mental health, emotional, behavioral, and social challenges. Key service areas:

- *Develop and Establish Behavior Support Systems:* Implement school-wide behavior support systems; Classroom management consultation for deans/teachers; De-escalation techniques for deans and teachers; Development of behavioral data systems; Direct consultation for intensive supports for high needs students and teachers.
- *Develop and Establish Social-Emotional Learning Programming:* Development and support of teams to implement school-wide social-emotional programming, supports and data systems; Training and support to develop staff social-emotional competencies; Direct consultation for intensive support for high needs teachers and students; coordinating with graduate schools for social work intern placement.
- *Monitor and Enhance School Culture/Climate:* Work with school staff and collaborative UA team members to develop positive school culture.

THE RESEARCH & EVALUATION TEAM

Neither the UA nor its schools can be effective without up-to-date data and analysis. Therefore a Research & Evaluation team is dedicated to providing schools and UA teams with the information and tools necessary to deliver targeted supports for student achievement. Innovative practices include:

- **The development of school-specific Data Dashboards provided to each school every Fall which incorporate a wide-variety of data points for Principals.**

Purpose: *Collaborates with each UA team to use student data for effective school support, and monitors students' needs and performance for internal and external reports of progress toward meeting our organization's mission of postsecondary success for all students.* Research & Evaluation (R&E) supports UA teams by managing data for reliability and security, reporting on data and supporting its effective use, and providing initial tech support to build team/school capacity when dealing with targeted or new data streams. All UA school support teams collaborate with R&E to manage student data that informs their support strategies, monitors their student outcomes, and evaluates program services. The R&E team manages all school data so that UA can monitor school effectiveness and the impact of our collaborative support strategies. The R&E team also facilitates



the implementation of new data systems in order to minimize costs, centralize data entry, and act as a one-stop support desk for trouble shooting problems between schools, staff and partners.

CITY-WIDE DISSEMINATION

We believe the UA community of schools can learn from others, and can make a meaningful contribution to the growth of other schools and school groups across NYC. As referenced in the School Support Model outline above, the UA has created systems for sharing practices that include symposiums, Instructional Rounds, Professional Learning Communities, and showcase schools. In addition to intra-group dissemination, the UA has also actively shared practices with educators across New York City. A few recent examples:

- With partners at the Office of Post-Secondary Readiness, CUNY, College Bound Initiative, and other school groups, the Bridge to College program has reached nearly 20% of NYC's graduating class for the last two years.
- In December 2014 and January 2016, the UA hosted two CTE Symposium which brought together over 200 practitioners, experts, policy advisors, funders, and public and private sector leaders to showcase CTE best practices and discuss challenges in a dynamic, participatory conference setting. Guests took part in interactive sessions designed to help them tackle problems, align belief and practice, close resource gaps, and produce actionable strategies for the work ahead. Topics ranged from the CTE policy agenda, developing the CTE teaching force, emerging labor needs, and gender imbalance in the technology sector. Featured experts who met with participants included leaders from the Mayor's Office, NYS Education Department, NYC Department of Education, United Federation of Teachers, IDEO, City University of New York, NYS Board of Regents, IBM, New York University, New York City Economic Development Corporation, Control Group and the Partnership For New York City as well as numerous CTE principals and industry partners.
- Since May 2012, The Carroll & Milton Petrie Foundation has spearheaded an active workgroup of senior leadership from New Visions, Outward Bound, Internationals Schools, and The UA to explore and seek solutions to critical problems applicable to all schools. The group has shared promising practices through school visits and presentations in topic areas that include Leadership Development, CCLS aligned Curricula Bundles, and School Support.
- The UA has led several literacy symposiums at venues that include the UFT headquarters and the New York Public Library for both UA schools and non-UA schools, reaching hundreds of educators. In addition to classroom instruction and behavior management practices, the Degrees of Reading Power assessment that measures literacy improvement was adopted by such groups as the Middle School Quality Initiative.



The Urban Assembly

HANDBOOK OF COACHING TOOLS & PROTOCOLS 2015-16

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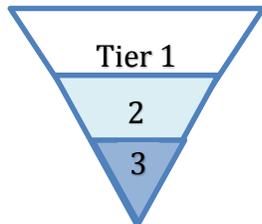
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I. SUPPORT OVERVIEW

The School Support Plan

The School Support Process that the UA embarked upon in the 2014-15 school year allowed us to strategically organize our supports across our schools. Our plan considers all the support we give, and tiers our support as follows:



Tier 1: A shared need across many schools that will be addressed through a PLC or series of workshops for a variety of participants.

Tier 2: School-level support with leaders or teams which may include follow up from PLC or workshops.

Tier 3: School-specific cycle of coaching, working with key stakeholders.

Depending on the goal, the level of need, the frequency of goals across schools, and our own capacity, we created work plans for each school based on their goals (see pg. 16 and 17 for an example letter to schools and our school support plan).

This will be our first year with a fully integrated support plan that helps our organization to work together and work smart in service of our schools goals. This will include some strategic shifts in *how* we work together, for example:

- We will begin regular “School Squad meetings” where everyone working with a particular school will come together to discuss support towards the goals (see page 5 for a sample squad agenda and page 15 for a schedule of squad and team meetings)
- We will have meetings together at a school site, and streamline important check ins (launch visit, mid-year check in) through a “School Squad Point” (See pg. 5 for examples of school squad point and school squad member roles and responsibilities).

The majority of our great UA work is remaining the same, for example:

- We will continue to meet in teams to align and refine our specialized work supporting schools
- We will continue to provide our excellent support to schools both by individual coaching visits, and bringing together groups of schools in Professional Learning Communities and workshops

The Handbook

The purpose of this handbook is to collect the tools and strategies we have in place for next year so we are well positioned to start the year off strong. Since this process is brand new for the organization, we are all learning together. Expect LOTS of opportunities for adjusting, revising and editing these plans. This is just a starting place as we grow this work. We will continue to learn and grow together as we determine how to best support all our UA schools!



II. UA SCHOOL SQUADS & NEED CLASSIFICATIONS

SQUADS [as of 12/14/15]				
BAL	BYW	GCA	HAR	
Duane Wardally	David Adams	Shannon Curran	Shannon Curran	
Cassie Magesis Gregory Lew MacKenzie Rossi Vinnie Hurst Shannon Curran (Rhonda Bondie)	MacKenzie Rossi Alexis Goldberg Duane Wardally (Rhonda Bondie)	Cassie Magesis Gregory Lew Laci Chisholm Eric Watts Duane Wardally	Duane Wardally Jean Gaudreau Rachel Beck Vinnie Hurst David Adams	
MED	NTE	SCH	SDC	WLD
David Adams	Alexis Goldberg	Eric Watts	Duane Wardally	Cassie Magesis
Duane Wardally Rachel Beck Laci Chisholm	Vinnie Hurst Violet Davenport MacKenzie Rossi Elizabeth Kelly (Rhonda Bondie)	Jean Gaudreau Violet Davenport Vinnie Hurst Duane Wardally	Alexis Goldberg Violet Davenport Jean Gaudreau	Alexis Goldberg Jean Gaudreau Laci Chisholm Violet Davenport David Adams (Rhonda Bondie)
AGL	GLO	INS	LGJ	
Violet Davenport	Rachel Beck	David Adams	Rachel Beck followed by Gregory	
Rachel Beck Vinnie Hurst	Jean Gaudreau Violet Davenport David Adams	Laci Chisholm Cassie Magesis	Eric Watts Gregory Lew Rachel Beck Shannon Curran (Rhonda Bondie)	
MAK	SEM	SPA	UNI	
Alexis Goldberg	Eric Watts	Shannon Curran followed by Alexis Goldberg	Vinnie Hurst	
Jean Gaudreau Vinnie Hurst	Rachel Beck Gregory Lew	Alexis Goldberg Laci Chisholm Eric Watts MacKenzie Rossi Violet Davenport Shannon Curran	Alexis Goldberg Vinnie Hurst Jen Sainsbury	
AMS	GAT	SCJ	SLJ	
Laci Chisholm (Rhonda Bondie)	Jean Gaudreau Cassie Magesis	Cassie Magesis Alexis Goldberg Laci Chisholm (Rhonda Bondie)	MacKenzie Rossi Alexis Goldberg Shannon Curran (Rhonda Bondie)	

III. 2015-16 SCHOOL SUPPORT GOALS BY LEAD PLANNING TEAM

as of 12/14/15 8:30am

2015-16 School Support Goals SORTED BY LEAD PLANNING TEAM

LEAD PLANNING TEAM	GENERALIZED GOAL	SCHOOLS REPRESENTED (color based on need bands)										UA TARGET OUTCOME	
IT	Improve academic success for sub-populations (ELLs, SWDs & students in the lowest third).	BYW	BAL	NTE	WLD	LGJ	AMS	SCJ	SLJ				- HS: 90% of each subgroup is "on track" for graduation - MS: 90% English Adjusted Growth Percentile
IT	Develop/refine comprehensive programming for student success	BAL	GCA	HAR	MED	SDC	MAK	GAT					- 80% graduation rate
IT	Support teacher pedagogy in math.	BYW	NTE	HAR	LGJ	UNI	GAT	SLJ					- HS: 50% of students score "College Ready/80+" on any Math Regents
IT	Support teacher pedagogy in literacy.	NTE	SCH	WLD	SPA	GAT							- HS: 75% of students score "College Ready/75+" on ELA Regents by the end of 11th grade
IT	Align math practices, assessments and interventions across math classrooms.	BAL	AGL	INS	SEM	SPA							- HS: 50% of students score "College Ready/80+" on any Math Regents
IT	Align literacy practices, assessments and interventions across all classrooms.	BAL	SDC	AGL									- HS: 75% of students score "College Ready/75+" on ELA Regents by the end of 11th grade
IT	Develop real-time data review systems for timely interventions by teachers and programmers.	BYW	GCA	SCJ									- HS: 90% of students "on track" for graduation - MS: 90% English Adjusted Growth Percentile
IT	Support teacher pedagogy.	SCH	GLO	MAK									- HS: 75% of students scoring "College Ready" on ELA Regents by the end of 11th grade
IT	Develop and support leadership capacity for key staff.	AGL	SLJ										Nothing established - look at original goal language & baseline expectations for discussion
IT	Develop & refine comprehensive math course scope and sequence.	SPA	SLJ										Nothing established - look at original goal language & baseline expectations for discussion
IT	Develop clear messages about unique qualities of the school for students, parents, and teachers.	MAK											Nothing established - look at original goal language & baseline expectations for discussion
IT	Incorporate school theme across grades, subject areas, and projects.	WLD											Nothing established - look at original goal language & baseline expectations for discussion
CCR (CR)	Strengthen culture of high expectations for college and career readiness for all students.	BAL	GCA	MED	WLD	AGL	GLO	INS	LGJ	GAT	SCJ		- HS: 80% postsecondary enrollment within 6 months of graduation
CCR(CTE)	Establish and document CTE pathways.	GCA	SCH	SDC	GLO	MAK	SEM	SPA	LGJ				- 90% of CTE pathway students "on track" to program completion
CCR (CR)	Develop & staff a model college & career center.	HAR	GLO	SEM									Nothing established - look at original goal language & baseline expectations for discussion
CCR(CTE)	Evaluate existing CTE pathways.	HAR	GAT										Nothing established - look at original goal language & baseline expectations for discussion
CCR(SOT)	Clarify roles and responsibilities for partnership coordinator.	HAR	AMS										Nothing established - look at original goal language & baseline expectations for discussion
CCR(SOT)	Increase MS student engagement through opportunities.	INS											Nothing established - look at original goal language & baseline expectations for discussion
SEL	Integrate social and emotional learning throughout the high school.	BYW	MED	GLO	INS								Nothing established - look at original goal language & baseline expectations for discussion
SEL	Establish and communicate clear behavioral expectations across the school.	NTE	SCH	MAK									- Decrease in # of suspensions
SEL	Develop clear and constructive behavior management systems to implement across the whole school.	SCH	AGL	UNI									- Decrease in # of suspensions
Shannon	Define systems & structures for all roles and responsibilities with high expectations for all students.	NTE	SDC	WLD	SPA	UNI							- Proficient or Well-Developed Effective School Leadership rating from NYC
Shannon	Improve attendance at all levels by messaging clear high expectations.	GCA	WLD	SPA									- HS: 90% Average Daily Attendance - MS: 95% Average Daily Attendance
Shannon	Prepare for increasing population of ELL students.	WLD	AMS										Nothing established - look at original goal language & baseline expectations for discussion
Shannon	Improve school culture overall.	HAR											Nothing established - look at original goal language & baseline expectations for discussion

IV. SCHOOL SQUAD ROLES & RESPONSIBILITIES

School Squad Point

Role

The role of the school squad point is to track and monitor progress towards the school's goals through a collaborative process with all school support team members assigned to that school.

Responsibilities

- Facilitate opening meeting with school squad and school leader
- Facilitate mid-year check in with leader
- Facilitate regular meetings with the school squad
- Follow up with individual members of the squad, as needed
- Review school coaching log and monitor progress towards benchmarks
- Coordinate messaging to school around key school support meetings
- Troubleshoot when goals are not being met
- Maintain a positive problem-solving stance for support
- Collaborate with R&E to gather appropriate data for meetings at UA and school
- Escalate problems that squad cannot resolve to your team leader

School Squad Member

Role

The role of the school squad member is to support the school in service of their goals and collaborate with school squad in service of meeting those goals in a cohesive aligned way.

Responsibilities

- Provide support to the school in the structure determined with your team
- Ensure all coaching logs are update by COB Friday each week
- Bring challenges to the School Squad Point in advance of the meeting
- Attend regular meetings with the school squad
- Maintain a positive problem-solving stance for support
- Maintain communication of agreed upon message through coaching work
- Communicate regularly with squad point

V. ANNUAL SCHOOL SUPPORT CALENDAR

	School Support Work - internal	School Work – External	Staff Meetings Monthly 2 hour meeting	Principals Meetings
July		<ul style="list-style-type: none"> • Confirm goals with schools 		
August	<ul style="list-style-type: none"> • Determine School Points • Scope out Tiers 1, 2, and 3 of goal support • Determine measures for benchmarks (including qualitative) and proposed benchmarks for success • Develop schedule of Tier 1 support opportunities. 	<ul style="list-style-type: none"> • Communicate tiered support to schools 	<ul style="list-style-type: none"> • Full staff orientation to school support plan for the year • Orientation to school squad meeting protocol • Orientation to the log. 	
September	<ul style="list-style-type: none"> • School squad agrees on frequency and potential locations of team meetings • School Points and TLs monitor log of activity/participation in Tiers 1, 2, and 3 • Points facilitate monthly school meetings or as needed. • Points check-in with individual colleagues as needed. (Protocol for keeping TLs in the loop on goal discussions with team members?) 	<ul style="list-style-type: none"> • Confirm tiered support and determine benchmarks for success in meeting led by School Point and attended by all relevant UA staff • Publish schedule of Tier 1 support opportunities. • Work begins at school 	<ul style="list-style-type: none"> • 1 hour for 2 school meetings • 1 hour free for other programming 	
October	<ul style="list-style-type: none"> • School Points and TLs monitor log of activity/participation in Tiers 1, 2, and 3 • Points facilitate monthly goal meetings or as needed. • Points check-in with individual colleagues as needed. 	<ul style="list-style-type: none"> • Work continues at school 	<ul style="list-style-type: none"> • 1 hour for 2 school meetings • 1 hour free for other programming 	

	School Support Work - internal	School Work – External	Staff Meetings Monthly 2 hour meeting	Principals Meetings
November	<ul style="list-style-type: none"> • School Points and TLs monitor log of activity/participation in Tiers 1, 2, and 3 • Points facilitate monthly goal meetings or as needed. • Points check-in with individual colleagues as needed. 	<ul style="list-style-type: none"> • Protocol for mid-semester check-in? • Work continues at school 	<ul style="list-style-type: none"> • 1 hour for 2 school meetings • 1 hour free for other programming 	
December	<ul style="list-style-type: none"> • School Points and TLs monitor log of activity/participation in Tiers 1, 2, and 3 • Points facilitate monthly goal meetings or as needed. • Points check-in with individual colleagues as needed. • School Squad mid-year check-in meetings to prep for mid-year check in with Schools. 	<ul style="list-style-type: none"> • Work continues at school 	<ul style="list-style-type: none"> • 1 hour for 2 school meetings • 1 hour free for other programming 	
January	<ul style="list-style-type: none"> • School Points and TLs monitor log of activity/participation in Tiers 1, 2, and 3 • Points facilitate monthly goal meetings or as needed. • Points check-in with individual colleagues as needed. 	<ul style="list-style-type: none"> • Work continues at school • Mid-year check in with Principal; recalibration of goals and benchmarks. 	1 Day Staff Retreat – Recalibration of school goals and/or strategies to address school support goals	
February	<ul style="list-style-type: none"> • School Points and TLs monitor log of activity/participation in Tiers 1, 2, and 3 • Points facilitate monthly goal meetings or as needed. • Points check-in with individual colleagues as needed. 		<ul style="list-style-type: none"> • 1 hour for 2 school meetings • 1 hour free for other programming 	

VI. MEETING AGENDAS

SCHOOL SQUAD 'PRE MEETING' PROTOCOL

The school squad pre-meeting is where school squad members come together for a foundational discussion of the IS3 and to share support strategies and priorities. All school squad members should participate, as this is our primary vehicle for collaboration. This meeting is facilitated by the school squad point.

In preparation school squad members should:

- *Review IS3 for relevant schools (BAL, SDC, Green Careers, SPA)*
- *Identify which goals their team will support*
- *Identify high priority areas for support*
- *Identify key messages for school squad point to take to the Opening Meeting with Principal*
- *Identify potential tools/data points to measure progress to goal*

Norms for School-Focused Conversations

- Be asset based and solutions oriented
- Use evidence to support your opinions

Objectives

- Ensure School Squad are familiar with the IS3
- Support Squad Point in preparation for the Opening Meeting
- Determine opportunities for collaboration towards school goals

1. Welcome and getting started (10 min)

- Whip around: what excites you most about working with this school for 2015/16?
- Review agenda
- Review norms for conversations
- Assign note-taker and timekeeper

2. Orientation to IS3 (30 min)

- Squad point overviews the major goals and maps the support allocation of each team
- Squad members share high priority areas for support from their team (example College Readiness onboarding and coaching a new College Counselor)
- Squad members identify potential areas for collaboration across the school squad

3. Preparation for Opening Meeting (10 minutes)

- Squad members identify key messages for squad point to take to the Opening Meeting with Principal
- Squad members share potential tools/data points to measure progress to goal

4. Shared agreements (10 min)

- Squad Point reviews School Talk Protocol
- Squad Members ensure they are clear on preparation steps for next School Squad Meeting
- Squad Point establishes timelines for next steps and check in

OPENING MEETING AGENDA

The opening meeting is where the school squad point and principal meet to review the UA support plan, develop a shared understanding of UA school support squad members' work in schools, and establish benchmarks.

Attending: Principal and school squad point

Objectives:

- Review support goals for the 2015-16 school year
- Confirm support plan and UA school squad members' work
- Determine benchmarks for goals

1. Review of goals (5 minutes)

- Principal and school squad point review school goals
- *Squad points will be provided with language to respond to potential pushback from principals regarding their school goals.*

2. UA Support Plan (15 minutes)

- Squad point reviews the UA school support plan
 - Brief overview of the tiered support model
 - Review tiered supports to address each school goal
 - Discuss the timeline of the work*Squad points should be prepared for potential pushback from principals regarding tiered support and UA staff members in schools.*

3. Measuring progress toward goals (30 minutes)

- Review UA target outcome associated with goal #1. *Squad point should inform the principal that UA and school staff members will establish benchmarks together and inform the squad point and principal.*
- Measuring progress towards goal (*Squad point will need to take notes during this section in order to inform the squad*)
 - What progress would the principal like to see in this area for January? June?
 - How is the school currently measuring progress towards this goal?
 - As the UA and school staff members establish benchmarks for this goal, do you have any guidance that should inform their work?

Repeat for each additional goal (school squad points should spend less time per goal for schools that have more than three goals)

4. UA and School Communication (5 minutes)

- Squad point reviews the school support log
- Communicating the school support plan to school staff
 - How will the UA staff be introduced to the school community? How will they be introduced to the person/people they will be working with?
 - Are there additional communication expectations between UA school support staff and the principal?

5. Next steps (5 minutes)

- Next steps for UA staff members
- Next steps for school staff members

SCHOOL SUPPORT BENCHMARK WORKSHEET – GOALS & TARGETS 2015-16

SQUAD POINT: Duane

SCHOOL: SDC

SAMPLE

UA STAFF: Duane

SCHOOL STAFF: Rebecca, Kim, Jessica (Guidance Team)

GENERALIZED GOAL: Comprehensive programming for student success.

UA Target	Current Status	UA Inputs <i>including WHO</i>	School Inputs <i>including WHO</i>	Deliverables, Outputs, Products, Artifacts	School Targets
80% graduation rate	SAMPLE% graduation rate	Tier 1: Programming Support in Principal Meeting Workshop Tier 2: Tier 3: Duane visits school 2x a month	Duane works with guidance team, Rebecca, Kim and Jessica	Each grade creates tracking spreadsheet with identified categories for students Grades team use these in weekly meetings to track student progress	Midyear: credit accumulation for 12th graders (Jan 2016) End of year: graduation rate at 75% (Jun 2016)
COMMUNICATION EXPECTATIONS e.g. check-in frequency, introductions to staff, preferences for mode (email, phone etc)	regular meetings with guidance team with follow up email in 24 hours; Duane to be shared on tracking spreadsheet; Duane to check in with Matt or Meredith briefly to inform leadership of progress before leaving building at each visit				

Mid-Year Meeting Agenda

The mid-year meeting is the place where the squad leader meets with the principal and other key stakeholders (as determined the principal and squad leader) to check in on benchmarks, coaching plan and confirm a shared understanding of the roles and work of coaches in the school.

Attending: Principal, squad leader

Objectives:

- Check in on benchmarks for support goals for the 2015-16 school year
- Confirm support plan and expectations for coaches, coachees and school leader

1. Review of goals

- All members review goals, general support plan and planning agreement established in Opening Meeting

2. Reviewing benchmarks for goals

- Examination of first goal
 - Reviewing benchmarks and data
 - All review work on the goal and current data (school support log, relevant metrics)
 - Discuss:
 - What's working, what's challenging?
 - If there are challenges: How might we course correct?
 - What might be getting in the way of success?
 - Do we need to adjust the goal? ...the key players? ...the benchmarks?
 - If the goal is being met successfully: What is your plan to continue building capacity in this area? What are next steps to continue this progress?
 - Are our March and June benchmarks as written still correct? Do we need to revise or adjust?
- Repeat for each additional goal

3. UA and School Communication

- Check in on communication – frequency, duration, possible points of miscommunication
- Adjust agreements if necessary

Coaching Kickoff Meeting

The kickoff meeting is the place where the coach and coachee come together to discuss the work they will be embarking upon.

Attending: Coach, coachee

Objectives:

- Review support goals and benchmarks for the 2015-16 school year
- Determine specific goals for your work together within those benchmarks
- Confirm support plan and expectations for everyone

Materials:

Agenda, IS3, most up to date benchmark worksheet (located in school google drive folder)

1. Establishing the coaching relationship (10 min)

- Coach shares what the role of a coach is, what they hope to accomplish
- Coachee(s) share what they anticipate, what they hope to accomplish

2. Review of goals (15 min)

- Review goals and general support plan
- Coach shares IS3 and process for how goal was developed
- Coach asks coachee how this work connects to his/her practice

3. Establishing benchmarks for goals (20 min)

- Setting benchmarks
 - Coachee is asked:
 - *Given these benchmarks, what progress would you like to see in your practice by the end of our work together?*
 - *How would you like to be supported in this change?*
 - Coach and coachee reach consensus on the work streams and areas of focus, data is entered into benchmark worksheet
 - Anticipating challenges and understanding the context
 - What have you tried in the past?
 - Where have you been successful in this area?
 - Where have you had challenges?

4. Expectations for communication (10 min)

- How will the coach be introduced to other people (students in classroom, colleague on a team)?
- What are the expectations for communication frequency and preparation for meetings?
- What is the projected timeline for this work?

5. Next Steps (5 min)

- Identify next steps from this meeting

Mid-Workstream Check In with Coach and Coachee

The mid-year meeting is the place where the coach and the coachee meet to check in on benchmarks, coaching plan and confirm a shared understanding of the roles and work of coaches in the school.

Attending: Coach, coachee

Objectives:

- Check in on progress towards benchmarks established
- Reflect on work together so far

1. Review of goals

- All members review goals, general support plan and planning agreement established in Opening Meeting

2. How are we doing towards meeting our goals?

- Using data, examine the goal and what you set out to do

3. Process reflection

- We've been working on _____. What's been helpful?
- What would you like more/less/different of?
- What else should I know?
- What are our next steps?

4. Communication Check in

- Check in on communication – frequency, duration, possible points of miscommunication
- Adjust agreements if necessary

VII. SCHOOL TALK PROTOCOL

The school talk protocol is where school squad members come together to discuss the school's progress towards established goals and benchmarks. All school squad members should participate, as this is our primary vehicle for collaboration. This meeting is facilitated by the school squad point.

Norms for School-Focused Conversations

- Be asset based and solutions oriented
- Use evidence to support your opinions

Objectives

- Assess progress towards school support goals and determine relevant interventions if work is not progressing
- Determine opportunities for collaboration towards school goals

1. Welcome and getting started (10 min)

- Whip around: highlight from your work this month
- Review agenda
- Review norms for conversations
- Assign note-taker and timekeeper

2. Progress towards goals (25 min)

- Squad point presents current school data and school log summary, squad reviews data
- Clarifying questions
- Review of goals
- Team members review data measures to determine progress towards the goal
- Status update discussion:
 - Where are we towards the goal?
 - What are some challenges towards meeting the goals?
 - What are some successes towards meeting the goals?
 - What are next steps towards meeting the goals?
- How can we collaborate in service of these goals?

4. Shared agreements (10 min)

- Note-taker shares the next steps
- Squad establishes timeline for next steps and check in

VIII. FRIDAY MONTHLY SCHOOL SUPPORT MEETING CALENDAR

Underlying Assumptions:

- Team Meetings will be planned to end 10 – 15 minutes early to allow for transition and breaks
- School Squad Meetings will be scheduled for 30 – 45 minutes to allow for transition and breaks
- The priorities for scheduling schools for the 12 available School Squad Meeting monthly slots would be set through SSTL meetings
- School Squad points would be responsible for scheduling with relevant participants
- Teams not listed meet outside of the Friday schedule

	Friday A	Friday B	Friday C	Friday D
9 – 11 AM	I-Team (large) College (small)	CCR (Large)	I-Team (large) College (small)	CCR (large)
11 – 12 PM	School 1 (large)	School 5 (large)		School 9 (large)
12 – 1 PM	School 2 (large)	School 6 (large)	Staff Meeting	School 10 (large)
1 – 2 PM	School 3 (large)	School 7 (large)		School 11 (large)
2 – 3 PM	School 4 (large)	School 8 (large)		School 12 (large)
3 – 5 PM	CCR (large)	I-Team (large) College (small)	CCR (large)	I-Team (large) College (small)

IX. SAMPLE LETTER TO SCHOOLS

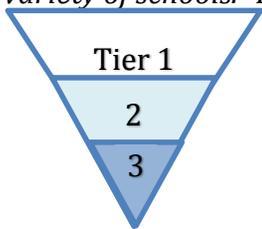


The Urban Assembly

Dear Principal,

Below is your Individualized School Support Summary (IS3) for 2015-16. The IS3 articulates each of your school specific goals and the levels of tiered support that you will receive. Additionally, we are using a School Point model this year in order to streamline communication and the on-site coaching activities at your school.

Our analysis of needs and goals across the UA allowed us to better organize our supports across our wide variety of schools. You will note that we have tiered our supports as follows:



- *Tier 1: A shared need across many schools that will be addressed through a PLC or series of workshops for a variety of participants.*
- *Tier 2: School-level support with leaders or teams which may include follow up from PLC or workshops.*
- *Tier 3: School-specific cycle of coaching, working with key stakeholders.*

Depending on the goal, the level of need and team capacity, we have made work plans based on your school's goals. We look forward to embarking on this work this year together.

Your **School Point** person is **XXXX**. XXXX will be coordinating all of the coaching at YYY in 2015-16 and checking in with you on goals and progress. Look for an email soon to set up an initial meeting in September.

X. SAMPLE INDIVIDUALIZED SCHOOL SUPPORT SUMMARY (IS3)

INDIVIDUALIZED SCHOOL SUPPORT SUMMARY 2015-16

Your stated goal:

To instill a college and career going culture for all students. The college and career going culture will encompass social and emotional learning and college readiness including a set of tiered intervention strategies in order to support students at all levels across the school.

Strengthen culture of high expectations for college and career readiness for all students.	
TIER ONE	UA will provide monthly UACC meetings, opportunities to attend conferences (Summer Institute, NYSACAC, Options), memberships in CACNY and NYSACAC, as well as a suite of shared docs and tools, including Naviance
TIER TWO	Regular meetings with Principal and other members of CCC team, college and career counselor break out sessions at UACC meetings
TIER THREE	Based on identified school need UA will provide regular school-level coaching to increase capacity in the school building to implement college and career readiness strategies building out a new college/career center (model)

Integrate social and emotional learning throughout the high school.	
TIER ONE	n/a
TIER TWO	Monitor tiered intervention strategies and success of systems through visits and on-site coaching if needed
TIER THREE	n/a

Your stated goal:

To expand teachers' pedagogical ability to meet the needs of all students by refining feedback, implementing UDL strategies and differentiated instruction including the continued development and refinement of scope and sequence documents. Department teams will structure their work around vertical alignment of standards, skills and assessments through on-going analysis of student work, pedagogical practice and the cycle of feedback.

Support teacher pedagogy.	
TIER ONE	UA will provide monthly half-day school-embedded workshops for teachers on pedagogical practices in literacy across the content area. Topics will include: - Strategies for reading instruction; - Strategies for writing instruction; - Strategies for class discussion.
TIER TWO	UA will build capacity in school leaders to provide on-going support for teachers in the areas covered by the workshops. Support visits will include: - A Coach-Principal meeting; - Teacher observation; - 1-2 debrief sessions with coach modeling.
TIER THREE	UA will provide regular school-level coaching to increase teacher and leader capacity around literacy instruction, towards meeting the established benchmarks.

Your stated goal:

To develop and have all documentation in place to support CTE program approval including fully developed scope and sequence documents, units and WBL experiences directly aligned to the curriculum and ensuring the experiences and opportunities provided prepare students to be career and college ready by graduation (internship, articulation, dual enrollment) through the development of a model college/career center.

Establish and document CTE pathways.	
TIER ONE	Deliver a series of program approval workshops (the first will be one-on-one) CTE teacher PLC
TIER TWO	Work with principal, PC, college/career counselor, CTE teachers, and external partners to refine the course and WBL sequences for each pathway
TIER THREE	Follow-up to the CTE teacher PLC with classroom observations, feedback, and course/lesson planning Individual programming meetings with principal Individual meetings with PC to evaluate external partnerships and develop a plan for partner engagement and recruitment

Develop & staff a model college & career center.	
TIER ONE	UACC meetings, conferences (NACAC, NYSACAC), memberships (CACNY, NYSACAC), shared docs and tools, UA College and Career Update
TIER TWO	Regular meetings with Principal and other members of College and Career Center team, college and career counselor break out sessions at UACC meetings
TIER THREE	Based on identified school need UA will provide regular school-level coaching to increase capacity in the school building to implement college and career readiness strategies.

XI. RUNNING A PROFESSIONAL LEARNING - LOGISTICS

- The week before and the day before your session, consider sending a reminder to your participants about the agenda, the upcoming date, and the location. Find their email addresses in **Professional Learning Registration Update** in the **School Support Squad Tools** folder on 365.
- The week before your session, send Amy your objectives so she can create the SurveyMonkey evaluation link. She'll send you two links back: **one for participants** and **one to view the results**. There space for questions unique to your session in additional, so if you have anything you want to survey participants about, send it over.
- Share any materials in the **folder for your series** in **For all Schools** on Google Drive. Make sure the folder is shared with all your participants. Again, find their email addresses in **Professional Learning Registration Update** in the **School Support Squad Tools** folder on 365. Ask Amy if you have questions.
- Log your Professional Learning session. Make sure to include at least an abbreviated agenda as well as the list of participants who attended. To make this easier, copy and paste from the Professional Learning Registration Update spreadsheet. Also, make sure to select all the relevant generalized goals we outlined in the original IS3s for schools. See below:

2015-16 PLCs and Workshops – which Generalized Goals to select on the log:

1. Assistant Principals' PLC

- Define systems & structures for all roles and responsibilities with high expectations for all students.

2. College Counselors' Workshop Series

- Develop & staff a model college & career center.
- Strengthen culture of high expectations for college and career readiness for all students.
- Clarify roles and responsibilities for partnership coordinator.

3. Career & Technical Education (CTE) Teachers' PLC

- Establish & document CTE Pathways
- Evaluate existing CTE Pathways

4. Career & Technical Education (CTE) Program Approval Workshops

- Establish & document CTE Pathways
- Evaluate existing CTE Pathways

5. Literacy Workshop Series

- Align literacy practices, assessments and interventions across all classrooms.
- Support teacher pedagogy in literacy.
- Support teacher pedagogy.

6. Math Workshop Series

- Align math practices, assessments and interventions across math classrooms.
- Support teacher pedagogy in math.
- Support teacher pedagogy.
- Develop & refine comprehensive math course scope and sequence.

7. Meeting the Needs of All Learners Workshop Series

- Improve academic success for sub-populations (ELLs, SWDs & students in the lowest third).

8. Partnership Coordinators' PLC

- Clarify roles and responsibilities for partnership coordinator.
- Strengthen culture of high expectations for college and career readiness for all students.
- Increase MS student engagement through opportunities
- Establish and document CTE pathways.

9. Principals' Meetings

- Develop real-time data review systems for timely interventions by teachers and programmers.
- Develop/refine comprehensive programming for student success
- Develop and support leadership capacity for key staff.

10. Resilient Scholars Workshops

- Integrate social and emotional learning throughout the high school.

11. Social Workers' and Guidance Counselors' PLC

- Develop clear and constructive behavior management systems to implement across the whole school.
- Establish and communicate clear behavioral expectations across the school.

12. Teacher Leaders' PLC

- Develop and support leadership capacity for key staff.
- Develop real-time data review systems for timely interventions by teachers and programmers.
- Define systems & structures for all roles and responsibilities with high expectations for all students.

13. Youth Development, School Culture, and Climate Workshop Series

- Develop clear and constructive behavior management systems to implement across the whole school.
- Establish and communicate clear behavioral expectations across the school.
- Improve school culture overall.

XII. USEFUL ITEMS ON GOOGLE DRIVE AND 365

Useful items on Google Drive

Each principal sees their own **School Support folder** and the **For all UA Schools** folder

In the school's School Support folder: (examples of names from LGJ)

Benchmark Worksheet

09X505 – UALGJ SCHOOL SUPPORT BENCHMARK WORKSHEET – GOALS & TARGETS 2015-16

Google Doc reflecting the work of each squad member towards each generalized goal. It includes target outcomes, school inputs, and current status of the school's data.

UA Professional Learnings flyer

2015-16 PLCs & Workshops at The Urban Assembly

IS3 - Individualized School Support Summary

2015-16 UALGJ Individualized School Support Summary

The letter and description of tiered support toward the school's stated goals that the principal received at the start of the year. This is the best place to see how all the pieces add up: Tiered support of generalized goals as they describe the original language goals of the school.

School Support Log Report

LGJ - The Bronx School for Law, Government, and Justice (09X505)

Automatically generated overnight, contains summary and chart of hours spent in service of each school goal as well as a list of all visits and professional learning.

School Quality Reports – Framework for Great Schools section ratings, Snapshot & Guide, MS & HS

UALGJ_School_Quality_Guide_2015_EMS_X505

Released 11/10/2015 by the NYC DOE about the school in 2014-15. These PDFs contain info about the school's ratings in the six elements of the chancellor's Framework for Great Schools as well as Student Achievement, which consists of the 20+ metrics formerly known as the School Quality Guide.

DRP Results folder

Contains a UA-created report identifying which students are reading Well Below, Somewhat Below, or On or Above grade level. Also shared with the testing coordinator and various other school staff as requested by the principal.

In the For All UA Schools folder:

One folder for each Professional Learning series. Principals have access to see all folders. Individual folders should be shared with participants in that session.

Useful items in School Support Squad Tools on 365

Professional Learning flyer

Professional Learning Registration Update

Handbook of coaching tools

Meeting agenda templates

A shortcut to the log

SCHOOL SUPPORT BENCHMARK WORKSHEET – GOALS & TARGETS 2015-16

SQUAD POINT: Jean Gaudreau

SCHOOL: UA Gateway School for Technology

UA STAFF: MacKenzie Rossi

SCHOOL STAFF: Kristina D, AP; Math Department

GENERALIZED GOAL: Support teacher pedagogy in math.

UA Target	Current Status	UA Inputs <i>including WHO see IS3 for details</i>	School Inputs <i>including WHO</i>	Deliverables, Outputs, Products, Artifacts	School Targets
<p>50% HS students score “College Ready” (80+) on any Math Regents (or 70+ on CC)</p>	<p>16% (78) scored College Ready on Math Regents</p> <p>478 HS students No test: 29% (137)*</p> <p>updated 11/24/15 Source: 10/31/2015 RESI *Does not include 8th grade Regents</p>	<p>Tier 1: Math Workshop Series</p> <p>Tier 2: Support visits</p> <p>Tier 3: n/a</p>	<p>Mackenzie will work with AP-Dee and the Entire Math Department</p> <p>_____ and _____</p> <p>(ideally two teachers from Algebra I, Geometry, Algebra II) will attend the math workshop series. Ms. D will follow-in on work</p>	<ul style="list-style-type: none"> ● Data Review ● Observations with feedback (enter on Teach-Boost if possible) ● Resource sharing and implementing Best Practices ● Identified teachers will implement monthly workshop series themes into instructional and planning practices. 	<p>Midyear: 50% score “College Ready” on any Math Regents for students sitting for January Regents</p> <p>End of year: 50% score “College Ready” on any Math Regents in June or August</p>
<p>COMMUNICATION EXPECTATIONS e.g. check-in frequency, introductions to staff, preferences for mode (email, phone etc)</p>	<p>Mackenzie R: E-mail Ms. Jordan ahead of time to have a 10 -15 minute post-visit check-in time scheduled with April McKoy. (mjordan12@schools.nyc.gov)</p> <p>Update Coach’s Log</p> <p>April: Include an announcement about the UA supports, staff and goals at teacher meetings and in weekly newsletter as an introduction</p> <p>Have Math teachers and D sign up for Math Workshops ASAP</p>				

SCHOOL SUPPORT BENCHMARK WORKSHEET – GOALS & TARGETS 2015-16

SQUAD POINT: Jean Gaudreau

SCHOOL: UA Gateway School for Technology

UA STAFF: Violet Davenport

SCHOOL STAFF: AP McBain, Hunter, Leezer

GENERALIZED GOAL: Support teacher pedagogy in literacy.

UA Target	Current Status	UA Inputs <i>including WHO see IS3 for details</i>	School Inputs <i>including WHO</i>	Deliverables, Outputs, Products, Artifacts	School Targets
<p>75%</p> <p>HS students score “College Ready” (75+) on ELA Regents by end of 11th grade</p>	<p>8%</p> <p>(29) scored College Ready on ELA Regents</p> <p>363 9th-11th graders</p> <p>No test: 90% (327)</p> <p>+</p> <p>66% (76/115) 12th graders scored College Ready</p> <p>updated 11/24/15 Source: 10/31/2015 RESI</p>	<p>Tier 1: Literacy Workshop Series</p> <p>Tier 2: Support visits</p> <p>Tier 3:</p>	<p>Violet will work with:</p> <ul style="list-style-type: none"> ● McBain - will attend Literacy Workshops in order to know how to use DRP data well ● Hunter - (Reading Teacher) ● Leezer - (Reading teacher) 	<ul style="list-style-type: none"> ● Data Review ● Workshop documents/products ● Lightsail artifacts ● Reading class - share resources and establish/document promising practices ● (other outputs and artifacts TBD by Violet, McBain and teachers) 	<p>Midyear: TBD w/VD</p> <p>End of year: 80% of 11th grade score “College Ready” (75+) on ELA Regents by end of 11th grade</p>
<p>COMMUNICATION EXPECTATIONS e.g. check-in frequency, introductions to staff, preferences for mode</p>	<p>Violet: E-mail Ms. Jordan ahead of time to have a 10 -15 minute post-visit check-in time scheduled with April McKoy. (mjordan12@schools.nyc.gov) Update Coach’s Log April: Include an announcement about the UA supports, staff and goals at teacher meetings and in weekly newsletter as an introduction Have Reading teachers and McBain sign up for Literacy Workshops ASAP</p>				

SCHOOL SUPPORT BENCHMARK WORKSHEET – GOALS & TARGETS 2015-16

SQUAD POINT: Jean Gaudreau

SCHOOL: UA Gateway School for Technology

(email, phone etc)	
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UA STAFF: Duane Wardally

SCHOOL STAFF: Principal McKoy, Dee, Traversa

GENERALIZED GOAL: Develop/refine comprehensive programming for student success

UA Target	Current Status	UA Inputs <i>including WHO</i>	School Inputs <i>including WHO</i>	Deliverables, Outputs, Products, Artifacts	School Targets
80% graduation rate	88.8% 4-yr graduation rate updated 11/24/15 Source: 2014-15 SQR	<p>Tier 1: Programming workshops at Principals' meetings</p> <p>Tier 2: Support visits</p> <p>Tier 3: Establish quarterly check-ins with UAG in order to gauge the graduation rate via credit recovery, credit accumulation, Scholarship Report, and Marking Period data</p>	<p>Duane will work with:</p> <ul style="list-style-type: none"> ● Principal McKoy ● AP Dee ● Traversa 	<p>Programming issues:</p> <ul style="list-style-type: none"> ● Questions and answers documented ● Cohort check ● Progress toward graduation ● Establish systems and structures 	<p>Midyear: TBD w/DW</p> <p>End of year: 85% graduation rate</p>
<p>COMMUNICATION EXPECTATIONS e.g. check-in frequency, introductions to staff, preferences for mode (email, phone etc)</p>	<p>Duane: E-mail Ms. Jordan ahead of time to have a 10 -15 minute post-visit check-in time scheduled with April McKoy. (mjordan12@schools.nyc.gov)</p> <p>Update Coach's Log</p> <p>April: Include an announcement about the UA supports, staff and goals at teacher meetings and in weekly newsletter as an introduction</p>				

SCHOOL SUPPORT BENCHMARK WORKSHEET – GOALS & TARGETS 2015-16

SQUAD POINT: Jean Gaudreau

SCHOOL: UA Gateway School for Technology

UA STAFF: Jean Gaudreau

SCHOOL STAFF: Ellen Hogarty, CTE Teachers

GENERALIZED GOAL: Evaluate existing CTE pathways.

UA Target	Current Status	UA Inputs <i>including WHO see IS3 for details</i>	School Inputs <i>including WHO</i>	Deliverables, Outputs, Products, Artifacts	School Targets
90% of CTE pathway students “on track” to program completion	metric and source as yet unclear	<p>Tier 1: CTE Teachers’ Professional Learning Community & CTE Program Approval Workshops</p> <p>Tier 2: Audit of sequence; report with recommendations</p> <p>Tier 3: Individual teacher follow-up from PLC/Workshops: Classroom observations & feedback, Pathway review meetings with Ellen Hogarty</p>	<p>Jean will work with: Ellen Hogarty - Partnership Coordinator (for CTE Pathway audit) All CTE teachers - in Workshops/ PLC’s; for in-school follow-up observations & feedback</p>	<ul style="list-style-type: none"> ● CTE Pathway Audit Report ● Observations and feedback documentation 	<p>Midyear: TBD w/JG</p> <p>End of year: 90% of CTE Pathway students on track for CTE Pathway program completion</p>
COMMUNICATION EXPECTATIONS e.g. check-in frequency, introductions to staff, preferences for mode (email, phone etc)	<p>Jean: E-mail Ms. Jordan ahead of time to have a 10 -15 minute post-visit check-in time scheduled with April McKoy. (mjordan12@schools.nyc.gov)</p> <p>Email Ellen and teachers in advance to schedule meetings and send agenda</p> <p>Update Coach’s Log</p> <p>April: Include an announcement about the UA supports, staff and goals at teacher meetings and in weekly newsletter as an introduction</p>				

SCHOOL SUPPORT BENCHMARK WORKSHEET – GOALS & TARGETS 2015-16

SQUAD POINT: Jean Gaudreau

SCHOOL: UA Gateway School for Technology

	Have CTE teachers sign up for CTE PLC/Workshops ASAP
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UA STAFF: Cassie Magesis

SCHOOL STAFF: College Counselor Rigney; all guidance csrls

GENERALIZED GOAL: Strengthen culture of high expectations for college and career readiness for all students.

UA Target	Current Status	UA Inputs <i>including WHO see IS3 for details</i>	School Inputs <i>including WHO</i>	Deliverables, Outputs, Products, Artifacts	School Targets
<p>80% HS students enrolled in postsecondary program within 6 mo of graduation</p>	n/a	<p>Tier 1: College Counselors' Workshop Series, shared tools</p> <p>Tier 2: Professional Development for counselors and other school staff</p> <p>Tier 3: School-level coaching as needed</p>	<p>-Meet with CC Rigney in school to provide support</p> <p>-All guidance counselors go to College Counselors Workshop Series in order to build a broader school-wide knowledge base of the college application process</p>	<ul style="list-style-type: none"> - Rigney and Cassie will keep a spreadsheet of all pertinent tasks to know where each student is in the process. - Alex will develop balanced college lists for all seniors - Alex will assist students in applying for CUNY, SUNY and Common App - Alex will help students submit their FAFSA, TAP and CSS profiles 	<p>Midyear: 100% of eligible students will have applied to balanced list of colleges. 100% of eligible students will have filed the FAFSA and TAP.</p> <p>End of year: 90% of HS students enrolled in post-secondary program within 6 months of graduation</p>
<p>COMMUNICATION EXPECTATIONS e.g. check-in frequency, intros to staff, preferences for mode (eml, phone etc)</p>	<p>Cassie: E-mail Ms. Jordan ahead of time to have a 10 -15 minute post-visit check-in time scheduled with April McKoy. (mjordan12@schools.nyc.gov)</p> <p>Update Coach's Log</p> <p>April: Include an announcement about the UA supports, staff and goals at teacher meetings and in weekly newsletter as an introduction</p> <p>Have Guidance Counselors and Rigney sign up for College Counselors Workshop Series ASAP</p>				



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The UA School for
Global Commerce

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The UA School for
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The UA Maker Academy

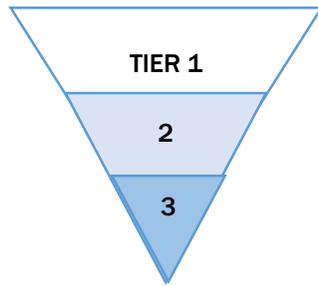


August 27, 2015

Dear April,

Outlined below, and attached, is your Individualized School Support Summary (IS3) for 2015-16. The IS3 articulates each of your school specific goals based on our school support meetings last spring and the levels of tiered support that you will receive. Additionally, we are using a School Point model this year in order to streamline communication and the on-site coaching activities at your school.

Our analysis of needs and goals across the UA allowed us to better organize our supports across our wide variety of schools this year. You will note that we have tiered our supports as follows:



- **Tier 1:** A shared need across many schools that will be addressed through a PLC or series of workshops for a variety of participants (PLC calendar attached).
- **Tier 2:** School-level support with leaders or teams which may include follow up from PLCs or workshops.
- **Tier 3:** School-specific cycle of coaching support, working with key stakeholders.

Depending on the goal, the level of need and team capacity, we have made work plans based on your school's goals. Please note that not all goals will necessarily receive all levels of support. We look forward to embarking on this work this year together.

Your School Point person is Jean Gaudreau. Jean will be coordinating all of the UA support at GAT in 2015-16 and checking in with you on goals and progress. Look for an email soon to set up an initial meeting in September.

Sincerely,

Shannon Curran
Managing Director of School Support



INDIVIDUALIZED SCHOOL SUPPORT SUMMARY 2015-16

Your stated goal:

To continue to build out best practices in the math department so that there is an increase in performance level on the college-ready benchmark.

Support teacher pedagogy in math.	
TIER ONE	UA will provide monthly half-day workshops for teachers on pedagogical practices in math. Topics will include: <ul style="list-style-type: none"> - Instructional practices (What are the mathematical topics I am teaching?, How am I assessing student understanding?); - Data analysis of interim assessment; - Strong planning practices.
TIER TWO	UA will build capacity in school leaders to provide on-going support for teachers in the areas covered by the workshops. Support visits will include: <ul style="list-style-type: none"> - A Coach-Principal meeting; - Teacher observation; - 1-2 debrief sessions with coach modeling.
TIER THREE	n/a

Your stated goal:

To continue to refine writing practices across all content areas so that students are increasing their writing abilities as measured by the KCS rubrics.

Support teacher pedagogy in literacy.	
TIER ONE	UA will provide monthly half-day school-embedded workshops for teachers on pedagogical practices in literacy across the content areas. Topics will include: <ul style="list-style-type: none"> - Strategies for reading instruction; - Strategies for writing instruction; - Strategies for class discussion.
TIER TWO	UA will build capacity in school leaders to provide on-going support for teachers in the areas covered by the workshops. Support visits will include: <ul style="list-style-type: none"> - A Coach-Principal meeting; - Teacher observation; - 1-2 debrief sessions with coach modeling.
TIER THREE	n/a



INDIVIDUALIZED SCHOOL SUPPORT SUMMARY 2015-16

Your stated goal:

To support a programming audit to look at four year academic and CTE pathways to determine best options to meet the needs of all students including lowest third.

Develop/refine comprehensive programming for student success	
TIER ONE	<p>UA will provide five targeted programming workshops in September, October, December, February, and June. Participants in these workshops will set targeted goals around improving graduation rates, which will be measured at benchmarks throughout the year.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> - Goal-setting on graduation data; - Using interim assessments and DRPs to making programming decisions; - Using January regents to make strategic decisions; - Programming summer school strategically.
TIER TWO	<p>UA will provide school-level support building on the foundation from the workshops in the form of three visits to audit progress towards your goal.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> - School-level tools used to monitor progress - How teacher teams use data; - Working with teams to identify potential red flags.
TIER THREE	n/a

Evaluate existing CTE pathways.	
TIER ONE	<p>The UA will deliver a series of program approval workshops (the first will be one-on-one)</p> <p>The UA will provide regular support through the monthly CTE teacher PLC</p>
TIER TWO	<p>The UA will conduct an audit of the four-year course and WBL sequence (principal, PC, college counselor, and CTE teachers will be points of contact at the school)</p> <p>Upon completion of the audit, develop a report with recommendations for improvement. This report will be shared with all stakeholders at the school.</p>
TIER THREE	<p>The UA will follow-up to the CTE teacher PLC with classroom observations and feedback</p> <p>Individual programming meetings with principal</p>

Your stated goal:

To continue to develop post-secondary planning and the college-going culture at UAG

Strengthen culture of high expectations for college and career readiness for all students.	
TIER ONE	<p>UA will provide monthly UACC meetings, opportunities to attend conferences (Summer Institute, NYSACAC, Options), memberships in CACNY and NYSACAC, as well as a suite of shared docs and tools, including Naviance</p>
TIER TWO	<p>UA will provide PDs offered at the school level (e.g. recommendation writing), PDs offered to counselor community (e.g. personal essays), support running school wide workshops for students (e.g. essays and financial aid), support designing workshops for parents</p>
TIER THREE	<p>Based on identified school need UA will provide regular school-level coaching to increase capacity in the school building to implement college and career readiness strategies with new staff</p>



GAT - The UA Gateway School for Technology (02M507)

Dates of Report

From: 9/3/2015

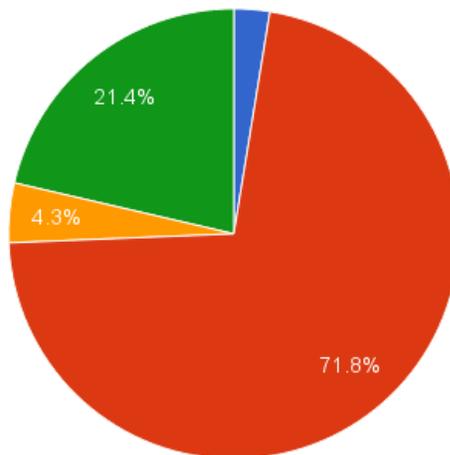
To: 12/21/201

School Goals		Hours Spent
Goal 1	To continue to build out best practices in the math department so that there is an increase in performance level on the college-ready benchmark.	3
Goal 2	To continue to develop post-secondary planning and the college-going culture at UAG	84
Goal 3	To continue to refine writing practices across all content areas so that students are increasing their writing abilities as measured by the KCS rubrics.	5
Goal 4	To support a programming audit to look at four year academic and CTE pathways to determine best options to meet the needs of all students including lowest third.	25
Goal 5		

School Based Support Visits	Professional Learning Sessions Attended
20	12

Hours Spent by Goal

- Goal 1
- Goal 2
- Goal 3
- Goal 4



Support Summary

Date	UA Staff	Type of Support	Next Steps
1/13/2016	Cassie Magesis	School Based Support	Begin work on EOP, FAFSA, TAP and CSS profile submission
1/13/2016	Cassie Magesis	School Based Support	Alex will continue getting students to submit the fafsa and tap applications. Cassie will develop the CSS profile list.
1/7/2016	Cassie Magesis	Professional Learning	we will send out the - FSAID checklist - w700u form - ruben's checklist
12/16/2015	Cassie Magesis	School Based Support	Alex will continue writing recs and sending all necessary documents to colleges. Cassie will edit supplements/recs as needed.
12/15/2015	Jean Gaudreau	School Based Support	Jean-research IT specific examples of Design a briefs and Technical Reports and send to April. Develop out idea for Technical Writing Workshop. Send info about CTE PLC to Sookchan
12/10/2015	Jean Gaudreau	Professional Learning	Review surveys Send January Symposium invitation Send thank you email Share PPT electronically Put Sign in sheet and agenda in files
12/10/2015	Laci Chisholm	Professional Learning	Send relevant documents to attendees
12/9/2015	Cassie Magesis	School Based Support	Alex will follow up on students we spoke with today - cassie will follow up about saturday
12/2/2015	Cassie Magesis	School Based Support	Alex will focus on: - Linking Common App to Naviance - Decided when to "close" the college office and publicizing it to the kids/staff - Getting the kids started on supplemental essays – these are often viewed as more important than the regular essay. All too often, UA students do sloppy work on their supplements because they don't spend enough time on them - Make sure kids know they're responsible for sending scores - Updating the spreadsheet
12/1/2015	Jean Gaudreau	School Based Support	Ellen - will send out Advisory Board Notes Jean - review notes from Advisory Board; follow up with Hogarty and Sookchan about CTE PLC that will be held at UA Gateway School next week
11/30/2015	Jean Gaudreau	School Based Support	Sookchan and Alder - develop CTE PLC presentation and handouts for 12/10; recruit students to deliver part of presentation Jean - CTE PLC: recruit CTE PLC attendees; plan for food;finalize agenda
11/18/2015	Cassie Magesis	School Based Support	We'll work with the undocumented students next time, as well as walk through each senior to check in on their process.

<p>11/17/2015</p>	<p>Violet Davenport</p>	<p>BAL IR Visit 11.12 .15</p> <p>Attendance: Rudy, Violet, Meghan, Johanie, Brandon, Erin, April, David, Absent: Latir</p> <p>Low student achievement across content areas (3% MS proficiency, 65% graduation rate, etc) suggests that we must investigate different instructional approaches. The staff is developing awareness of research on the effectiveness of students working in groups, both on achievement and attitude toward learning. The staff has found that its efforts to design and implement assessments involving students working together have resulted in disruptive behavior and less productive learning. Additionally, the staff has struggled with moving away from teacher-centered instruction and the I Do, You Do, We Do model. The staff is being coached on developing lessons and units of study that centers content, skill and character development on students working collaboratively to achieve high levels of successful learning.</p> <p>Focus Questions: How are groups working? Are students helping each other learn? What level of significant learning do you see for both groups and individuals? How do the assignments support effective group learning? What teacher behaviors support productive group learning? Is collaborative group work in service of assessment? Is collaborative group work pushing rigor?</p> <p>What questions do our observations raise?</p> <ul style="list-style-type: none"> • How can you make your staff understand that group work assists in building character? • What the teachers think the purpose of group work mean? • How can you use group work to enhance student discussion and how does this increase the rigor? • Does your staff understand that group work if planned correctly creates more opportunities for productive struggle and understanding? • What's the purpose of discussion at BAL? • How did engaging in this collaborative process help students gain/ increase their knowledge? <p>What's missing in the development of BAL's POP?</p> <ul style="list-style-type: none"> • Develop a framework – is there a place to begin or end? • Setting clear expectations for what effective discussion looks like. • How are you designing activities to achieve these outcomes? (i.e 3E) look at lesson plans and see if they are aligned to outcomes • Leadership should become a broken record about the non negotiable (Be preachy) • Start a video collection. <p>Next Steps</p> <p>Short term:</p> <ul style="list-style-type: none"> • PD discussions "What's the benefit" • share best practices at the beginning of PD meetings. • Create clear expectations from the leadership (How does group work (or student collaboration improve student outcomes and why?) • Shift language and shift culture (collaboration grouping as oppose to group work) <p>"In what ways did the students collaborate today to achieve mastery?"</p> <p>Long term:</p> <ul style="list-style-type: none"> • Create actionable next steps that increase
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			<p>in rigor and stages of student development?</p> <ul style="list-style-type: none"> • Dig deeper: Lead your staff through lesson studies, that show different stages of group work. • Start explaining the why to students: how your discussion lifts others understanding • Coach and create a model or lab classroom <p>Principal reflection: in short</p> <ul style="list-style-type: none"> • Is giving more thought to the intention of this initiative? • Start to access, push and praise the pockets of success within in the building • Start being "preachy" about character development throughout all aspects of the instructional core and culture so that it exists in every conversation.
11/12/2015	Jean Gaudreau	School Based Support	<p>Jean- create agenda for 12/10 PLC at Gateway</p> <p>Ellen- connect with Gateway CTE staff around PLC topic for presentation. Respond to Jean by 12/25</p>
11/6/2015	Cassie Magesis	School Based Support	<p>Alex will send Cassie rec letters as he finishes them.</p> <p>Cassie will update alex in any news from college board.</p>
11/5/2015	Jean Gaudreau	Professional Learning	Next CTE PLC - Thursday, December 3rd
11/4/2015	Shannon Curran	Professional Learning	Leadership Inquiry Professional Practice Topics
10/29/2015	Laci Chisholm	Professional Learning	Share resources with PC's who didn't attend
10/28/2015	Cassie Magesis	School Based Support	<p>Cassie will look into whether parents receiving SSI will have to claim that money on their taxes.</p> <p>Alex will continue to meet with students and finalize the CUNY apps. Next time will be focused on SUNY and Common App lists.</p>

10/28/2015	Cassie Magesis	School Based Support	Had two rep visits (UVM and Medaille), met with Alex around student cases, met with Alex, April and second round posse students around interview prep. Next steps: Alex will try to see if he can download SAT scores tomorrow, will follow up with Cassie if not possible. Cassie will create a spreadsheet for keeping track of all the steps of this process.
10/27/2015	Alexis Goldberg	Professional Learning	<p>Agenda:</p> <p>Everyone</p> <ul style="list-style-type: none"> • Read Chapters 4 & 5 [if you are just joining us read chapters 1-5] in The Power of Teacher Teams • Complete the stages of team development activity on page 53 of The Power of Teacher Teams with your team between now and our next meeting. Come ready to share your development stage and your planned next steps (suggestions are on pages 58-59). <p>Literacy Group</p> <ul style="list-style-type: none"> • Case presenter: focus question on what we want to try to workshop - Mark will present that next week • Facilitator: Saara L. <p>Instructional Alignment Group 1</p> <p>Case study with a consultancy protocol. Every month they would present something and they would workshop the issue. We need facilitators and presenters with issues around alignment. Talk about issues that we see with teams.</p> <ul style="list-style-type: none"> • Alex will facilitate • Hana is presenting
10/20/2015	Jean Gaudreau	School Based Support	Jean- refine needed criteria and data, determine sources. Set up Google share folder and share with Ellen Ellen- gather reports and share with Jean
10/15/2015	Cassie Magesis	Professional Learning	Cassie will send out the discipline contract in next update and place it in the dropbox.
10/14/2015	Cassie Magesis	School Based Support	Alex and I spent the day going over student college lists and meeting with kids about their choices. We also had a rep visit during our time from Eckerd College. Our next visit will focus on where we're at in the process and time lining out the months to come.
10/8/2015	Jean Gaudreau	Professional Learning	CTE PLC - Thursday, November 5th
10/7/2015	Shannon Curran	Professional Learning	Leadership Inquiry Professional Practice
10/7/2015	MacKenzie Rossi	School Based Support	Kristina will establish routines for alg II co-planning and ccls alignment. Will also have T's sign up for UA PD MacKenzie will send Alg II curricula resources
10/7/2015	Cassie Magesis	School Based Support	We went over the CUNY application process and began going over SUNY. Alex will let Cassie know about PSAT day. Cassie will bring benchmark sheet to our next meeting.
10/5/2015	Jean Gaudreau	School Based Support	For Ellen: set up Google doc folder, send my available days/times, connect with Elizabeth on data availability, start a worksheet around data sources; compare EverFi with Wise Financial Literacy program Adrian: visit class again to observe and collect artifacts.
9/21/2015	Jean Gaudreau	School Based Support	Meet with Ellen Hogarty to discuss CTE Pathway evaluations
9/16/2015	Cassie Magesis	School Based Support	Alex and I worked on EOP eligibility, diversity overnight applicants and college lists. Alex will continue this work. Next time we will work on our goal setting/benchmarking as a team. Cassie will send calendar invites for our Wednesday meetings
9/3/2015	Shannon Curran	Professional Learning	Superintendent's Affinity Community Kick Off Meeting UA Initial Meeting



Select a School:	The Urban Assembly Gateway School for Technology est. 2011
O2M507 - UAGST	

Principal: April McKoy
 Phone: (212) 246-1041
 Address: 439 West 49th Street, 7th Floor, New York, NY 10019

School Quality Guide		Progress Report		Quality Review		Enrollment	
Student Progress:	n/a	2012-13:	n/a	2013-14	Developed	Unofficial 10/31/14:	473
Student Performance:	n/a	2011-12:	n/a			CEP 2013-14:	367
School Environment:	n/a	2010-11:	n/a				
College and Career Readiness:	n/a	2009-10:	n/a				

Students with IEPs				Students with ELL Status			
Unofficial 10/31/14:	18.4%	(UA: 19.6%)		Unofficial 10/31/14:	2.3%	(UA: 5.9%)	
CEP 2013-14:	18.0%	(UA: 19.5%; NYC: 17.7%)		CEP 2013-14:	3.5%	(UA: 7.7%; NYC: 13.3%)	

Attendance				Chronic and Severe Absence			
YTD 10/31/14:	92.1%	(UA: 88.9%; NYC: %)		EOY 13-14 Chronic (20-37 Days):	12.9%	(UA: 19.7%)	
EOY 13-14:	91.7%	(UA: 87.7%; NYC: 89.5%)		EOY 12-13 Chronic (20-37 Days):	11.3%	(UA: 18.3%)	
EOY 12-13:	91.9%	(UA: 85.7%; NYC: 86.6%)		EOY 13-14 Severe (More Than 37 Days):	9.3%	(UA: 19.4%)	
EOY 11-12:	93.4%			EOY 12-13 Severe (More Than 37 Days):	8.5%	(UA: 17.2%)	

8th Grade NY State Test Results				Regents Performance			
Cohort O 8th Grade ELA (Level 3&4):	n/a	(UA: 46%)		Cohort O ELA at 65+:	n/a	(UA: 76%);	75+: n/a (UA: 46%)
Cohort P 8th Grade ELA (Level 3&4):	n/a	(UA: 28%)		Cohort P ELA at 65+:	n/a	(UA: 79%);	75+: n/a (UA: 50%)
Cohort Q 8th Grade ELA (Level 3&4):	28.3%	(UA: 24%)		Cohort Q ELA at 65+:	91.0%	(UA: 88%);	75+: 55.0% (UA: 59%)
Cohort R 8th Grade ELA (Level 3&4):	36.1%	(UA: 26%)		Cohort R ELA at 65+:	100.0%	(UA: 87%);	75+: 61.1% (UA: 60%)
Cohort O 8th Grade Math (Level 3&4):	n/a	(UA: 63%)		Cohort O Math at 65+:	n/a	(UA: 78%);	80+: n/a (UA: 15%)
Cohort P 8th Grade Math (Level 3&4):	n/a	(UA: 35%)		Cohort P Math at 65+:	n/a	(UA: 74%);	80+: n/a (UA: 13%)
Cohort Q 8th Grade Math (Level 3&4):	61.1%	(UA: 44%)		Cohort Q Math at 65+:	92.9%	(UA: 86%);	80+: 22.3% (UA: 19%)
Cohort R 8th Grade Math (Level 3&4):	54.1%	(UA: 43%)		Cohort R Math at 65+:	84.5%	(UA: 79%);	80+: 21.6% (UA: 20%)

Degrees of Reading Power (DRP) - % At Or Above Grade Level						
	Sept. 2012	May 2013	Sept. 2013	May 2014	Sept. 2014	May 2015
9th Grade:	15.8%	38.6%	6.7%	25.0%	8.5%	pending
10th Grade:	26.2%	53.6%	30.1%	47.6%	19.7%	pending
11th Grade:	n/a	n/a	23.1%	52.9%	19.8%	pending
12th Grade:	n/a	n/a	n/a	n/a	25.0%	pending

Graduation (Four-Year Status)						
Cohort N (2012)		Cohort O (2013)		Cohort P (2014)		
N= n/a		N= n/a		N= n/a		
Graduated:	n/a (UA: 76%)	Graduated:	n/a (UA: 71%)	Graduated:	n/a (UA: 74%)	
Regents:	n/a (UA: 71%)	Regents:	n/a (UA: 63%)	Regents:	n/a (UA: 67%)	
Local:	n/a (UA: 6%)	Local:	n/a (UA: 7%)	Local:	n/a (UA: 7%)	
Dropped Out:	n/a (UA: 8%)	Dropped Out:	n/a (UA: 11%)	Dropped Out:	n/a (UA: 8%)	
Still Enrolled:	n/a (UA: 15%)	Still Enrolled:	n/a (UA: 17%)	Still Enrolled:	n/a (UA: 17%)	

College Readiness					
NYS APM (Regents: ELA 75+ and Math 80+)			PR College Ready (4-Yr Grads)		
Cohort N:	n/a	(UA: 13%; NYC: 22%)	Cohort N:	n/a	(UA: 21%; NYC: %)
Cohort O:	n/a	(UA: 13%; NYC: 25%)	Cohort O:	n/a	(UA: 20%; NYC: %)
Cohort P:	n/a	(UA: 16%; NYC: %)	Cohort P:	n/a	(UA: %; NYC: %)
Cohort Q:	18.0%	(UA: 16%; NYC: %)	Cohort Q:	pending	(UA: %; NYC: %)

College Enrollment (4-Year Grads)										
	Cohort L (2010)		Cohort M (2011)		Cohort N (2012)		Cohort O (2013)		Cohort P (2014)	
Fall:	n/a	(UA: 65.9%)	n/a	(UA: 73.5%)	n/a	(UA: 71.3%)	n/a	(UA: 70.0%)	n/a	(UA: 71.4%)
1 Year:	n/a	(UA: 73.1%)	n/a	(UA: 78.7%)	n/a	(UA: 77.3%)	n/a	(UA: 76.9%)	n/a	(UA: %)
2 Years:	n/a	(UA: 77.1%)	n/a	(UA: 82.5%)	n/a	(UA: 82.5%)	n/a	(UA: %)	n/a	(UA: %)

College Persistence			College Success			
Cohort L:	n/a	(UA: 77.6%)	Cohort	n/a		
Cohort M:	n/a	(UA: 80.5%)	Graduated:	n/a	Graduated:	n/a
Cohort N:	n/a	(UA: 77.0%)	Still Enrolled:	n/a	Still Enrolled:	n/a
			Dropped Out:	n/a	Dropped Out:	n/a
			Never Enrolled:	n/a	Never Enrolled:	n/a

Program Participation		School Survey Response Rates					
% of students completing 1 or more programs		Parents		Teachers		Students	
2013-14:	72.0%	2013-14:	34.0% (UA: 30%)	2013-14:	80.0% (UA: 85%)	2013-14:	90.0% (UA: 77%)
2012-13:	90.0%	2012-13:	40.0% (UA: 32%)	2012-13:	100.0% (UA: 88%)	2012-13:	92.0% (UA: 81%)
2011-12:	95.0%	2011-12:	44.0% (UA: 36%)	2011-12:	100.0% (UA: 89%)	2011-12:	95.0% (UA: 79%)
		2010-11:	n/a (UA: 35%)	2010-11:	n/a (UA: 83%)	2010-11:	n/a (UA: 76%)
School Survey Student Responses							
% Strongly Agree or Agree		2013			2014		
Most students at my school treat each other with respect:		68.0% (UA: 51%; NYC: 61%)			65.0% (UA: 53%; NYC: 60%)		
Most students at my school treat adults with respect:		72.0% (UA: 50%; NYC: 64%)			71.0% (UA: 53%; NYC: 63%)		
Suspensions		Teacher Turnover Rate					
Total number of principal and superintendent suspensions		2013-14:		pending (UA: %)			
2013-14:	42	2012-13:		27.0% (UA: 25%)			
2012-13:	42	2011-12:		29.0% (UA: 29%)			
2011-12:	18	2010-11:		n/a (UA: 23%)			
		2009-10:		n/a (UA: 22%)			

Data Source: Enrollment, demographic, and attendance data are from original DOE sources (RDES, RGCS, CEP, RIAS) and are compiled in the UA Fact Sheet (\RESEARCH & EVALUATION\UA Created Data Reports and School Facts\UA School Fact Sheet); NYS test results from NYSED; DRP UA summary reports, and National Student Clearinghouse StudentTracker reports.

Cohort Definition

A Cohort consists of all students that first enter the 9th grade in a given school year. These students are expected to graduate 4 years later. Cohorts are often referred to by the letter assigned to them by the NYC DOE. The table below shows the Cohort letter, the year the students entered the 9th grade, and the year students were or are expected to graduate.

Cohort Letter	Students Enter the 9th Grade In:	Students Graduate 4 Years Later In:
M	2007	2011
N	2008	2012
O	2009	2013
P	2010	2014
Q	2011	2015
R	2012	2016

Filename: Data Dashboard_HS_2014



The Urban Assembly



PROFESSIONAL LEARNING COMMUNITIES & WORKSHOPS 2015 – 2016

ALL Urban Assembly school staff are invited to participate in UA's unique Professional Learning Communities (PLCs) and Workshops. The focus of the PLCs and workshops is to encourage collaboration between peers, build capacity within schools and provide professional development with a focus on accomplishing common goals established across UA's group of 21 schools.

All Staff must [register to attend sessions](http://tinyurl.com/pl2676e): <http://tinyurl.com/pl2676e>

PLCs and Workshops include:

*For more information regarding specific PLCs and workshops read further below

- [Assistant Principals' Professional Learning Community](#)
- [College Counselors' Workshop Series](#)
- [Career & Technical Education \(CTE\) Teachers' Professional Learning Community](#)
- [Career & Technical Education \(CTE\) Program Approval Workshops](#)
- [Literacy Workshop Series](#)
- [Math Workshop Series](#)
- [Meeting the Needs of All Learners Workshop Series](#)
- [Partnership Coordinators' Professional Learning Community](#)
- [Principals' Meetings](#)
- [Social Workers' and Guidance Counselors' Professional Learning Community](#)
- [Teacher Leaders' Professional Learning Community](#)
- [Youth Development, School Culture, and Climate Workshop Series](#)



ASSISTANT PRINCIPALS' PROFESSIONAL LEARNING COMMUNITY

Effective school leadership is proven to be one of the strongest drivers of student outcomes. Assistant Principals (APs) play a critical leadership role in schools. All too often, APs work alone without an internal support system of peers to turn to for advice and answers to tough questions. The AP Professional Learning Community provides a forum for APs to discuss the challenges of their role, to ask pressing questions, to address problems of practice, and to enhance the heart of their work: instruction.

Topics will include:

- Giving feedback that changes teacher practice
- Using data strategically to inform student outcomes
- Instructional Rounds

Point of Contact: Violet Davenport, [REDACTED]

2015-16 PLCs: 9:00 a.m. – 12:00 p.m.

Wed, October 28th; Thurs, November 12th; Wed, January 20th; Wed, March 23rd

COLLEGE COUNSELOR WORKSHOP SERIES

UA will facilitate monthly workshops for college counselors, to support their professional development and practice. College Counselor Workshops will offer counselors an opportunity to share and collaborate around challenges and successes. Each month, guests from one of UA's many college access partners will join us to deepen our discussions.

Topics will include:

- School profile development
- Student review
- Building a strong college going culture
- Financial aid updates
- H/EOP admission process
- Admission trends
- Naviance
- College success
- Early college awareness

Point of Contact: Cassie Magesis, [REDACTED]

2015-16 Workshops: Thursdays 9:00 a.m. - 11:00 a.m.

October 15th; November 3rd; December 3rd; January 7th; February 4th; March 3rd; April 7th; May 5th

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CAREER & TECHNICAL EDUCATION (CTE) TEACHERS' PROFESSIONAL LEARNING COMMUNITY

At UA, our dynamic Career and Technical Education (CTE) teachers do it all. As a result of having hands-on job experience in a school theme related field, CTE teachers are expected to use their industry knowledge to create new and engaging course sequences and programs with limited external guidance on standards for these emergent fields, while being held to the same high standards as their non-CTE colleagues.

The UA CTE Teachers' Professional Learning Community will bring together teachers to discuss topics relevant to their unique educator challenges and provide opportunities for professional development.

Topics will include:

- Ways to develop a "college and career-ready student"
- Aligning course content with the essential elements of a model CTE program
- Teaching to meet the needs of all learners
- Infusing literacy into CTE curriculum and instruction

Point of Contact: Jean Gaudreau, [REDACTED]

2015-16 PLCs: Thursdays, 4:30 p.m. - 6:30 p.m.

October 8th; November 5th; December 3rd; January 14th; February 4th; March 3rd; April 7th; May 5th

CAREER & TECHNICAL EDUCATION (CTE) PROGRAM APPROVAL WORKSHOPS

The CTE Program Approval Workshops will support each school's work towards state program approval. While the topics will directly relate to the state CTE requirements, the concepts discussed are essential to providing high-quality programming to students, so attendance is encouraged regardless of your school's status in the program approval process. Each CTE and career pathway school is encouraged to send at least one representative to each of the four sessions. Attendees can include principals, assistant principals, partnership coordinators, work-based learning coordinators, or CTE teachers.

Topics will include:

- Developing a four-year sequence of work-based learning for all students
- Recruiting and engaging industry partners
- Recruiting post-secondary partners and developing articulation and dual enrollment agreements
- Identifying/developing technical assessments that are recognized by industry partners
- Developing and implementing an employability profile for students
- Identifying and convening an External Review Committee

Point of Contact: Eric Watts, [REDACTED]

2015-16 Workshops: Tuesdays, 3:00 p.m. – 5:00 p.m.

November 3rd; January 5th; March 8th; May 3rd

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LITERACY WORKSHOP SERIES

Statistics show that literacy is directly linked to college access, success in the workplace, and future financial security. Many UA students enter our schools reading well below grade level. How can we give our students the tools they need to be successful not only in middle and high school, but also for post-secondary success?

This Literacy Workshop Series will explore not only *what* we teach, but also *how* we teach literacy across content areas. Using a host of strategies, we will investigate how to push our students to read, write and think in ways that increase college and career readiness. Together, we will analyze data, examine student work and look at teaching practice to answer the following questions:

- How do we teach reading and writing with a purpose?
- How do we increase higher level thinking through reading, writing and speaking?
- How do we strategically plan for student success and mastery?

Point of Contact: Violet Davenport, [REDACTED]

2015-16 Workshops: 9:00 a.m. – 12:00 p.m.

Mon, October 19th; Tue, November 17th; Mon, February 22nd; Tue, March 15th; Tue, April 21st

MATH WORKSHOP SERIES

In order for our students to be truly college, career, and life-ready they need to be mathematically literate and able to fully engage with the world around them. As a result of Common Core shifts and new expectations within today's workplace, the purpose of math class is no longer an endless cycle of tests and worksheets. Our students must be able to analyze, apply, synthesize, reason, and communicate mathematically for success both in our classrooms and beyond. The focus of this series is on how to get there: what are the shifts that we can make in our planning and instruction, and how can we collect and use data to ensure growth?

Monthly workshop topics will include:

- Establishing mathematical goals to frame instruction
- Implementing teaching strategies that build procedural fluency through conceptual understanding
- Developing and practicing discussion techniques that facilitate meaningful mathematical discourse
- Planning and utilizing a variety of assessments models to monitor student learning and make instructional decisions.

In addition to the monthly offerings, there will be four days of drop-in planning support offered at the UA offices for teachers who would like feedback on curriculum maps and unit plans and the opportunity to collaborate with other teachers of their subject area from across the UA community. These drop-in sessions will take place on non-instructional days.

Point of Contact: MacKenzie Rossi, [REDACTED]

2015-16 Workshops: Wednesdays, Time TBD

October 21st; November 18th; December 16th; January 13th; February 3rd; March 2nd; April 6th; May 18th

Optional Additional Drop-in Planning Boosts: November 3rd; January 28th-29th; June 21st-22nd

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MEETING THE NEEDS OF ALL LEARNERS WORKSHOP SERIES

Meeting a diverse set of learner needs is a challenge every teacher faces. This challenge is made more complex as a result of the Common Core's increased expectations and standards for all learners. In this workshop series, led by Dr. Rhonda Bondie, PhD, we will learn classroom routines to engage all learners and ensure that all students experience academic growth.

Designed for both special and general educators, this workshop series will allow educators to share practices and learn from each other as well as from Dr. Bondie about the tools and strategies to provide high engagement, high impact instruction that reaches all learners.

Point of Contact: Alexis Goldberg, [REDACTED]

2015-16 Workshops: Thursdays, 12:30 - 4:00 p.m.

October 8th; November 5th; December 10th; January 7th; February 11th; March 8th; April 14th; May 12th; June 16th

PARTNERSHIP COORDINATORS' PROFESSIONAL LEARNING COMMUNITY

The Partnership Coordinators' Professional Learning Community is for all PCs and will focus on sharing promising practices, building community and collaborating around UA-wide initiatives.

PC workshops will also provide professional learning opportunities that are aligned to shared needs and themes across all UA schools. The topics included are relevant to numerous school staff, therefore the PC workshops are open to all UA school staff.

Topics include:

- Building allies and support structures within your school
- Integrating enrichment into College and Career Readiness
- Strengthening your internship program

Point of Contact: Laci Chisholm, [REDACTED]

2015-16 PLCs: 9:00 a.m. – 11:00 a.m.

Wed, October 14th; Thurs, December 10th; Thurs, February 25th; Tues, April 12th; Thurs, May 26th

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PRINCIPALS' MEETINGS

The Principals' Meetings will use each school's Problem of Practice to anchor the learning that will take place. In addition to our existing Instructional Rounds practice, we will use two frameworks to support this learning – a leadership development framework that will focus on investigating the Problem of Practice from a leadership stance, and a professional practice framework, that will focus on investigating the Problem of Practice through a course of shared learning on a particular topic.

Topics of study include:

- Leadership Development: A concentration on principal leadership– identified by the Principal Advisory Group as a high leverage area of focus – through an inquiry process linked to each principal's Problem of Practice.
- Professional Practice: A deep-dive into learning in four areas of professional practice that will support school's high leverage goals and theories of action. The areas of professional practice were selected because they identified as high-frequency areas of need through the School Support Meetings process in the late spring.
- Instructional Rounds: Instructional Rounds groups will continue their established work of exploring the Problem of Practice within the school walls, with a renewed focus on using the protocol to ensure we are correctly diagnosing the areas of need.

Point of Contact: Shannon Curran, [REDACTED]

*2015-16 Meetings: Wednesdays 8:30 a.m. - 12:30 p.m. except where noted
Thurs, September 3rd 12:30-3:00 p.m.; October 7th; November 4th, December 9th, 1:00-3:00 p.m.; January 6th, February 10th; March 9th 1:00-3:00 p.m.; April 20th; May 4th 1:00-3:00 p.m.; June 15th*

SOCIAL WORKERS' AND GUIDANCE COUNSELORS' PROFESSIONAL LEARNING COMMUNITY

Social Workers and Guidance Counselors can have a great impact on the academic, behavioral, and developmental progress of adolescents, especially with a high needs student population. Most UA schools have limited guidance and/or social worker staffing options, resulting in one or only two positions in a school. This makes it difficult to share practices, engage in problem-solving with a partner or otherwise connect with those in similar positions.

The Social Workers' and Guidance Counselors' Professional Learning Community will help develop new skill sets, allow for discussions of problems of practice, and provide a forum for sharing new learnings and developments in the field. The Social Workers' and Guidance Counselors' PLC will enable like-minded educators to work together to implement changes in their practice and share challenges and successes in a non-judgmental community of peers.

Topics will include:

- Integrating SEL into the curriculum
- Working with a team to promote a strong student and staff culture
- Building an integrated approach to peer mediation and conflict resolution

Point of Contact: Perrin Wicks, [REDACTED]

2015-16 PLCs: Times & Dates TBD

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TEACHER LEADERS' PROFESSIONAL LEARNING COMMUNITY

Teacher Leaders have enormous power to effect change in their schools, but are often faced with many questions as to their role and scope of work. Questions often include:

- What makes a teacher leader?
- What does it mean to lead without formal authority?
- How can I work with peers to inspire and motivate?
- How can I lead a team toward collective decision making that impacts student learning?

The Teacher Leaders' Professional Learning Community will bring together a group of like-minded educators interested in developing their own leadership through collaborative study and sharing. The Teacher Leaders' Professional Learning Community will allow UA Teacher Leaders to work together to implement changes in their practice and share leadership challenges and successes in a non-judgmental community of peers.

Topics will include:

- Promoting academic literacy across the content areas
- Using a team to promote a strong student and staff culture
- Creating alignment in team practices

Point of Contact: Alexis Goldberg, [REDACTED]

2015-16 PLCs: Tuesdays, 4:30 p.m. - 7:00 p.m.

September 29th; October 27th; November 24th; January 26th; February 23rd; March 29th; April 19th; May 31st

YOUTH DEVELOPMENT, SCHOOL CULTURE, AND CLIMATE WORKSHOP SERIES

Across all UA schools, School Culture and Climate will be an essential focus in the upcoming year. School Culture and Climate have a profound effect on students' academic achievement and behavior. School climate is how students and staff feel about their school. School Culture is why they feel the way they do. A school's culture is determined by the values, beliefs and behavior of those in the school community and reflects the school's norms.

The Youth Development, School Culture, and Climate Workshop Series will address key issues facing the development of school culture and climate as well as provide opportunities to share best practices.

Topics will include:

- UA's Mission and Philosophy
- Role and Responsibilities of a Dean
- Respect for All - A-449 reporting protocol (Cyber Bulling/ Electronic Aggression)
- Guidance and Mental-health Services/ Substance Abuse
- Student Behavioral Expectations and Supports (Prevention& Intervention Services)
- Overview of Teacher Removals and Suspensions/ OORS & SOHO
- Social Environment (Respect for Diversity, School and Family Collaboration)
- Physical Environment (Building condition/ School Wide Protocols/ Classroom Environment)
- Additional Ways to Graduate (Over age Under Credited Students)

Point of Contact: Vinnie Hurst, [REDACTED]

2015-16 Workshops: 8:30 a.m. - 4:00 p.m.

Mon, October 5th; Thurs, February 4th; Thurs, April 21st

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URBAN ASSEMBLY 2013 PARTNERSHIP COORDINATOR HIRING

Process Overview of a Complete Interview Round

STEPS

Step	Process	Participant(s)	# of Candidates	Approx. Date
1	Resume vet	Hiring Committee	Unk	Week of 2/11
2	Phone screens	Hiring Manager	10	Week of 2/11
3	In-person interview	Hiring Committee	5	Week of 2/18
5	Assignment	Hiring Committee	2-3	Week of 2/25
6	Final approval	Principal	1-2	Week of 2/25

INTERVIEW QUESTIONS BY CATEGORY/QUALIFICATION

<i>Interest and/or values</i>	<ul style="list-style-type: none"> • What makes you interested in this position? • What do you think New York City schools need the most?
<i>Education experience and/or intuition</i>	<ul style="list-style-type: none"> • Tell us about your experiences working with young people. • How do you engage young people who don't instinctively seek out opportunity? • If you were running an internship program whose attendance dropped to 20% by spring, what would you do? • What are the challenges and opportunities of involving partners in the classroom?
<i>Knowledge of industry</i>	<ul style="list-style-type: none"> • Tell us about your experiences with the industry. • What do you think the industry can lend most to this school? • In your opinion, what will be the hardest industry skills to package in a high school curriculum?
<i>Communication</i>	<ul style="list-style-type: none"> • How do you prepare a guest who is an industry expert but a dry speaker for high school audiences? • Would the way you talk about the school differ for a parent, a partner, and an elected official, and if so, how?
<i>Program design</i>	<ul style="list-style-type: none"> • How do you develop non-cognitive skills like resiliency and self-advocacy in young people? How do you measure progress? • What is a "safe opportunity to fail" and how do you create it? • What in your view are the differences between a badly designed program and a program designed for success? • Tell us about a program you designed and implemented. What worked? What didn't? How did you adjust it based on data?
<i>Relationship-building</i>	<ul style="list-style-type: none"> • What would you do if a major partner on whom you rely for many programs stopped returning calls and emails? • When do you communicate with partners and why? When do you not communicate with them?
<i>Resource development</i>	<ul style="list-style-type: none"> • Tell us about a time you creatively brought resources to a project that was lacking them.

ASSIGNMENT IDEAS

- One page "soup-to-nuts" program vision with implementation steps and evaluation methods
- Poster to hang in the school hallway advertising a program

Our mission

The Urban Assembly School for Law & Justice (SLJ) believes that the success of each student is a community responsibility. Staff, families and partners work together to challenge and support students with a curriculum that respects their right to learn at high levels and with enrichment services that every student deserves. SLJ delivers personal attention in an empowering environment that fosters intellectual independence and civic engagement. Equipped with an understanding of law and social justice, SLJ's students, most of whom come from the city's historically least served communities, graduate ready to succeed after high school and effect change in society.



Do you love to argue? Are CSI and Law & Order your favorite TV shows? Come to SLJ!

What students say...



"SLJ is the reason I am where I am today...the staff at SLJ is like any other I have seen"

"My friend goes to a different law-themed high school and doesn't get the opportunities that I get."

"Every time you leave school you can't wait to wake back up and return. This is no ordinary school. I love this school and honestly I would never want to leave."

SLJ in the news...

"Mr. Bloomberg's supporters point to Law & Justice as a model for what a small school can be when it is done right"

The New York Times

The Urban Assembly School for Law & Justice
Shannon Curran, Principal

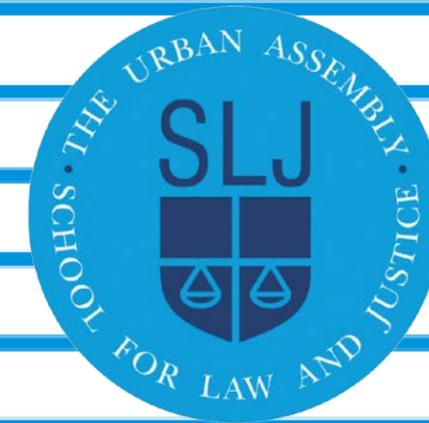
283 Adams Street • Brooklyn, NY 11201
(718) 858-1160 (phone) • (718) 858-4733 (fax)

www.sljhs.org



The Urban Assembly School for Law & Justice

An Informational Guide for Middle Schoolers & Their Families



Property of:

Over 90% of SLJ seniors graduate – 100% of whom are accepted to college

What you'll do at SLJ

You'll take classes that are challenging & fun, such as:

FORENSICS
where you'll study fingerprints and rigor mortis!

PARTICIPATION IN GOV'T
where you'll run a fast-paced political campaign!

CONSTITUTIONAL LAW
where you'll argue cases in a real courtroom!

You'll have unique scholarly experiences, including:

THE SHIPWRECKED SAILOR
a fierce legal debate involving sailors lost at sea!

THE DOG BITE TRIAL
a chance to defend Fluffy the pitbull in front of real lawyers!



You'll have extracurricular opportunities galore, like:

SPORTS
basketball, soccer, baseball, cheerleading, flag football, and more!

MUSIC, ART & RECREATION
music ensemble, international center of photography, brooklyn academy of music, dance, filmmaking, and more!

LAW
youth court, speech & debate, mock trial, internships at vera institute of justice and the U.S. attorney, and more!

Look who else is helping you succeed

There are DOZENS of respected New York City companies and community organizations that have joined forces with SLJ to make sure your high school education is nothing short of amazing, with experiences in the real world that no other high school offers. Our partners include:

CRAVATH, SWAINE & MOORE LLP
one of the world's most prominent law firms!

BROOKLYN LAW SCHOOL
a prestigious law school just down the street!

RED HOOK COMMUNITY JUSTICE CENTER
a brilliant community court where you can work!

VERA INSTITUTE OF JUSTICE
a famous organization that fights for justice!

And when you graduate...

You'll go to an incredible college or career training option, then on to a career and lifelong success! Here are some of the colleges that SLJ graduates have attended.



- Amherst College
- Bates College
- Brooklyn College CUNY
- Colby College
- DePauw University
- Georgetown University
- New Paltz SUNY

- York College CUNY
- John Jay College CUNY
- Skidmore College
- Stony Brook University SUNY
- Syracuse University
- University of Chicago
- St Lawrence College

We care about you

SLJ is a small school, which means lots of **INDIVIDUAL ATTENTION** for each and every student, because we believe students learn best when they are known and known well. Your **ADVISORY** will be a place where you receive additional support (and pick up great study habits!) from classmates and a teacher who make up your "second family" at SLJ. And we offer **TUTORING** and **HOMEWORK HELP** for when you need an extra hand. The staff is always looking out for you and your success.

We also expect a lot from you

Creating an atmosphere where 450 students can learn, grow, and be their very best in a safe environment every single day isn't easy, and it requires an agreement

from all of us that we will uphold the values of the community and fulfill its expectations of us. SLJ has a strict **ATTENDANCE** policy, serious **RULES**, a strong system for holding students **ACCOUNTABLE** for their behavior, and a **DRESS CODE** including the following:



- Light blue button-up collared shirt/blouse or polo shirt. *Tie required for gentlemen.*
- Navy blue, black or khaki slacks
Ladies may wear a skirt to the knee, with stockings.
- No hoodies, hats, do-rags, visible brands

DID YOU KNOW?

SLJ has an **HONOR CODE** that emphasizes respect, honesty, community, loyalty, fairness, and integrity!

So how do you get into SLJ?

SLJ doesn't select students on the basis of grades, test scores, or middle school attendance. We just want to know that you want to **WORK HARD** and succeed, and that SLJ feels like the **RIGHT** school for you. We can't guarantee admission, but your chances of getting in are higher if you:

- 1 Visit the "ABOUT US" section at WWW.SLJHS.ORG (SLJ's website!) and RSVP for an upcoming information session.

Come to an **INFORMATION SESSION** at the school and fill out a **DECLARATION OF INTEREST**.

Rank SLJ #1 on your **HIGH SCHOOL APPLICATION** by entering program code **K08X**.

COME SEE SLJ!

We are hosting **INFO SESSIONS** at SLJ on:

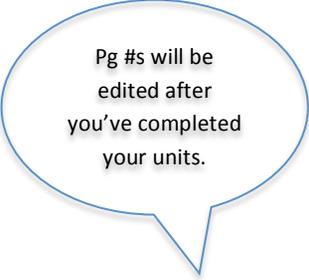
- SAT, OCT 20**
11:00 A.M.
- TUE, NOV 13**
5:30pm
- SAT, DEC 1**
11:00am

Rank SLJ #1 on your H.S. application by entering program code K08X



**CURRICULUM MAP
2012-2013**

Teacher Name
Course Title



Pg #s will be
edited after
you've completed
your units.

TABLE OF CONTENTS

Course Description	5
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Unit 9 Enter title of unit here	22
Unit 10 Enter title of unit here	24
Unit 11 Enter title of unit here	26
Unit 12 Enter title of unit here	28

Unit #: 1 Unit Title: _____

Duration of Unit _____ Approximate dates for units: _____

DAY	DAILY LEARNING TARGET	STUDENT WORK PRODUCT
1		
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4		
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6		
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10		
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Unit Overview	<p>Describe your overarching goals for this unit. How does it connect to the previous unit(s)? How does it connect to your overarching course of study? What do you want students to learn?</p> <p>This should be a clearly stated concept, a relational statement that describes a key idea or understanding.</p>		
Essential Question(s):	<p>What are the essential questions of this unit? How can you frame your content and concepts in an interrogative form that will set the learner into a path of inquiry in pursuit of knowledge?</p> <p>What overarching questions should they be able to answer?</p> <p>How can you craft the question so that it is engaging and captures the content?</p>		
Common Core / NYS Content Standards	<p>What are the essential content and Common Core standards associated with this unit?</p>		
Content	<p>What are the key content areas covered in this unit?</p> <p>What will students need to know in order to successfully tackle the essential questions?</p>	Skills	<p>What do students need to <u>do</u> in order to access and examine the content successfully?</p> <p>What skills within the discipline are needed to successfully engage with the content?</p> <p>What cross-disciplinary skills might students need to engage in the content?</p>
Formative Assessments	<p>How will you assess along the way to determine whether students are making adequate progress toward meeting learning goals and demonstrating mastery?</p>	Key Vocabulary	<p>What are the key terms associated with the content or skills in this unit?</p>
Summative Assessment	<p>Describe or write you summative assessment here. Consider your targets, standards, content, skills and formatives: How have they prepared students to complete this task? What is the expectation for mastery? How will students demonstrate their synthesis of knowledge? How will students demonstrate their ability to answer the unit's essential questions?</p>	Modifications / Extensions	<p>How might you incorporate modifications so that students have fair and equal access to the material?</p> <p>What scaffolding might be needed so that students can be successful in the unit? (tiered readings, larger fonts, alternative texts, visuals,</p> <p>Ho might you incorporate extensions so that accelerated learners are challenged and engaged?</p>
		Texts / Resources	<p><u>Texts:</u> What texts will you use in this unit? (i.e.: articles, novels, textbooks, internet sites, journals, newspapers, etc.)</p> <p><u>Technology:</u> What technology might you need for this unit? (i.e.: laptop/internet access, document camera, digital cameras, computer programs,</p> <p><u>Materials:</u> What additional materials or supplies might you need to facilitate this unit? (highlighters, printer paper, post-its, etc.)</p>

Unit #: 2 Unit Title: _____
 Duration of Unit _____ Approximate dates for units: _____



DAY	DAILY LEARNING TARGET	STUDENT WORK PRODUCT
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Unit Overview			
Essential Question(s):			
Common Core / NYS Content Standards			
Content		Skills	
Formative Assessments		Key Vocabulary	
Summative Assessment		Modifications / Extensions	
		Texts / Resources	



Leave the last
page blank for
formatting.

Name: _____

Period: _____ Date: _____

Unit 1 Summative Assessment Corrections & Analysis

Directions: Choose six questions that you got wrong on the assessment. Reread the questions, explain why you got this question wrong in the middle column and explain the correct answer in the last column.

Question #	Why did I get this question wrong?	What is the correct answer and why is it correct?

Name: _____

Period: _____ Date: _____

Directions: Put a check mark next to the questions you got right.

For each question you got right, shade in one area of the diagram on the bottom

✓	Q	Key Idea
	1	Equations and Expressions
	2	Identify and apply the properties of real numbers
	3	Identify and apply the properties of real numbers
	4	Identify and apply the properties of real numbers
	5	Convert between fractions, decimals and percentages
	6	Solve word problems using fractions, decimals and percentages
	7	Equations and Expressions
	8	Identify and apply the properties of real numbers
	9	Classify numbers within the set of Real Numbers
	10	Using order of operations to evaluate numerical expression
	11	Identify and apply the properties of real numbers
	12	Identify and apply the properties of real numbers
	13	Using order of operations to evaluate numerical expression

✓	Q	Key Idea
	14	Solve word problems using fractions, decimals and percentages
	15	Convert between fractions, decimals and percentages
	16	Classify numbers within the set of Real Numbers

Name: _____

Period: _____ Date: _____

of the page for the category in which that question falls.
How many did you get right in each section? Shade in the appropriate area in the bar graph below:

Equations and Expressions [2]

Identify and apply the properties of
real numbers [6]

--	--

Convert between fractions, decimals
and percentages [2]

--	--	--	--	--	--

Solve word problems using fractions,
decimals and percentages [2]

--	--

Classify numbers within the set of
Real Numbers [2]

--	--

Using order of operations to evaluate
numerical expression [2]

--	--

--	--

1. In which category did you do the best? Why did you do well in this area?
2. In which category did you do the worst? Why might that be?
3. On which type of questions did you do better? Multiple choice or free response? Why do you think that is? What can you do to do better?



THE WALL STREET JOURNAL.

Learning Career Skills in High School

More New York City students are going to schools that offer 'career and technical education'

LESLIE BRODY

May 25, 2015



Teacher Salvatore Puglisi at Urban Assembly School for Emergency Management in lower Manhattan pours water into ninth-graders' model of a levy to see if it will be breached. PHOTO: LESLIE BRODY/THE WALL STREET JOURNAL

As four New York City ninth-graders arranged soil, pebbles, plastic bags and tongue depressors in a clear box, they hoped their model levy would work better than the ones that failed New Orleans during Hurricane Katrina.

They watched with suspense one morning last week as water seeped through the dirt, and then celebrated when the levy seemed to block its path. Their teacher, Salvatore Puglisi, was cautious. "Come back in five minutes," he said, "and see what happens."

Unfortunately, the water broke through.

Studying disaster prevention and recovery might seem like a niche theme for a new high school. But the **Urban Assembly School for Emergency Management** in lower Manhattan reflects a growing brand of "career and technical" education, which aims to marry academic rigor with practical know-how, leading to middle-class jobs.

New York City's expanding CTE roster has 51 dedicated public high schools, including 13 launched in the past two school years. They try to use training in specific professions, such as television production and graphic design, as a hook to excite students about learning so they pursue college-and equip the students with marketable skills if they don't.

Supporters say CTE today is far more demanding than vocational tracks a generation ago, which were often seen as dumping grounds for students who couldn't handle college-preparatory courses.

Phil Weinberg, a deputy chancellor at the New York City Department of Education, cites the High School of Fashion Industries in Manhattan to illustrate the changing emphasis. It was launched almost a century ago to prepare immigrants to work as seamstresses.

Now it requires applicants to submit art or marketing plans and has a 92% graduation rate that far exceeds the city's 68% rate, based on the city's data.

These career-oriented schools focus on "the skills necessary to be a great thinker, a great citizen, a great student," Mr. Weinberg said. "They are not vocational programs in any way, shape or form."

Former Mayor [Michael Bloomberg](#) spurred their growth. While Mayor [Bill de Blasio](#) has reversed many of his predecessor's education policies, this is one area where they agree.

Now 26,000 students attend CTE high schools, and that number is poised to grow. Counting CTE courses offered at other schools as well, the city says 117,000 students participate.

This push comes as many employers report that young people need more than high school diplomas to compete in today's tough global labor market.

Career and technical high schools are supposed to work with industry partners to provide students internships and tailor classes to employers' needs. They are also expected to teach the Common Core, a set of standards adopted by New York and most states for essential skills to be mastered in each grade.

Seven of the city's CTE high schools are run by Urban Assembly, a nonprofit network that aims to close achievement gaps.

"We're looking for the kids having the toughest time," said Urban Assembly Chief Executive Richard Kahan. "Our overall goal is to get everybody into the middle-class economy."

At the **UA New York Harbor School** on Governors Island, for example, students learn to be commercial divers. At UA Maker Academy in lower Manhattan, they use 3-D printers to build prosthetic hands. And at the UA School for Global Commerce in East Harlem, they study freight logistics.

Some teachers say these options give students a real-world sense of purpose, and teenagers who feel useful are less likely to become discipline problems.

At the **UA School for Emergency Management** in lower Manhattan, which is in its second year, students have helped demolish homes wrecked by superstorm Sandy and signed people up for "Notify NYC," which sends emails and text alerts about local emergencies...

READ ON AT WWW.URBANASSEMBLY.ORG

Juana Garcia, first female captain in New York Water Taxi's history, takes helm

ERICA PEARSON

MAY 16, 2015



Juana Garcia, the first female captain in New York Water Taxi's 14-year history, started piloting ferries last week.

She's breaking ground on the water.

Juana Garcia, the first female captain in New York Water Taxi's 14-year history, started piloting ferries last week.

"I always feel being a woman you've just got to prove that you can do whatever the guys can do," said Garcia, 26.

Garcia worked her way up at New York Water Taxi, starting as a deck hand eight years ago, doing a stint in concessions and studying to get her captain's license after-hours at a nautical school on Long Island.

The Brooklyn mom of two is now one of 17 captains piloting routes along the East and Hudson rivers for the ferry company.

"Taxi, backing away from hull," Garcia radioed Friday as she pulled her yellow-and-black vessel out of the dock at Fulton Ferry Landing in Brooklyn. It was her second day behind the wheel.

"I feel very proud. I've never seen another female captain," she said.

The daughter of Mexican immigrants, Garcia grew up in Bushwick, Brooklyn. She has never been a "girly-girl," she said, and was drawn to hard, dirty work as a deck hand and enjoyed the challenge of learning to pilot a ferry.

"In my mom's words, I'm very ambitious," she said.

Garcia is not the first woman to pilot a ferry in New York waters. In 2009, a New York Waterway captain, Brittany Catanzaro, helped rescue the passengers aboard US Airways Flight 1549 after it made an emergency landing on the Hudson River.

But it is still rare for women to climb all the way to captain in the male-dominated marine industry.

"Juana has the tenacity to stay with it," said her boss, Helena Durst, New York Water Taxi president.

"As a woman-led organization, this is extremely important to us," added Durst, who is the daughter of real estate mogul Douglas Durst.

Garcia learned to love the water as a high-school student at Urban Assembly New York Harbor School on Governors Island.

"I didn't grow up boating," she said. "Being in the water, and having those sailing trips that they provided us for weeks at a time, it felt so good. I always felt like I was at peace."



The Success of an East Harlem High School and Its CTE Students

ERIC WATTS

One of the most unique and powerful aspects of CTE is the engagement of partners, both from industry and institutions of higher education. The Urban Assembly School of Global Commerce (UASGC), a CTE school in East Harlem, is fortunate to have highly engaged partners who take great interest in the students and teachers at the school.

After participating in work-based learning opportunities with the NYC Economic Development Corporation, the Port Authority of New York & New Jersey, and CSX, UASGC students Darleane Torres, Maria Mata, and Kareem Wright were selected to engage with their most active university partner, Arizona State University (ASU).

UASGC's pathways focus on logistics and supply chain management, so ASU's department of Supply Chain Management in the W.P. Carey School of Business is an invaluable partner that hasn't let the 2400 miles separating the two get in the way of meaningful engagement. ASU faculty have visited East Harlem to work with students; now it's time for the students to visit Tempe (financed by ASU).

Darleane, Maria and Kareem were selected to visit ASU based on their performance in academic and CTE courses along with their participation in work-based learning. From June 15th through the 19th, these current 10th grade students will live in ASU dorms and spend their time with faculty, students, and alumni from the Carey School of Business.

While on campus, they will participate in a series of activities and meetings that involve project-based learning, community service, business etiquette, and peer mentoring.



This trip to ASU is a fantastic culminating experience for their 10th grade year. Darleane, Maria and Kareem have spent the year learning advanced logistics and supply chain management content while engaging with industry partners throughout the New York metro area. As they get ready for their junior year in high school, all three can begin setting their sights on possible career and postsecondary education options informed and inspired by this experience at ASU.



How One Observant Muslim Girl Persuaded Her Parents to Let Her Go to Princeton

MEREDITH KOLODNER

JULY 1, 2015



Maria Malik will be going to Princeton University in the fall on a full scholarship. Photo: Meredith Kolodner

When Maria Malik found out she had been accepted to Princeton University with a full scholarship, she didn't know if she would be allowed to go.

The eldest of six children in an observant Pakistani Muslim family, she knew that her parents wanted her to stay at home and would much prefer that she go to a women's college.

But Princeton was her dream school. She never really thought she'd get in, but she had applied at the last minute after reading the memoir of Supreme Court Justice Sonia Sotomayor, who also grew up in a family that struggled to make ends meet. Princeton sounded like paradise.

After double-checking to make sure she hadn't been accepted by mistake, Maria — a debate champion at the

all-girls Urban Assembly School for Criminal Justice in Brooklyn — set out to persuade her parents that she could live in a co-ed dorm at the Ivy League college and still maintain her faith.

"I don't think there's a contradiction. In my religion it says that you should educate girls," she said as she sat in a café in Windsor Terrace, Brooklyn, wearing a long, flowing, white-patterned dress and a black head scarf. "The wife of the Prophet Mohammed, she was a big business owner."

Teenagers and their parents have long tussled over where and whether to attend college. Both sides pull in their own directions, motivated by financial, cultural and personal circumstances. Maria and her friends at the school, where 92 percent of the girls are eligible for free or reduced-price lunch and about 45 percent are observant Muslims, faced that struggle this spring. But some of the issues that sparked debates in their families — about whether the girls would be allowed to leave Brooklyn, talk to boys in class, remain unmarried — were not even questions for their less religious classmates.

These young New York City public high school graduates find themselves caught between two worlds — the American culture in which they've come of age and the culture of a homeland their parents both fled and cling to.

READ ON AT WWW.URBANASSEMBLY.ORG



Techniques Magazine – February 2015
The Urban Assembly Approach To Building Community Partnerships
MICHAEL CRUSE

FEW WOULD ARGUE THAT EFFECTIVE PUBLIC EDUCATION systems require strong leadership.

Districts have increasingly started looking beyond the traditional trajectory from the classroom to the main office to find candidates ready to tackle the issues of underperformance and low graduation rates affecting schools.

Alternative school leadership programs actively recruit candidates with industry or military experience to lead these underperforming schools. Likewise, career and technical education (CTE) teachers and programs have long benefitted from the experience military and industry personnel bring to the classroom. School advisory boards are joining the ranks of these teachers and school leaders in a mission to create partnerships between schools and the local economy. By actively engaging community partners as advisory board members, school leaders are gaining the buy-in of the business community, and their students too.

History of a Network

Richard Kahan, founder and CEO of the Urban Assembly (UA)—a nonprofit organization focused on the planning and operation of a network of small public secondary schools across New York City—realized the need to

invest in schools located in the South Bronx. Using his background in urban planning and economic development, Kahan undertook an initiative to change the city’s educational landscape by creating a system of high schools for under-resourced neighborhoods, each connected to a major community institution. The UA opened its first school, the UA Bronx School for Law, Government & Justice, in 1997. Over the last 18 years, the UA network has grown to 23 schools serving more than 9,000 students in the 2014–2015 school year. According to the UA’s website, these schools are “based on the premise that small schools, with compelling themes, strong partners, flexible hiring and innovative teaching practices, can provide superior education to students who would otherwise attend large and underperforming high schools.” With a network-wide graduation rate of 75 percent—roughly 10 percent higher than the New York City average and 20 percent higher than the average for African American and Latino youth—the organization looks to be meeting its mission. A large part of its success relates to the creation of community partners and active advisory boards to help teachers and school leaders guide students to graduation and beyond.

The UA School for Global Commerce

A lot has changed over the past 18 years besides the graduation rate. One of the UA's newest schools—the UA School for Global Commerce (UASGC)—is a beneficiary of the lessons learned by other schools in the network in regard to creating partnerships with community institutions. UASGC opened in September 2013 with an advisory board ready to help guide the school's growth and success. The five members of the advisory board provide a mix of industry and urban economic development experience. This includes a vice president (VP) from CSX Corporation, the international transportation company focused on rail, container-shipping and trucking services; a VP from the New York City Economic Development Corporation; and a representative from the Port Authority of New York and New Jersey. We will focus on the latter two.

Learning From the Advisory Board

Andrew Genn, senior VP of ports and transportation for the New York City Economic Development Corporation, joined the UASGC advisory board at the encouragement of an advisory board member at one of the UA's most recognized schools, the UA New York Harbor School. Both U.S. Department of Education Secretary Arne Duncan and former President Bill Clinton have visited UASGC in the past two years in a nod to the growing federal and philanthropic support for career focused secondary programs.

For his part, Genn was excited by the opportunity to join a new UA school advisory board because he knew that the freight transportation sector needed workers and that few high school students were even aware of his industry and its potential for jobs with good wages and benefits.

He notes that there is a need for skilled workers at all levels in freight logistics, adding that when jobs can't be filled by skilled graduates, businesses will relocate or look to hire outside the region, neither of which is good for New York.

Genn acknowledges that freight transportation is an "invisible" industry, "one that often gets overlooked by decision-makers when budgets and regulations are being crafted at the federal, state and local levels." He sees the opportunity to join UASGC's advisory board as a chance to create a young advocacy network for those issues important to the freight industry. "If we build the next generation of supply chain managers and workers," says Genn, "New York's economy will be strengthened."

Likewise, Lenis Rodrigues, a media relations manager with the Port Authority of New York and New Jersey, found out about the UASGC advisory board opportunity through a connection with the UA's Harbor School. Through his experience as an advisory board member for several private and charter schools, Rodrigues knows the importance of an advisory board that is organized and actively engaged with school leadership.

The Port Authority's partnership with UASGC replicates existing relationships it has with area maritime and aviation high schools. When tasked with working on a strategic plan for the Port Authority's Commerce Department, Rodrigues says he already knew the need to develop a future workforce for port-based businesses. The opportunity to join UASGC's advisory board was a fortuitous fit with his employer's strategic objectives.

READ ON AT WWW.URBANASSEMBLY.ORG

Computer science teacher may be key to NYC's \$81M plan to boost STEM courses

BY BEN CHAPMAN, LISA L. COLANGELO

Monday, October 5, 2015, 11:38 PM



MICHAEL GRAAE/FOR NEW YORK DAILY NEWS

Timothy Chen and his computing class at Urban Assembly Gateway School for Technology learn basics of programming and do 3-D printing of items like hall pass.

These computer classes are for the digital ages.

Computer science teacher Timothy Chen's classroom at the Urban Assembly Gateway School for Technology in Hell's Kitchen provides a window into what could be the future of computer science instruction in city schools.

More than a dozen students stare intently at plasma screens while they discuss computer programming.

"They're learning about programming in the Java language. This helps them learn the basics of programming," said Chen. "The age that we are living in — everything is digital. It's important to bring more people into this field."

Classrooms like Chen's are still unusual and less than 5% of city students are taking computer science classes in the school year that started in September.

BILL DE BLASIO SEEKS 80% GRADUATION RATE, READING GAINS IN 10-YEAR EDUCATION PLAN

But Mayor de Blasio wants to change that dramatically, offering computer science classes to all city students in the next 10 years as part of STEM-focused programming emphasizing the basics of science, technology, engineering and math.

His ambitious \$81 million plan, announced during an education speech last month, will leverage private and public dollars to train teachers, bring state-of-the-art equipment to classrooms and move the emphasis from word processing to coding.

De Blasio also wants to boost opportunities for students to have internships, jobs and mentors from the field.

"We're entering an exciting field but it's emerging so we are going to be learning while we are training," said Phil Weinberg, deputy schools chancellor for teaching and learning.

"There are not licensed computer science teachers today," he said. "We will be engaging our staff to continue to learn about computer science so they can turn around and engage (students)."

BILL DE BLASIO'S NEW EDUCATION PLAN DOESN'T HELP NYC'S WORST SCHOOLS, ADVOCATES SAY

Some of that work is already going on at Urban Assembly Gateway, where ninth-graders start with an introductory class in software engineering and then select a pathway to more specialized classes in information technology, digital design or continue in software engineering.

Gabriel Benitez of Inwood, a 16-year-old student in Chen's class, is studying for the challenging Advanced Placement Computer Science A exam.

"(Computer programming) looks intimidating, but it's not as hard as it seems," said Benitez. "Once you get into it, it really is easy. You just need to be logical about it."

The teen also sees computers as a means to produce and create his own original ideas.

"All kids should be learning programming and using computers at a much higher level," he said. "It surrounds us absolutely everywhere. We should be able to know how to use it."

Benitez was able to get some experience developing applications and trying his hand at social media marketing through an internship at a local startup company this summer.

Principal April McKoy said the school tries to match every student with an internship, mentor or other opportunity.

"When kids attach themselves to a mentor or an experience outside school, they can start imagining themselves five or 10 years from now," she said. "It's really wonderful."



MICHAEL GRAAE/FOR NEW YORK DAILY NEWS
Principal April McKoy says her her tries to connect students with an internship, mentor, or other opportunities.



Gabriel Benitez, left, helps out classmate at Hell's Kitchen high school where April McKoy (below right) is the principal.



Eight hidden gems in the NYC school system

BY MARY KAY LINGE

September 27, 2015 | 8:15am

Don't limit your search to the city's best-known high schools. Some lesser-known, up-and-coming places of learning make the grade. Insideschools.org, the Department of Education and The Post recommend eight such options:

Urban Assembly Maker Academy

411 Pearl St., Manhattan

The city's only school inspired by the "Maker Movement" — the do-it-yourself tech phenomenon celebrated at this weekend's World Maker Faire at the New York Hall of Science — this school opened last year in the Two Bridges neighborhood. It creates a home for young tinkerers, programmers, inventors and "Minecraft" players. "The kids have so many ideas, the hardest part of my job is to not limit anyone," said Principal Luke Bauer. As a CTE school, the Maker Academy emphasizes hands-on work alongside academic study. The "makerspace" is a spacious, multi-functional classroom/workshop with a 3-D printer, laser and vinyl cutters, computers, hardware and materials of every

description. Modular walls and furniture can accommodate group or solo design and fabrication work. Courses include design thinking, coding and digital fabrication.



BRIDGE TO COLLEGE

INCREASING COLLEGE ENROLLMENT FOR HIGH SCHOOL GRADUATES

Research suggests that up to 40% of low-income students who are accepted to college and intend to enroll do not attend in the fall. This is a national concern, and numerous studies and articles have been released in recent years on this “summer melt” phenomenon. Researchers Lindsay Page and Ben Castleman have published articles on this issue, and in October 2014 Harvard Education Press released their book *Summer Melt: supporting Low-Income Students Through the Transition to College*, featuring The Urban Assembly’s response to this concern, our **Bridge to College** program. The Bridge to College program, developed and refined since 2009, aims to ensure that our high school graduates, a majority of whom live in poverty and are the first in their family to apply to college, enroll in college.

URBAN ASSEMBLY RESULTS

Through the Bridge to College Program, UA has achieved a 75% college matriculation rate for its alumni within six months of graduation, and nearly 80% within one year of graduation. In 2010 our network of schools witnessed a 10% point jump in matriculation rates because of the program.



PROGRAM MODEL & EXPANSION

The Bridge to College program is a youth-driven, peer-mentoring program that addresses the common pitfalls students face during the difficult months between high school graduation and college matriculation. College Coaches, UA school alumni currently enrolled in college, are partnered with current high school graduates to help them identify and solve the many financial, logistical and personal

difficulties faced during this transition. In May, College Coaches start making presentations and leading workshops at their UA alma mater schools, both as a way to share their own college transition difficulties and their new ‘college knowledge’. It is at these workshops that College Coaches begin to forge relationships with the students that last through the summer, and often times well into the students’ freshman year of college and beyond. In total, over 1,000 UA students were served in 2015 by 16 UA college coaches.

Because of the success of Bridge to College, The Urban Assembly has been replicating this program with CUNY At Home in College and the College Bound Initiative. As part of the replication, the UA trained 100 college coaches from across NYC in May and June of 2015, serving over 50 high schools outside of The Urban Assembly’s own 16 schools. Bridge to College 2015 provided support to nearly 11,000 high school seniors across NYC.

MISSION & BACKGROUND

The Urban Assembly is a non-profit organization dedicated to empowering underserved students by providing them with the academic and life skills necessary for postsecondary success. We create small public schools that are open to all students, scale up promising programs, and coordinate with over a hundred partner organizations in the private, public, non-profit and higher education sectors. We are currently serving approximately 9,000 students in 21 public middle and high schools. Our graduation rates are 20% above the city average for Black and Latino youth, and 20% above the city average for students with special needs. 80% of our graduates enroll in college.