

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.



Insurance Estimate - Year 1

(This is a ballpark estimate and is subject to complete applications and underwriting review. Rates subject to change.)

For: Stonewall Academy Charter School		Date Prepared: 03/11/14	
Coverage's		Units	Estimated Premium
1	Property - Choice Form All risks Personal Property (BOP) - replacement Scheduled Perils & Agreed Value 1 Year Term (1/1/14) Equipment - 5000 lbs Property Damage Auto Damage	20 Units 1 Unit 1 Unit	\$1,250
2	Business Interruption All risks Personal Property	20 Units	Est. is 1
3	Inland Marine Computer and Electronic Equipment All risks Personal Property	1 Unit + 1 Unit (Est. for)	Est. is 1
4	Crime Employee Dishonesty Forgery Computer Fraud	20 Units 20 Units 20 Units	Est. is 1
5	Automobile Liability Auto & Non-Auto Liability	1 Unit (Est)	Est. is 1
6	General Liability Any Occurrence Annual Aggregate Limit Auto & Non-Auto Coverage Employee Dishonesty Auto Damage Forgery Shared Contract	1 Unit (Est) 200 Units (Est) 1 Unit (Est) 1 Unit (Est) 1 Unit (Est)	\$4,420
7	Directors & Officers Indemnity - Directors & Officers - Wrongful Acts Employee Dishonesty Liability Forgery Liability Directors	1 Unit (Est) 1 Unit (Est) 1 Unit (Est) 1 Unit (Est)	\$1,500
8	Umbrella Liability & Excess Educators Legal Excess Coverage General Aggregate Auto & Non-Auto Coverage Auto & Non-Auto & Directors & Officers Auto & Non-Auto & Directors & Officers Coverage Forgery Liability Indemnity	1 Unit (Est) 1 Unit (Est) 1 Unit 1 Unit 200 Units (Est) 1 Unit (Est)	\$5,000

This Insurance Estimate does not constitute a contract between the issuing insurance(s), authorized representative or producer, and the insured. Use only if different from or separately revised, unless so otherwise covered by the product listed.

9	Workers' Compensation & Employers' Liability Corporate Medical Estimated Payroll - Class 2000 - Salaries & Bonus Code 001 - Other 2000s	Disability Limit \$0 \$4,000 0	\$6,450 not including premium taxes
10	Student Accidents Accident Medical Expense Accident Dental Expense Type of Coverage: Catastrophic	\$0,000 \$0,000 0 Catastrophic	\$540
11	Catastrophic Student Accident Accident Medical Expense Accident Dental Expense Type of Coverage: Catastrophic	\$0,000 \$0,000 \$0,000 Catastrophic	\$400
Total Annual Estimated Premium			\$11,390

This Insurance Estimate does not constitute a contract between the issuing Insurance Company, authorized representative or producer, and the insured. Insureds should carefully review, understand and agree to the coverage afforded by the policies listed.



Application Summary Form

1. Charter School Education Corporation Name

--

2. Charter School Name

Storefront Academy Charter School

3. Charter School Location

Community School District 7 or 8

4. Anticipated Opening Date

August 2015

5. Management Organization Name (if applicable)

N/A

6. Other Partner Organization(s) (if applicable)

The Children's Storefront

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2015-2016	K, 1	100
Year 5	2019-2020	K, 1, 2, 3, 4, 5	288

8. Applicant(s)

	Name	Bio
X	Ray Cameron	<p>Mr. Cameron is an Executive Director and the Manager of Institutional Corporate Marketing—The Americas. In 1992, Ray joined Morgan Stanley’s Institutional Equity Sales Division. For six years, Ray worked as a generalist in Equity Sales, consistently maintaining Morgan Stanley in a top tier position among his account base in terms of commission allocation and client votes. From 1998 to 2002, Ray focused on the technology sector as a Sales Specialist. In that capacity, he covered major mutual funds and hedge funds principally in the Northeast. Prior to joining Morgan Stanley, Ray worked in the Loan Syndication Department at then Chemical Bank, New York. Ray holds an MBA from Southern Methodist University and a BA in Finance and Accounting from the University of Texas at Austin.</p>

X	Kirkley Strand	Kirkley Strand is the Chief Development Officer of The Children’s Storefront. Prior to this role, she oversaw all institutional and individual donor relationship management and communications-related functions at Everybody Wins! New York, as the organization’s Director of External Relations. Ms. Strand taught fourth grade in the South Bronx as a member of the New York City Teaching Fellows. She received her undergraduate degree from Mount Holyoke College and earned a master’s degree in education from Mercy College.
---	----------------	--

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Jonathan Stearns	Mr. Carpenter Stearns has a rich career in corporate investing and consulting, currently as a Managing Member of Stearns Associated Partners, LLC, and previously as a Managing Director at Pinebridge and AIG Investments. He has been active as an investor and board member at Global Scholar, LLC, KUE LP and Subsidiaries, and the Public Education Network, where he has served on the audit and human resources committees. Jonathan earned a BA from the University of the South (Sewanee) and completed graduate work at Cornell University.
X	Ray Cameron	Mr. Cameron is an Executive Director and the Manager of Institutional Corporate Marketing—The Americas. In 1992, Ray joined Morgan Stanley’s Institutional Equity Sales Division. For six years, Ray worked as a generalist in Equity Sales, consistently maintaining Morgan Stanley in a top tier position among his account base in terms of commission allocation and client votes. From 1998 to 2002, Ray focused on the technology sector as a Sales Specialist. In that capacity, he covered major mutual funds and hedge funds principally in the Northeast. Prior to joining Morgan Stanley, Ray worked in the Loan Syndication Department at then Chemical Bank, New York. Ray holds an MBA from Southern Methodist University and a BA in Finance and Accounting from the University of Texas at Austin.

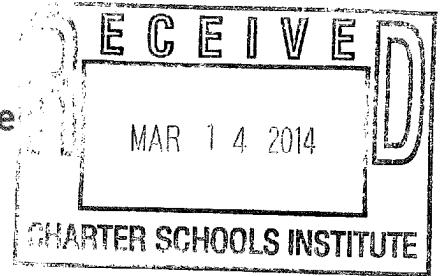
Add New Trustee

10. Overview of the Proposed Program

The Storefront Academy Charter School provides kindergarten through eighth-grade students with a joyful and intentional learning environment, grounded in the conviction that all children must have a rigorous educational experience to forge a successful pathway through high school, college and life. In partnership with families and the community, we instill a love of learning and mutual respect, as we promote the values of hard work and service to our society.



Charter Schools Institute
The State University of New York



Application Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K, 1	100
Year 2	K, 1, 2	150
Year 3	K, 1, 2, 3	198
Year 4	K, 1, 2, 3, 4	244
Year 5	K, 1, 2, 3, 4, 5	288

Desired School Opening Date Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City State Zip Code

E-Mail Address Home Phone #

Cell Phone # Office Phone # Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. 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 of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By: Date Received

SCHOOL ESTABLISHMENT

1. Community Description, Need and Proposed School Impact

(a) Community Description and Need:

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

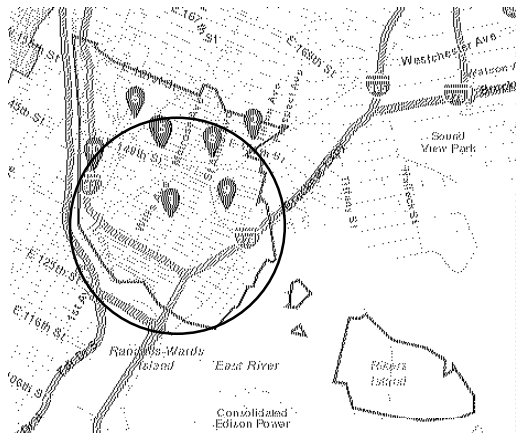
- A description of the community from which the proposed school intends to draw students

The Storefront Academy Charter School (SACS) intends to serve K-8th grade students who reside with their families in the South Bronx. We have targeted Community School District 7 and the southern area of Community School District 8¹, which loosely overlap the neighborhoods considered to be in Bronx Community Districts 1 and 2 respectively.

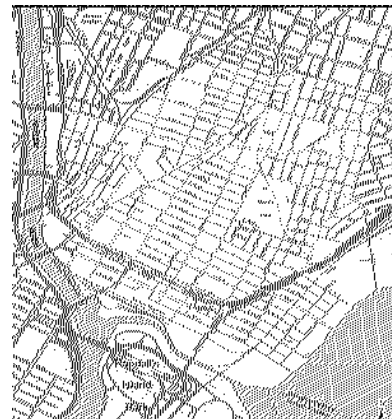
Community District 1/Community School District 7:

The boundaries of Bronx Community District 1 (CD1) follow the Harlem River, East 149th Street, Park Avenue, East 159th Street, East 161st Street, Prospect Avenue and the East River. The neighborhoods within this district are Mott Haven, Melrose and Port Morris. Within these areas, there are a number of large housing developments, and wide side streets with brownstones or connected homes. Lincoln Hospital and Hostos Community College figure prominently, as do the community organizations SOBRO (offering GED programs, counseling, job placement and real estate development) and East Side Settlement Houses. A busy retail area called the Hub offers a lively array of bodegas, independent clothing, electronic and discount stores, family owned and fast food restaurants, and a few larger discount stores. Recent or current development projects in the hub include a \$41 million dollar mixed-use commercial/community project led by KZA Reality Group, the Bronx Documentary Center, the Via Verde residential building and the Northrose Shops.² In addition, there has been housing construction in the Melrose section in conjunction with Nos Quedamos, a local housing sponsor, the New York City Departments of Housing Preservation and Development and NYC, as well as 262 new homes near St. Mary's in Mott Haven, constructed by South Bronx Churches with investments including over \$24 million from Chase Community Development Bank and NYC.

Community School District 7



Community District 1 (within CSD 7)



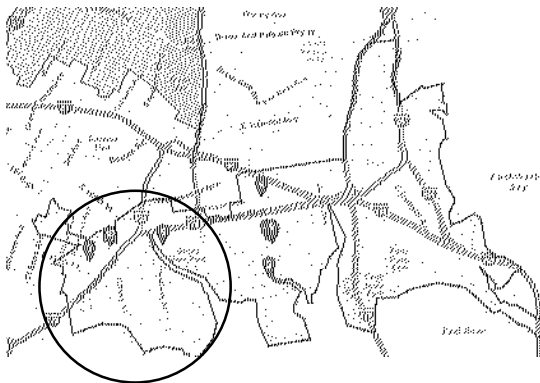
¹ <http://schools.nyc.gov/schoolsearch/>

² <http://www.prweb.com/releases/2013/5/prweb10684813.htm>

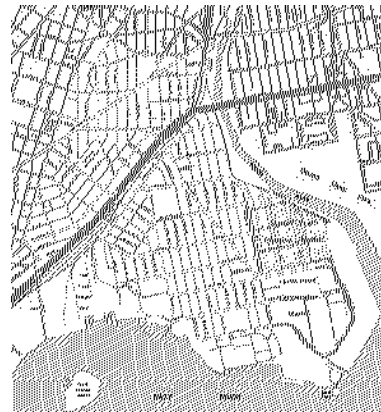
Community District 2/Community School District 8:

Bronx Community District 2 (CD2) includes the neighborhoods of Hunts Point, Longwood and the southeastern area of Morrisania. Its boundaries are the Bronx River on the east, the East River on the south, East 149th Street and Prospect Avenue on the west and portions of East 169th Street, East 167th Street and Westchester Avenue on the north. CD2 covers the western and southern-most sections of Community School District 8, which are its poorest and most challenged areas. The Hunts Point Peninsula is an area of approximately 690 acres in the South Bronx, nearly half of which is occupied by the 329-acre Food Distribution Center. Although it is considered to be an industrial neighborhood with significant health and safety concerns, there are approximately 12,000 residents who make Hunts Point their home³. In 2012, an aspect of the South Bronx Greenway development effort, Hunts Point Landing, a public waterfront space was opened, offering a fishing pier and kayak launch. Other projects are underway to improve streets, bike and pedestrian pathways.

Community School District 8



Community District 2 (within CSD 8)



As you can see in the table below, South Bronx residents, particularly those in CD 1 and CD 2, live in areas that are highly industrial, surrounded by several high-rise, low-income housing developments⁴ and minimal open space or areas for recreation. These patterns of land use contribute to the significant physical safety and health challenges common these neighborhoods. Most notable are:

- Hunts Point / Mott Haven have the highest proportion of adults with diabetes in the city (17%), and those who are obese are much more likely to have diabetes than non-obese adults.
- Although death rates due to HIV disease have decreased in Hunts Point / Mott Haven during the past decade, this community has the third highest HIV-related death rate in the city.
- Hunts Point / Mott Haven residents experience more barriers to health care access than those in NYC overall, with more than one third of residents without a regular doctor and a high proportion of residents (16%) visiting the emergency department for routine health care.

³ <http://www.nycedc.com/project/hunts-point-peninsula>

⁴ These include but are not limited to Patterson, Morris, Mitchel, Mill Brook, Betances and Mott Haven Houses. As one example, Mott Haven houses has eight buildings that are each at least 20 stories tall. There are over 2500 residents living in 993 units and it covers 9.59 acres of land, which is one full block of the neighborhood.

The table below provides 2011 land use percentages, with comparisons to NYC and the Bronx.

South Bronx Land Use⁵

Community	1-2 Family Residential	Multi Family Residential	Mixed Residential Commercial & Commercial	Industrial	Transportation & Utility	Institutions	Open Space/ Recreation
NYC	27.2	12.2	3.0/4.0	3.6	7.3	7.0	26.8
Bronx	18.1	16.1	2.9/4.5	3.8	2.7	9.5	32.1
CD 1 Mott Haven, Melrose, Port Morris	6.5	23.4	6.2/6.0	20.4	5.2	11.5	6.9
CD 2 Hunts Point, Longwood, Morrisania	4.0	8.3	3.1/3.0	19.1	19.9	4.3	7.1

The families in these neighborhoods tend to struggle with multiple risk factors. About three-fifths (60.4 % and 57.5 %) of families are receiving some form of public assistance, significantly higher percentages than the 46.4% in the Bronx and 35.6% in all of NYC.⁶

In a 2013 data overview, the Bureau of Labor Statistics demonstrated that unemployment is higher, and weekly earnings are lower, for those with less education. To provide a national context, the unemployment rate is 12.4% for those without a HS diploma compared to 8.3% for those with a high school to diploma. With an associates or 4-year degree, however, the rates drop to 6.2% and 4.5% respectively. Average weekly earnings for those without HS diploma is \$471, which jumps to \$652 with HS diploma, \$785 with associates degree and \$1066 with a 4 year degree.

Bronx education and economic statistics:⁷

- Nearly one third of adults have not earned a high school diploma, and only 17% have earned a 4-year degree.
 - ***In Hunts Point/Mott Haven, 61% of adults 25 and older are without a HS diploma. A mere 4.1% have earned an associates degree or higher.***
- The median household income is \$32,058 (compared to \$49,461 in NYC).
 - ***In the Mott Haven community, the median household income is only \$20,000.***
- The unemployment rate is 12.7% (compared to 9.2% in NYC).

Crime and safety concerns continue to affect these neighborhoods. According to a September 2013 NYPD CompStat report⁸, the 40th Precinct has received 1391 complaints of serious crimes (such as murder, rape, robbery, felony assault, burglary, grand larceny) so far this year, and received a total of 1626 in 2012. The 41st Precinct has experienced similar rates, with 1205 complaints thus far in 2013, and 1101 in 2012. Almost all serious crimes have been significantly reduced over the past decade, except for complaints of robbery and grand larceny in the 41st precinct, which have seen a 34% and 83% increase respectively since 2001. Grand larceny has also increased in the 40th Precinct, by 27%. Residents continue to have concerns about criminal activities in the NYCHA housing developments, namely Beekman, Patterson, Mill Brook and Mitchell houses, where certain violent crimes tend to be connected to youth gangs, drugs and illegal handgun use.

⁵ <http://www.nyc.gov/html/dcp/pdf/lucds/bx1profile.pdf> and <http://www.nyc.gov/html/dcp/pdf/lucds/bx2profile.pdf>

⁶ Public assistance is defined as cash assistance (TANF), Supplemental Security Income (SSI), or Medicaid.

⁷ An Economic Snapshot of the Bronx, issued by the NYC Comptroller's office, Thomas DiNapoli, July 2013

(<http://www.osc.state.ny.us/osdc/rpt4-2014.pdf>)

⁸ http://www.nyc.gov/html/nypd/html/crime_prevention/crime_statistics.shtml

- **A description of the specific population of students the proposed school intends to serve**

The SACS founders expect to serve a student population that mirrors the surrounding communities and is similar to nearby schools. We expect almost all of our students to qualify for free or reduced lunch and self-identify as Hispanic, African American or African. They may be new immigrants, and qualify for English language learner or special education services.

In these two districts:

- Between 80% and 93% of students qualify for free or reduced lunch
- Between 63% and 74% of students identify themselves as Hispanic
- Between 12 and 20% of students in these districts qualify for ELL services
- Approximately 12%-15% receive formal special education support

Lastly, we are aware that many of our students may come to us with limited literacy experiences across the board reading, writing, speaking, listening and will need a range of supports to ensure they are on track for academic success. The seminal research published by Hart and Risley in 1995¹³ found that in just one year, children in families at low socio-economic levels hear an average 250,000 utterances, compared to 4 million in families of high economic status. The amount of talk in homes is a key contributing factor to stark differences in vocabulary growth.

Out of the five NYC boroughs in 2012, the Bronx had the lowest percentages of 4-year HS graduates only half - and the highest percentage of dropouts. Although almost all of the students who graduated passed the Regents, the pass rate was much lower for the broader cohort of students who began high school in 2004 and were slated to graduate in June 2012. These striking comparisons are presented below.¹⁴

High School Graduation, Drop Out, and Regent Pass Rates

NYC Borough or Bronx CSD	% 4 Year Graduates	% Dropouts	Regents Pass Rate (4 year cohort ¹⁵)	Regents Pass Rate (graduates of 4 year cohort)
Staten Island	72.0	8.4	67.6	93.9
Queens	63.3	9.5	60.9	95.9
Manhattan	62.8	11.0	60.6	96.6
Brooklyn	60.1	11.3	57.5	95.7
Bronx	50.7	15.7	47.7	94.1
Bronx CSD 7	52.2	16.4	48.6	91.6
Bronx CSD 8	40.7	18.6	36.9	87.9

New York State Report Cards¹⁶ provide an interesting window into students' perceptions about their future educational plans. Only 27% and 30% of students in CSD 7 and CSD 8 indicated they were planning to attend a 4-year college, with another 30% and 38% planning to attend a 2-year college program.

Performance of Local DOE and Charter Schools

¹³ Meaningful Differences in the Everyday Experiences of Young American Children, Betty Hart and Todd Risley, Copyright 1995, Brookes. http://www.strategiesforchildren.org/eea/6research_summaries/05_MeaningfulDifferences.pdf.

¹⁴ <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm>

¹⁵ The NYC DOE defines the 4-year cohort as the group of students who began high school in 2008 and were expected to graduate in June 2012.

¹⁶ <https://reportcards.nysed.gov/view.php?schedist=district&county=32&year=2012>

2013 NYS assessment results in these two school districts were among the worst in the city; in fact, CSD 7 was the poorest performing of all of the districts, on both the ELA and Math exam. CSD 8 had the 8th lowest ELA and 9th lowest math scores. Only 9.1% and 15.8% of 3rd-8th graders, in CSD 7 and 8 respectively, demonstrated proficiency in English language arts, and only 9.5% and 17%, again in CSD 7 and 8, demonstrated proficiency in mathematics. The two tables below provide information on all DOE schools that tested students in grades 3-8 in each district.

Community School District 7: 2013 NYS ELA and Math Assessment Results

DBN	Grade	Number Tested	% L3/L4 ELA	Number Tested	% L3/L4 Math
07X001	3-5	289	11.4	292	15.4
07X018	3-5	240	7.9	243	11.1
07X025	3-5	145	16.6	155	14.2
07X030	3-5	235	7.7	244	7.8
07X043	3-5	216	12.5	218	12.4
07X049	3-5	294	10.5	300	11.7
07X065	3-5	166	10.8	171	14.0
07X154	3-5	243	4.9	244	2.9
07X157	3-5	304	12.5	311	15.8
07X161	3-5	226	7.1	231	6.9
07X179	3-5	168	13.1	172	14.5
07X277	3-5	236	12.3	239	14.2
07X369	3-5	138	5.1	140	15.0
07X385	3-5	253	7.1	266	7.5
07X029	3-8	429	9.6	446	10.3
07X031	3-8	395	11.1	393	11.2
07X005	3-6	315	8.6	328	7.0
07X151	6-8	247	4.9	265	3.4
07X162	6-8	382	6.5	393	5.1
07X203	6-8	278	1.1	289	0.0
07X221	6-8	272	7.0	270	5.6
07X223	6-8	404	24.8	402	24.1
07X224	6-8	307	4.6	334	3.9
07X296	6-8	362	5.8	365	5.2
07X298	6-8	292	5.5	303	5.6
07X343	6-8	264	10.2	266	12.0
07X500	6-8	189	22.8	186	21.5
07X551	6-8	220	4.5	221	3.6

Community School District 8: 2013 NYS ELA and Math Assessment Results

DBN	Grade	Number Tested	% L3/L4 ELA	Number Tested	% L3/L4 Math
08X014	3-5	309	30.1	313	34.2
08X036	3-5	305	30.5	308	38.0
08X048	3-5	327	10.4	336	15.2
08X062	3-5	289	10.7	297	12.5
08X069	3-5	262	29.8	264	39.4

08X072	3-5	356	16.6	358	28.8
08X075	3-5	243	17.3	244	23.8
08X093	3-5	155	16.8	157	22.9
08X100	3-5	270	14.1	273	16.1
08X107	3-5	225	7.1	227	6.6
08X119	3-5	430	14.2	440	26.8
08X130	3-5	212	8.5	216	11.6
08X138	3-5	432	18.3	433	12.2
08X140	3-5	269	8.9	281	10.7
08X146	3-5	185	11.9	188	6.4
08X152	3-5	385	13.0	393	19.8
08X182	3-5	393	28.0	404	34.2
08X304	3-5	224	54.0	224	46.4
08X333	3-5	196	6.1	198	5.1
08X335	4-5	79	10.1	80	13.8
08X071	3-8	1155	25.5	1160	32.1
08X101	6-8	480	39.4	480	34.2
08X123	6-8	470	7.2	476	3.4
08X125	6-8	486	10.9	506	9.1
08X131	6-8	759	11.7	765	6.7
08X269	6-8/6-12	226	11.9	226	12.8
08X301	6-8	260	5.4	264	2.7
08X302	6-8	583	8.4	605	10.7
08X337	6-8	251	21.1	254	29.1
08X366	6-8	186	8.6	192	3.6
08X367	6-8/6-12	268	17.9	268	12.7
08X371	6-8	270	20.7	268	17.9
08X375	6-8	291	4.8	294	2.7
08X376	6-8/6-12	234	20.1	233	12.0
08X424	6-8	375	4.0	386	2.1
08X448	6-8	288	11.1	301	5.0
08X467	6-8	267	12.4	272	13.6
08X562	6	91	11.0	95	7.4

In 2013, seven charter schools in CSD 7 and four in CSD 8 served grades that were tested. The results of these charter schools were varied and need to improve; however they generally fared better than the community school district and the borough in all but one case. Only one school performed better than NYC on the ELA assessment, while seven of the eleven schools outperformed the city in math.

Charter Schools in CSD 7 and 8: 2013 NYS ELA and Math Assessment Results

	2013 tested grades served	2013 ELA	2013 Math
NYS	3-8	31.1	31.0
NYC	3-8	26.4	29.6
Bronx	3-8	14.2	15.8
CSD 7	3-8	9.1	9.5

Academic Leadership	3-4	23.2	48.9
Bronx Charter School for Children	3-5	17.6	23.0
Bronx Global Learning Institute for Girls (K-6)	3-5	23.8	33.1
Bronx Success Academy	3	67.4	89.9
KIPP Academy (K-10)	3-8	26.8	43.4
Mott Haven Academy	3-5	13.0	21.1
South Bronx CS for Intl. Cultures & the Arts	3-5	27.3	23.3
CSD 8	3-8	15.8	17.0
Bronx Arts	3-5	20.3	31.1
Girls Prep	3-4	26.5	32
Hyde	3-8	11.9	15.6
Metropolitan Lighthouse	3-4	28.3	50

In CSD 7, there are 5 K-5 charter schools that do not yet serve testing grades: Family Life II, Heketi, NYC Montessori and South Bronx Classical II. Brilla College Prep, a K-8 charter school, opened this past fall. New Visions II, Unity Prep and the Charter School for Applied Engineering and Construction serve high school students in this district. In CSD 8, only one charter school, Icahn 3, did not have testing grades in 2013, and there is only one high school: New Visions AMS II.

The elementary and middle charter schools in these districts are a diverse group. Although most are performing better on NYS assessments than the Community School District in which they are located, only one – Bronx Success Academy - is demonstrating strong results on both the ELA and the mathematics assessment. The Success Academy network of schools has demonstrated a record of high performance on NYS assessments; however, these particular results only reflect one grade level. Otherwise, across the board, from the more traditional no excuses network models to the more community-driven schools, there is much room for improvement. The founders of the Storefront Academy Charter School believe that its rigorous, holistic and small school approach, framed in large part by an established, successful model, will provide great educational benefit to our students.

- **The applicants rationale for selecting the community, including performance of local schools in meeting the need**

As described above, there is an overwhelming need for not only high-quality schools in these districts, but ones that work in close partnership with families to decrease and eliminate risk factors and promote resiliency. We are confident we can do this in the same comprehensive manner that The Children’s Storefront (TCS), the partner organization for the Storefront Academy Charter School, has done in East Harlem for so many years, in a way that too many public schools have not.

The South Bronx and East Harlem are close in proximity and have many similar characteristics. Over the last half century, The Children’s Storefront community has witnessed a multitude of comparable challenges in Harlem – among them crime and safety concerns, the multigenerational struggle of families in poverty, low educational attainment of adults and low performing schools. Located next to an elevated train, just off the industrial blocks of Park Avenue and neighboring a gas station, The Children’s Storefront has provided a beacon of hope for hundreds of families – ones that have travelled with their children on the path to and through high school and college.

More recently, the number of students travelling from the South Bronx to The Children Storefront, on East 129th Street between Madison and Park Avenues, has grown significantly; in fact, for the

past six years, students from the Bronx have represented a third of the school's enrollment¹⁷. Therefore, although it will be a new experience for the founding group to physically site a school in the South Bronx, we have already established close relationships with, and are familiar with the strengths and challenges, of many of its children and their families.

At the same time, particularly over the past decade, The Children's Storefront has welcomed a great influx of charter schools into East Harlem – so many that have the same commitment to this critical work and high expectations for student success in school and in life. This shift has motivated TCS to strengthen internally – becoming more data-driven and collaborative – and inspires us to broaden our scope and extend our impact.

Although many demographics and experiences of students at the two schools will be the similar, the Storefront Academy Charter School expects serve more families whose first and perhaps only language is Spanish. The founders have begun to look to schools doing the best work, in the NYC DOE, and at charter schools with high ELL populations, such as Family Life Charter Schools, Heketi Charter School, and Inwood Academy for Leaders Charter School to serve the needs of our students and embrace and support the entire family.

Starting Strong and Ensuring Success: The Children's Storefront Track Record

The Children's Storefront (TCS) is a well-established, well-regarded educational institution in the East Harlem community that has been ensuring the academic and social success of its students for almost 50 years. Since 1994, the school has held full accreditation from New York State Association of Independent Schools (NYSAIS). TCS serves 174 prekindergarten through eighth grade students, who are enrolled through the school's **long-standing academically blind admission process** and receive a rigorous educational experience **completely tuition-free**, in a series of brownstone buildings on East 129th Street, between Madison and Park Avenues. Over the past two decades, The Storefront has continued to expand the holistic support and enrichment opportunities for its students and families through afterschool and targeted one-to-one mentoring programs, along with numerous collaborations with local, city and national organizations and businesses. To support the high school placement process, the school has established strong partnerships with entities such as Student Sponsored Partners and A Better Chance, to secure substantial scholarship funds for its graduates, the majority of whom go on to attend competitive and college preparatory private and parochial high schools. In addition, since 2007, TCS has brought together key thought leaders and practitioners in the education reform movement at its annual Children's Storefront Urban Education Symposium, connecting community, non-profit and for-profit entities.

The Children's Storefront is poised to increase its impact in communities of need, with a stable foundation and an extensive track record of success. Most notable is:

- A long history of serving high-need students and families, indicated by its long-standing tuition-free and academically blind enrollment policy.
- Evidence of academic success:
 - Nationally normed test results, administered annually over the past decade, demonstrate that TCS students are achieving and exceeding grade level standards.
 - TCS graduates attend competitive and college prep high schools that provide pathways to college and life success.
 - Rigorous instruction and an integrated, enriched curriculum
- Generous and loyal supporters: TCS has been afforded long term, significant support from

¹⁷ 2008-2009: 52 students; 2009-2010: 51; 2010-2011: 57; 2011-2012: 60; 2012-2013: N/A; 2013-2014: 55

generous individual, foundation and corporate funders, many that have served as valuable strategic thought partners. Examples include:

- Robin Hood Foundation
- Altman Foundation
- Charles Hayden Foundation
- Clark Foundation
- Credit Suisse
- Travelers
- An unwavering commitment to quality, evolution and impact: TCS is a stable and nimble organization that is always growing, learning and improving. Over the years, we have strengthened our academic core, expanded the services and programs that support our students and developed many community partnerships.

Below are some notable statistics, indicating the Children’s Storefront’s track record of success:

- 100% of TCS graduates attend private, parochial or selective public high schools
- 95% of TCS students graduate from high school
- 100% of our male students graduate from high school

In terms of evidence of academic excellence, TCS has administered the reading and mathematics subtests of the Stanford-10 for the past seven years. The tables below indicate the percentages of kindergarten through eighth grade students who have achieved results at or above grade level each year on this nationally normed assessment.

Stanford-10 Reading										
	K	1	2	3	4	5	6	7	8	All Students
2007	100	95	93	83	94	94	100	88	88	93
2008	100	100	100	82	88	88	100	100	94	95
2009	94	100	100	83	88	82	89	100	100	93
2010	59	59	94	94	67	59	88	81	100	77
2011	78	67	88	82	78	63	83	100	88	81
2012	94	83	94	88	100	81	79	82	94	89
2013	78	89	94	67	83	83	76	63	81	80

Stanford-10 Mathematics										
	K	1	2	3	4	5	6	7	8	All Students
2007	88	86	93	89	100	100	94	100	100	94
2008	93	84	100	94	88	81	100	94	94	92
2009	94	100	100	100	94	82	100	100	100	97
2010	82	88	94	100	89	56	76	81	87	84
2011	78	94	100	94	78	75	83	76	82	85
2012	89	94	100	94	94	81	79	94	65	88
2013	83	84	100	83	89	83	88	75	75	85

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

Of the 66 schools serving elementary and middle school students CSD7 & 8, only four serve grades K-8 (and one K-6) schools exist across both of these districts. All except one of these five schools performed worse than its already dimly performing district. These schools are highlighted in the

tables above. Middle schools in CSD 7 were particularly low performing – most only achieved levels of proficiency in the single digits. In the charter schools, KIPP and Hyde currently offer families a K-8 model, Brilla College Prep Academy, currently in its first year, is a K-8 model, and Success Academy and Girls Prep have typically also developed middle schools to serve their elementary graduates.

Recent research that focused on the NYC schools¹⁸ found that students who move from an elementary to a middle school earn lower test scores than those who remain in a K-8 setting. Their attendance is lower as well, and many tend to experience difficulties not only with the initial transition, but also with the large numbers of adolescents they are now surrounded by on a daily basis. SACS will offer this necessary K-8 alternative - a familiar school environment for our 6th, 7th and 8th graders, in small academic classes (17 in 8th grade, vs. the 24-28 common in CSD 7 and 8), and they will be taught and expected to actively model scholarly behaviors and attitudes for their younger elementary-aged schoolmates.

(b) Programmatic Impact

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 and charter schools, 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;
- Analysis of the provision of novel or different programs or instructional approaches to those currently in place in the targeted community or population.

New York City serves approximately 1.1 million students in over 1700 schools. Seven hundred of these schools are elementary schools, including about 140 that serve a K-8 population. Below is an overview of the numbers of schools within CSD 7 and 8.

Public Schools in CSD 7 and 8

District	Total DOE & Charter schools	K-5	K-8	5-8, 6-8 or 6-12	9-12	D75	Charters
7	66	14	3	11	21	1	16
8	60	20	1	17	16	2	4

The Archdiocese of New York¹⁹ has a number of K-8 parochial schools in the Bronx. The table below lists the ones located in CSD 7 and 8.

Archdiocese of New York K-8 Schools in the Bronx

¹⁸ Stuck in the Middle: How and why middle schools harm student achievement, Jonah E. Rockoff and Benjamin B. Lockwood, *Education Next*, Fall 2010, Vol. 10 No. 4. www.educationnext.org/stuck-in-the-middle
¹⁹ <http://www.buildboldfutures.org/2013/elementary/index.html>

School Name	CSD
Christ the King School 1345 Grand Concourse, Bronx, 10452	7
Immaculate Conception School 378 East 151st Street, Bronx, 10455	7
St. Luke School 608 East 139th Street, Bronx, 10454	7
Sts. Peter and Paul School 838 Brook Avenue, Bronx, 10451	7
St. Angela Merici School 266 East 163rd Street, Bronx, 10451	7
St. Anselm School 685 Tinton Avenue, Bronx, 10455	8
St. Athanasius School 830 Southern Boulevard, Bronx, 10459	8
Holy Cross School 1846 Randall Avenue, Bronx, 10473	8
Holy Family School 2169 Blackrock Avenue, Bronx, 10472 Map	8
Santa Maria School 1510 Zerega Avenue, Bronx, 10462	8
St. Clare of Assisi School 1911 Hone Avenue, Bronx, 10461	Close to 8
St. Francis Xavier School 1711 Haight Avenue, Bronx, 10461	Close to 8
St. John Chrysostom School 1144 Hoe Avenue, Bronx, 10459	Close to 8

Ethical Culture Fieldston, Horace Mann and Riverdale Country School are all located in the Northeast corner of the Bronx. They are all non-denominational, but are out of financial reach for the majority of children in the South Bronx, with yearly tuitions topping \$38,880. Across the borough are a number of private schools affiliated with Islamic, Christian, Lutheran and Jewish communities, and four schools that serve specific special needs. They are listed in the table below.

Private K-8 Schools: Bronx-Wide.²⁰

School Name and Address	Grades	Community Affiliation	# Students	Area
Islamic Leadership School, 2008 Westchester Ave	1-9	Islamic-affiliated	20	E
Trinity Evangelical Lutheran School, 2125 Watson Ave	PK-8	Lutheran-affiliated	N/A	E
New York Institute for Special Education, 999 Pelham Pkwy	PK-12	Non-sectarian Special education	154	NE
Lavelle School for the Blind, 3830 Paulding Ave	Ungraded	Non-sectarian Special education	110	NE
Iahd-St. Mary & St. Jude, 2213 E Tremont Ave	Ungraded	Non-denominational Special education	N/A	NE
The Shield Institute, 1800 Andrews Ave	Ungraded	Non-denominational Special education		NW

The Storefront Academy Charter School's enrollment plan will have minimal programmatic impact on NYC DOE schools in the borough and CSD 7 and 8 in particular.

Two enrollment projection reports prepared for the NYC School Construction Authority in the fall of 2009 examined trends over a ten-year period. Both research groups found that school enrollment in the Bronx would remain about the same until 2013, but then experience steady increases thereafter. One of the reports predicted a gain of 23.1% in CSD 7, and an 8.1% gain in CSD 8, by 2018.²¹

Looking at the Bronx as a whole over the next four years, the Storefront Academy Charter School's impact will be insignificant. The numbers in the table below present public school enrollment

²⁰ <http://www.greatschools.org/new-york/bronx/schools/?gradeLevels=e&gradeLevels=m&st=private&start=75>

²¹ The Grier Partnership, Enrollment Projections 2009-2018, New York City Schools, Volume II: Narrative Report, Prepared for the NYC School Construction Authority, September 2009

figures that are forecasted for the borough over a four-year time frame²², and then compares those figures to SACS enrollment plans.

	Bronx public school enrollment	SACS enrollment	SACS percent of Bronx enrollment
15-16	211,888	100	.0005
16-17	213,230	150	.0007
17-18	215,017	198	.0009
18-19	216,982	244	.0011
19-20	N/A	288	

By 2018-19, CSD 7 has a projected PreK-8 enrollment of 14,590, while CSD 8 has a larger projected PreK-8 enrollment of 23,508. The Storefront Academy Charter School will be in its fourth year of operations that year, with 244 students. This would equal approximately .017 in CSD 7, or .010 in CSD 8.

In addition, based on reports from several of charter school leaders, they continue to be overwhelmed by the number of lottery applications, which indicates there are more students to serve than available spots. For example, Brilla College Prep, in its first year (2013-14), received over 1000 applications for just over 200 spots.

²² Statistical Forecasting LLC, Enrollment Projections for the New York City Public Schools, Prepared for the NYC School Construction Authority, October 2009

(c) Fiscal Impact

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including;

- Enrollment expectations (which should be consistent with Responses 4 and the 5-year budget projection);
- 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; 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.

The Storefront Academy Charter School will have a negligible fiscal impact on public schools in the New York City School District. For purposes of this analysis, we are assuming that the NYC School District will have to transfer \$13,527 annually (based on the current allocation for NYC School District and assuming it remains flat to be consistent with our budget presentations) for each child enrolled in the school. In addition, Column E includes other funding that will flow to the school from the NYC School District, including special education funding (including IDEA), Title funding, food reimbursement, NYSSL, NYSTL and NYLB (please see the revenue sources in the budget presentation). The number of Storefront Academy Charter School students in the first year of operations will be 100, and the financial impact on the school district will be \$1,618,567 or 0.008% of the total New York City School District budget. In subsequent years, the financial impact remains insignificant. By the fifth year of operation \$4,401,984 will be transferred from the New York City School District to the charter school, which represents 0.022% of the New York City School District’s overall budget, still a negligible amount.

	Number of Students	Per Pupil Allocation	Projected Per Pupil Aid	Other Projected District Revenue (SPED Funding, Food Service, Grants, etc.)	Total Projected Dollars to Charter School from NYCDOE	* Total Operating Budget for NYCDOE	Projected Impact (% of Total Budget)
Year 1 (2015-16)	100	13,527	1,352,700	265,867	1,618,567	\$19,800,000,000	0.008%
Year 2 (2016-17)	150	13,527	2,029,050	263,650	2,292,700	\$19,800,000,000	0.012%
Year 3 (2017-18)	198	13,527	2,678,346	348,018	3,026,364	\$19,800,000,000	0.015%
Year 4 (2018-19)	244	13,527	3,300,588	428,870	3,729,458	\$19,800,000,000	0.019%
Year 5 (2019-20)	288	13,527	3,895,776	506,208	4,401,984	\$19,800,000,000	0.022%

* 2013-14 NYC budget consists of \$19.8 Operating / \$4.9 Pension and Debt Service for a total of \$24.8. No increase is assumed from 2013-14 to 2014-15 as any increase would make the lower the impact on the NYSCD.

<http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

Impact on Non-Public Schools

The Storefront Academy Charter School may attract parents whose children currently attend

parochial schools, in particular Catholic schools, or would otherwise consider enrolling their children in these schools. There are currently five parochial schools in CSD 7 and another five in CSD 8. This could have a negative impact on their enrollment should there be insufficient applicants to replace these lost students. However, Storefront Academy is starting and remaining small, so any impact would be slight to none.

While there may be a negative impact on low tuition parochial and private schools in CSD 7 and 8 due to the opening of the Storefront Academy Charter School believes its foremost responsibility is to the families that reside in the South Bronx community, who continue to need more high-quality educational choices for their children.

2. Addressing the Need

(a) Mission and Vision

Provide the mission statement and vision for the proposed charter school.

Mission Statement:

The Storefront Academy Charter School provides kindergarten through eighth-grade students with a joyful and intentional learning environment, grounded in the conviction that all children must have a rigorous educational experience to forge a successful pathway through high school, college and life. In partnership with families and the community, we instill a love of learning and mutual respect, as we promote the values of hard work and service to our society.

Vision:

The Storefront Academy Charter School provides a rigorous, joyful and intentional learning environment to all of its students, paving the way for high school, college and life success.

(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.

At the heart of every successful school is a palatable culture of high expectations, grounded in the shared belief among all adults that all students can, want to and will learn.¹ The Storefront Academy Charter School students will become, and teachers and staff will be, voracious readers, effective oral and written communicators, analytical problem-solvers and critical thinkers. The Storefront Academy Charter School is designed to provide all of its students with the exceptional educational experiences necessary to forge successful pathways through high school, college and life. Key elements of the school model are largely influenced by the aspects of The Children's Storefront that have most fundamentally contributed to its success as a high-performing school that sets its students on the path to college and life success. These elements, described below, are organized within three overarching principles, which will serve as unifying ideals as SACS is developed into a focused, cohesive and inclusive educational home.

I. **The Storefront Academy Charter School is a rigorous, intentional and joyful community of learners.**

Students will be engaged in **rigorous learning experiences**, value and demonstrate discipline and hard work, and be held responsible for their learning. All of our students will learn through direct skill and strategy building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real world experiences. This will be evident in the authentic work they produce, their performance on

¹ *Strengthening At-Risk Students' Affiliation with the School*, a research brief prepared for the Principal's Partnership (a program of the Union Pacific Foundation) by Christi Edge, Secondary Education, University of South Florida, 2009.
<http://www.principalspartnership.com/affiliation.pdf>

formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Students will experience a **high level of predictability and structure** at SACS. They will be taught routines until they become habits and operate within clearly communicated and understood systems that ensure learning is the priority. Students will **enjoy and value the process of learning at SACS**, and be encouraged in their development as life-long learners by all of the adults in their worlds. They will be highly engaged in lessons, which will involve projects, investigations and explorations, and the integration of the arts. Daily learning will be interactive and collaborative, with students frequently working in pairs and teams to grapple with new concepts and skills and provide evidence of mastery. Celebrations of learning, from publishing parties to community meetings, will occur routinely in classrooms, in clusters and school-wide. Learning will be a public and pervasive pursuit.

Staff will be expected to plan lessons and map units that will reflect high expectations aligned to the Common Core State Standards and consistency across each grade level. Teacher clusters will ensure vertical alignment across grades, forging connections for and with students to what is learned previously and subsequently. Staff will be provided with frameworks, resources and adequate time to plan, assess and reflect on their students' evidence of learning and growth in their own practice as educators. Systems for tracking, organizing and sharing work and information will create a transparent culture of accountability and allow for the immediate provision of support.

Families will have an awareness of what their children learn and know, and apply strategies at home to support learning. Parents and caregivers will be supported and held accountable. They will also, within and beyond the school, communicate and reinforce the school's core values with their children. Families will learn about our academic and school culture expectations and procedures, and the rationale behind them, and these will be consistently and frequently messaged and reinforced to avoid the mixed signals students can often receive around expectations. They will be aware of all areas of their children's academic, behavioral and social learning. **Families will be engaged as active partners**, and encouraged and expected to be solution-oriented. They will participate in all aspects of learning at the school, in classrooms and as members of the broader school community. They will be contributors to events and community meetings that appreciate diversity, foster unity and celebrate the successes of their own children.

II. All Storefront Academy Charter School learners are known and holistically supported.

Small Class, Cluster and School Size

- Classes will have no more than 25 students in K-2, and small cohorts will be purposefully created in the upper elementary and middle school grades.
- The staffing plan assures a low teacher to student ratio: 10 to 1
- As the school grows, the structure of clusters (with 3 grades each: K-2, 3-5, 6-8) will maintain a sense of intimacy for students and staff members.
- Students will have nine years to develop long-term, deep relationships with peers and staff members in our K-8 setting. Our high student retention charter accountability goal reflects SACS's commitment in this respect.
- Students will have even more focused learning experiences in small literacy and math skills and guided reading groups, as well as in our afterschool and summer programs.

Beyond our foundational pedagogical approach, we will provide a variety of learning supports and challenges to all of our students.

Multi-Level Prevention and Intervention

- Academic Needs: SACS will establish an RtI (Response to Intervention) multi-level prevention framework to categorize and monitor students, based on benchmark and formative assessment results. Teachers and teacher teams will modify and differentiate core instruction for the broad range of challenged to advanced students. Moderate and high intensity intervention (for students identified as at-risk or as formally requiring Special Education and English as a Second Language services) will be provided by an ESL specialist, and by learning specialists (special education teachers), who are assigned one to each grade in grades K and 1, and one to each classroom in grades 2-8.
- Psychosocial, Developmental and Behavioral Needs: We are committed to the teaching, reinforcing and assessing of **SACS core values (honesty, responsibility, perseverance, concern for others, diligence, respect)**, which will create a common language and foster a culture of belonging. The leader of the school, in partnership with teachers, will also establish an approach that parallels RtI to address social-emotional and behavioral concerns. In classrooms, teachers will intentionally teach skills and strategies to support students in their social and emotional learning. SACS will invest in a research-based approach, and tie these resources to SACS core values. This formal teaching will be reinforced informally and frequently in daily interactions. Classrooms will be the primary location for students to overcome social-emotional or behavioral challenges and develop self-control and resiliency. Teachers will coach students through specific situations and apply logical consequences. Moderate interventions will involve targeted supports for students and teachers, such as behavior planning, short-term counseling and Student Support Team strategy support. Intense intervention support may include up to daily involvement with families or referrals to external agencies or community supports, such as psychiatric services, family counseling or medical services.

SACS will provide clearly defined structures to assure professional accountability for the critical work of teaching, and within those structures provide **targeted and differentiated coaching support** to help teachers develop their skills and strategies both inside and outside of the classroom. The Charlotte Danielson Framework for Teaching Tool will be used to guide the coaching and growth within its four domains: planning and preparation, classroom environment, instruction and professional responsibilities. A regular schedule of classroom observations and facilitative coaching sessions for teachers will be established to instill a sense of urgency coupled with differentiated supports and stretches.

SACS will be **inclusive and supportive to all families**. Student progress conferences, student exhibitions and celebrations of learning will occur and involve families throughout the year. Teachers will reach out to connect with all of their students' parents and caregivers to build trusting partnerships. The adults in our students' lives will be engaged in problem solving as issues of academic, behavior or social challenges arise, and SACS will work closely with families to arrange any necessary school, home or community supports.

III. The Storefront Academy Charter School utilizes evidence to understand, reflect, decide and act.

Our culture will be one of **accountability and transparency** - a school community where adults are comfortable using concrete information to make plans for students. At SACS we believe that true accountability is not driven by the exerting of power or the instilling of fear; rather, it is about being

unwaveringly focused on understanding the gap between the knowledge, skills and strategies that students have grasped, and the clearly defined grade level expectations of what they need to be able to show they know and can do. SACS will be a school where authentic work and various forms of rigorous assessments will guide decisions and drive actions. Evidence of learning will be publicly demonstrated throughout the school, including but not limited to student work, reviewed and evaluated, posted in classrooms and hallways, and data progress maps (such as reading levels and interim assessment results) in staff spaces.

All students will know where they stand and what they need to achieve in each content area. Teachers will be expected to communicate clearly and frequently around expectations for high quality work. Students will receive targeted feedback from their teachers, and all grades, rating and scores will be shared with them in ways that are appropriate to their developmental levels, within an established, safe environment that **encourages reflection and learning from mistakes**.

Teachers will also be well aware of their own strengths and areas of growth, and will draft goal-oriented action plans with leaders that track what they need to achieve, how and by when, within certain prioritized Danielson components, in order to improve their practice. Teachers will engage with his or her coach in a cycle of review, reflection, feedback and learning, to support a clear goal of improvement within a distinct period of time.

Objective data related to their children's learning progress will be readily available to families at the school. Parents and caregivers will be aware of their children's academic status and what they need to achieve in each content area, through formal, routine progress conferences, frequent informal discussions with teachers and varied school communications. They will be provided with guidance and resources to help them create supportive and supplementary learning experiences for their children at home and within and beyond their communities.

(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 who attend that school. A complete list of 5% districts can be found in the accompanying Guidance Handbook. Note that at this time SUNY anticipates that the NYC School District will be over the 5% threshold.

The founders of the Storefront Academy Charter School met with Mr. Richard Sherman (Chair) and other leaders of Community District 1 on December 11, 2013, and the education committee members of Community District 2 on February 13, 2014. These two districts overlap Community School Districts 8 and 7, respectively. Both sets of leaders were supportive for and enthusiastic about our charter school, and expressed the desire to expand the high-quality educational opportunities for children in the neighborhoods they represent and confidence that the Storefront Academy would have a significant educational benefit to its students.

In recent years, there has been a push for smaller schools like Storefront Academy Charter School across the country. More specifically in New York City, under the education policy agenda of former Mayor Michael Bloomberg, efforts over the past decade have mostly focused on the closing of

large, failing high schools and the creation of Small Schools of Choice, or SSC, in many of the same high-poverty, high-risk communities. These new schools typically enrolled around 100 students per grade, and have grown to serve less than 500 students at full capacity (grades 9-12). Although they are non-selective, they were, as noted on the MDRC² website, developed and approved through a competitive proposal process and designed to stimulate innovative ideas for new schools by a range of stakeholders and institutions.

MDRC is conducting a multi-year study of students in these schools and has released findings that support the argument that smaller is better.³ Similar to Caroline Coxby's charter school lottery study design⁴, MDRC's study utilizes the high school admissions process, which functions like a lottery when schools have more applicants than seats available, and compares the academic outcomes of students who were enrolled in the small schools with those who sought but did not gain admission, and enrolled in other New York City high schools.

These schools, which serve mostly disadvantaged students of color, produce sustained positive effects:⁵

- **Improved graduation rates:** Students at small high schools have a graduation rate of 70.4%, compared with 60.9% for comparable students at other New York City high schools (a 9.5 percentage point difference).
- **More graduates ready for college:** 6.8 percentage points more, according to one measure of college readiness used by the City University of New York.

Interestingly, the most effective of these small high schools have elements in common with the successful Children's Storefront model, on which the Storefront Academy Charter School is largely based:

- Academic rigor
- Strong and sustained personal relationships with students
- Committed, knowledgeable, hardworking, and adaptable teachers
- Community partnerships that offer relevant learning opportunities outside the classroom
- Assistance from the district and others to facilitate leadership development, hiring, and implementation

This study reinforces what we know works for students in these communities, and the Storefront Academy Charter School will provide it for families that enroll their K-8th grade children in our school. The four K-8 NYC DOE schools in CSD 7 and 8 are either not small or are not performing well on NYS assessments, or both. Although a number of charter schools have opened in these neighborhoods in recent years (listed in Community Need), only a select few now serve or plan to serve middle school grades, and rarely do or will they provide a holistic K-8 model, predominately operating as separate elementary and middle school communities. Our partnership with The Children's Storefront in Harlem will provide SACS with the leadership and teacher development, hiring and operational support that the district and others provide to the small high schools described in the MDRC study. Storefront Academy Charter School students will be ready to excel at

² MDRC is a nonprofit, nonpartisan education and social policy research organization dedicated to learning what works to improve programs and policies that affect the poor.

³ http://www.mdrc.org/project/new-york-city-small-schools-choice-evaluation#featured_content

⁴ http://users.nber.org/~schools/charterschoolseval/how_NYC_charter_schools_affect_achievement_sept2009.pdf

⁵ <http://www.mdrc.org/news/press-release/new-findings-show-new-york-city's-small-high-schools-continue-significantly-raise>

these small high schools within their communities, as well as at the competitive public and private schools that offer them opportunities to enroll, fortifying the South Bronx pipeline to college in its earliest years.

(d) Draft Accountability Plan

Included in the Guidance Handbook is additional detail and reference to an online template to assist the applicant in developing the required SUNY academic accountability plan. This Response should serve as a draft based on the applicant’s understanding of the Institute’s accountability requirements and in alignment with the proposed school model. Institute staff will work with successful applicants in the first year of operation of the school to finalize the plan.

Storefront Academy Charter School Academic Goals and Measures

Goal I: SACS students will be proficient readers, writers and speaks of the English language.

Kindergarten – Grade 2	
Absolute	75% of students who have attended Storefront Academy Charter School for at least two years will meet or exceed their minimum grade level English language arts standard as measured by the Stanford-10 ¹ nationally-normed reading assessment.
Absolute	75% of students who have attended Storefront Academy Charter School for at least two years will meet or exceed the grade level standard in independent reading as measured by the DRA or a similar reading assessment ² .
Absolute	75% of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student’s own classroom teachers, specifically the school leadership team members. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.
Growth	Each grade level cohort will improve its percentage of students meeting or exceeding grade level English language arts standards as measured by Stanford-10 nationally normed reading assessment each year.
Growth	Each grade level cohort will improve its percentage of students meeting or exceeding grade level English language arts standards as measured by DRA or similar reading each year.

Grade 3 – Grade 8	
Absolute	75% of students who have attended Storefront Academy Charter School for at least two full school years, will achieve a Level 3 or 4 on the New York State English language arts assessment.
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the NYS English Language Arts assessment will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.
Absolute	75% of students who have attended Storefront Academy Charter School for at least two years will meet or exceed the grade level standard in independent reading as measured by the DRA reading assessment.
Absolute	75% of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student’s own classroom teachers, specifically the school leadership team members. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.
Growth	Each year, each grade-level matched cohort (3 rd to 4 th , 4 th to 5 th , etc.) will reduce by one-half the gap between the percent at or above level 3 in on the previous year’s NYS ELA assessment in the year prior and the 75% at or above Level 3 on the current year’s NYS ELA assessment. If a grade level cohort achieves or exceeds the 75 % goal, that cohort is expected to demonstrate a positive gain in the current year.

¹ The Stanford-10 is currently administered at The Children’s Storefront.

² The Developmental Reading Assessment is currently utilized at The Children’s Storefront. Similar measures include STEP and Fountas and Pinnell.

Comparative	Storefront Academy Charter School students will outperform local school district students, as measured by the percentage at Levels 3 and 4 in the same grades on the New York State English language arts assessment.
Comparative	Each year, the school will exceed its predicted level of performance on the New York State English language arts assessment by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Goal II: SACS students will demonstrate understanding and application of mathematical computation and problem solving.

Kindergarten – Grade 2	
Absolute	75% of students who have attended Storefront Academy Charter School for at least two years will meet or exceed their minimum grade level mathematics standards as measured by the Stanford-10 nationally normed mathematics assessment.
Absolute	75% of students who have attended Storefront Academy Charter School for at least two years will meet or exceed their minimum grade level mathematics standards as measured by the Stanford-10 nationally normed mathematics assessment.
Growth	Each grade level cohort will improve its percentage of students meeting or exceeding grade level mathematics standards as measured by Stanford-10 nationally normed mathematics assessment each year.

Grade 3 – Grade 8	
Absolute	75% of students who have attended Storefront Academy Charter School for at least two full school years, will achieve a Level 3 or 4 on the New York State mathematics assessment.
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the NYS mathematics assessment will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
Absolute	75% of students who have attended Storefront Academy Charter School for at least two years will meet or exceed their minimum grade level mathematics standard as measured by the Terra Nova assessment.
Growth	Each year, each grade-level matched cohort (3 rd to 4 th , 4 th to 5 th , etc.) will reduce by one-half the gap between the percent at or above level 3 in on the previous year's NYS mathematics assessment in the year prior and the 75% at or above Level 3 on the current year's NYS mathematics assessment. If a grade level cohort achieves or exceeds the 75 % goal, that cohort is expected to demonstrate a positive gain in the current year.
Comparative	Storefront Academy Charter School students will outperform local school district students, as measured by the percentage at Levels 3 and 4 in the same grades on the New York State mathematics assessment.
Comparative	Each year, the school will exceed its predicted level of performance on the New York State mathematics assessment by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Goal III: SACS Students will demonstrate proficiency in science.

Grade 4 & Grade 8	
Absolute	75% of students who have attended Storefront Academy Charter School for at least two full school years, will achieve a Level 3 or 4 on the New York State science assessment.
Growth	Each grade level cohort (3 rd to 4 th , 4 th to 5 th , etc.) will improve its percentage of students meeting or exceeding grade level science standards as measured by New York State science assessment each year.

Comparative	Storefront Academy Charter School students will outperform local school district students, as measured by the percentage at Levels 3 and 4 in the same grades on the New York State science assessment.
-------------	---

Storefront Academy Charter School Organizational Goals and Measures

Goal IV: SACS students will demonstrate strength of character.

Absolute	Each year, 75% of students will achieve satisfactory ratings (an average of 3 or above) in the SACS core values (honesty, responsibility, perseverance, concern for others, diligence, respect) as measured by the school’s core value rubric.
----------	--

Goal V: SACS will achieve high student enrollment and retention rates.

Absolute	Each year, 95% of students at the Storefront Academy Charter School will remain enrolled at the Storefront Academy Charter School from September 15 th through the last day of school in June, based on a data report produced from a standard internal tracking system.
----------	---

Goal VI: SACS will achieve high student attendance rates.

Absolute	Each year, the Storefront Academy Charter School will achieve a 95% attendance rate school-wide, based a data report produced from a standard internal tracking system.
----------	---

Goal VII: SACS will achieve high family engagement and satisfaction rates.

Absolute	Each year, the Storefront Academy Charter School will achieve a 90% attendance rate at parent/teacher conferences.
Absolute	Each year, the Storefront Academy Charter School will achieve an 85% family satisfaction rate, as measured on an internally developed, anonymous annual survey.

Goal VIII: SACS students will attend and graduate from high school and college.

Absolute	Each year, beginning in 2023, the Storefront Academy Charter School will achieve a 100% high school placement rate for 8 th grade graduates.
Absolute	Each year, beginning in 2027, the Storefront Academy Charter School will achieve a 95% high school graduation rate for students who enrolled at SACS by 3 rd grade and graduated in 8 th grade.
Absolute	Each year, beginning in 2027, the Storefront Academy Charter School will achieve a 95% college acceptance rate for students who enrolled at SACS by 3 rd grade and graduated in 8 th grade.
Absolute	Each year, beginning in 2027, the Storefront Academy Charter School will achieve a 90% college matriculation rate for students who enrolled at SACS by 3 rd grade and graduated in 8 th grade.
Absolute	Each year, beginning in 2030, the Storefront Academy Charter School will achieve an 85% college graduation rate for students who enrolled at SACS by 3 rd grade and graduated in 8 th grade.

Goal IV: SACS will demonstrate adequate yearly progress.

Absolute	nder the state’s NCLB accountability system, the school’s Accountability Status will be Good Standing each year.
----------	--

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.

The lead applicants are Mr. Ray Cameron and Ms. Kirkley Strand.

Mr. Cameron is the Chair of the Children’s Storefront Board of Trustees. With a decade of experience on the Board, he has served on the finance, audit, development and governance committees. He has served for many years as an active men’s mentor to students at The Children’s Storefront, and has been instrumental in involving a significant number of role models of color in the volunteer corps of the school. Mr. Cameron has functioned as an Executive Director and Manager of Institutional Corporate Marketing at [REDACTED].

Ms. Strand began her career as a fourth grade teacher in the South Bronx as a New York City Teaching Fellow. She went on to coordinate individual giving, special events and major gifts at University Settlement and The Door, and oversaw all institutional and individual donor relationship management and communications-related functions [REDACTED], as the Director of External Relations. She is currently the Chief Development Officer of The Children’s Storefront.

(b) Founding Members

Describe how the founding group was formed and the relationship of its members to each other. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

The majority founding group members are trustees of The Children’s Storefront, and were initially involved in a special task force that focused on strategic visioning for the future. Victor Cantano, April Robbins-Bobyn, James Amadeo and Melvin Chan were added to the group as a result of expressing interest in the process of designing and opening a charter school and contributing to the process both perspective as TCS community and staff members, as well as outreach to the Bronx community.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School
1. Wendy Reynoso	School leadership/curriculum, instruction, community outreach	
2. Ellen (Elsie) Aidinoff	Educator/application content review/editing	
3. Christine LaSala	Insurance Application content review/editing	
4. Ray Cameron	Finance/partnership agreement, budget development, community outreach	SACS BOT
5. Robert Rylee	Real estate/facilities research and exploration	
6. Amanda Low	Writer and editor/Application content review	
7. George Veiksner	Finance/facilities research	
8. Maria Vecchiotti	Attorney/ Application content review	

Name	Relevant Experience/Skills and Role	Proposed Role(s) in School
9. Jonathan Carpenter Stearns	Finance/application content reading/editing, partnership agreement, budget development, governance	SACS BOT
10. Victor Cantano	TCS parent & alumni/ community outreach	
11. April Robbins Bobyne	TCS parent & government affairs/Bronx resident/community outreach	
12. James Amodeo	TCS teacher/community outreach	
13. Melvin Chan	TCS Dean of Students/community outreach	
14. Kirkley Strand	TCS Chief Development Officer/content review	

(c) Proposal Development

Describe the process used to develop the proposal. The response should address who contributed to designing the school and to writing the proposal, which may include individuals outside of the founding group, such as advisers or consultants.

As noted above, in the fall of 2011, The Children’s Storefront Board of Trustees formed a task force, charged with exploring avenues to expand its impact. Over the past decade, families residing in the South Bronx have grown increasingly more aware of The Children’s Storefront and have enrolled their children, despite the need to travel cross-borough on a daily basis. Students from the Bronx currently represent approximately one third of the Children’s Storefront population. The task force analyzed the increasingly complex educational terrain of New York City, and interfaced with long-term supporters, such as the Altman, Robin Hood and Clark Foundations, as well as Credit Suisse and Travelers. These funders, who have also functioned as strategic partners, encouraged The Children’s Storefront to examine avenues to serve more students and families, and consequently have an even greater impact and voice in education reform movement. After significant research, the group determined it had the capacity, deep desire and means to open a second K-8 school, which will be located in the South Bronx.

Although the Storefront Academy Charter School will serve a similar population of students and families at TCS, in terms of socio-economic status, complex learning needs and risk factors¹, and it will be infused with many of the unique characteristics of the existing independent school, it will, at its foundation, be a public institution whose board and leaders understand the transparent accountability and collective responsibility of a charter school. To ensure this is not simply communicated in this application, but evident in the design, opening and ongoing operations of the charter school, as well as embraced by the founding board of trustees, The Children’s Storefront engaged Karen Drezner, Founder and CEO of Leveraging Leaders (www.leveragingleaders.com), as a consultant to guide the task force through the charter process and draft the application. Karen founded and served as the Executive Director at the Bronx Charter School for Children, in Mott Haven, for seven years. During her tenure, she led the school to meet and exceed its academic goals, consistently outperforming the district. She secured two consecutive renewals from its authorizer, NYSED. Karen conducts school monitoring visits in NYC and nationally, trains and advises founders groups throughout the charter school application process and provides leadership coaching and capacity building support to charter schools. She serves as Vice-Chair of the Board of Trustees at the Children’s Aid College Prep Charter School. The Children’s Storefront also engaged Charter School Business Management (www.csbm.com), a leader in providing financial and operational training and services to charter schools. CSBM provided valuable assistance with budget development and operational planning.

¹ 80% of TCS students live at or below the poverty line, 40% require extra learning support and 100% are of color

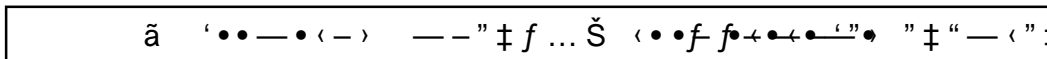
Karen Drezner and members of the CSBM staff worked closely with Wendy Reynoso, the Executive Director of The Children’s Storefront, and TCS task force members to prepare the application. As indicated above, members of the founders group contributed in a variety of ways to the content and preparation of the application. The group met on a monthly basis to discuss content and review the progress of the application and related efforts. Ms. Drezner advised Bob Rylee and George Weiksner as they conducted all of the facilities research and exploration. She made introductions to community and charter school leaders in the South Bronx; however, Wendy Reynoso, Ray Cameron, and the ambassador team conducted all community outreach. Jonathan Stearns, Ray Cameron and Wendy Reynoso largely assumed responsibility for the development of the draft partnership agreement and the budget, with support from CSBM and attorneys from Orrick law firm; Ms. Drezner served in an advisory capacity in these realms. Finally, all members reviewed the application contents and provided input in various areas.

(d) Partner / Management Organization Involvement

If the proposal is submitted in conjunction with partner(s) and/or a management organization, explain the due diligence process used to select the partner(s) and/or management organization and their role in the development of this proposal.

The Storefront Academy Charter School will have The Children’s Storefront as its partner organization, and will work in close collaboration with TCS to create a charter school infused with the high academic expectations and core values embodied in The Children’s Storefront educational community. The Children’s Storefront will partner with the Storefront Academy Charter School in the manner indicated in the draft partner agreement, which is included in Response 12 b, Partner Commitment.

(e) 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.**

***Attach all evidence of community outreach materials as Response 3(h) Outreach Evidence**

The founders of the Storefront Academy Charter School have completed considerable community outreach, including informing the public of the proposed school, soliciting and considering input and feedback received from a range of stakeholders as well as seeking support for the proposed school. The founders group and SACS Board of Trustees intend to continue these efforts, in order to develop trusting and mutually supportive relationships with local families, communities, agencies and organizations. Our long-term goal is not only to ensure robust student enrollment and family engagement for SACS, but also to

become intricately threaded into the fabric of the neighborhood.

In the fall of 2013, a TCS community ambassadors group was assembled. The group included:

- Victor Cantano: a current TCS parent and alumni, as well as a former employee, who now manages the finances of another independent school
- April Bobyn: a current TCS parent who works in governmental affairs
- James Amodeo: a current TCS teacher and upper school cluster leader
- Melvin Chan: the TCS Dean of Students

This team influenced the plans and timeline for outreach and provided instrumental feedback and suggestions about the content of the outreach materials as well as strategy for outreach. They also led and attended several of the outreach meetings, such as the Community District and Town Hall meetings, and also contributed to street outreach efforts. The group met throughout the fall and continued to interact informal as needed.

• **Website homepage:** Information on the proposed Storefront Academy Charter School has been available on the Children's Storefront (www.thechildrensstorefront.org) website since the fall of 2013. The page of the website will continue to provide updated information for the proposed charter school including information on public forums about the school as well as informational meetings at such places as day care centers, Head Start programs and other organizations that serve families with children who would be eligible to attend Storefront Academy Charter School when it opens. It also will continue to serve as a repository for Storefront Academy Charter School marketing documents, which people can access, download and disseminate. The community feedback survey has been distributed in hard copy to all current Children's Storefront families, at all community forums and on the website as an online survey. The information and the survey on the website is available in both English and Spanish. Please see Attachment A in Request 3(h)TCS website homepage

• **One page flyer:** A flyer was created, in English and Spanish, about Storefront Academy Charter School, highlighting in particular all elements required on in the SUNY Charter Schools Institute's January 2014 RfT to Establish NYS Charter Schools. Please see Attachments B in Request 3(h)SACS Flyer English and SACS Flyer Spanish This flyer has been distributed widely in Community School Districts 7 and 8, at community organization, public libraries, during street outreach and at church services. The table of outreach activities provides detailed information regarding dates and locations of distribution efforts thus far.

• **Community feedback survey:** In addition to soliciting feedback through public forums and informal community outreach, the founding team created a survey to solicit community input regarding the proposed Storefront Academy Charter School. The founding team distributed the survey online and in hard copy in both English and Spanish. Please see Attachments C in Request 3(h), SACS Community Survey, in English and Spanish Individuals had (and continue to have) multiple ways to complete the survey and return it to the Storefront Academy Charter School. The founding group reviewed the survey data received, analyzed trends in responses and evaluated which inputs add educational or operational value to the school design and how and why they should be or should not be incorporated. The survey is always distributed with the flyer.

The founders of the Storefront Academy Charter School began their physical outreach work by building rapport with several community organization leaders. These leaders, especially from Hunts Point Recreation Center, Hunts Point Alliance for Children, Phipps Neighborhoods and Mercy Center helped the group distribute flyers and otherwise communicate to the families they serve that a series of town hall meetings were scheduled (at the Mott Haven library and Hunts Point Recreation Center) and they were encouraged to attend to learn more about the SACS model and plans for opening.

Although these town hall meetings were not particularly well attended, several members of the founder group were able to develop authentic rapport with the families they interacted with, even if they were simply visiting the library or picking their children up from after school activities. They were able to learn more about what matters most about their kids and the school they would want them to attend. For instance, many parents expressed a desire for more schools in the area, as they felt that there were not enough quality choices. They were supportive of the idea of charter schools simply stated, they just wanted more good schools, period. They also appreciated the vision of small classrooms, with 25 or fewer students and at least two teachers. Overall, the sentiment was that there weren't any good kindergarten options available. This was particularly true in Hunts Point, and center directors who hosted the founders echoed this sentiment. For Mott Haven, families were aware of some options but many reported that they were on waitlists.

A common theme for Spanish-speaking parents was that their children become literate in English it came up consistently. Some parents were not sure if their children were learning what they should in reading and writing. They felt that a school with a long-standing history, such as The Children's Storefront, would be great in their community.

The host organizations and several others went on to make introductions and lend support in our family outreach. For instance, at the Hunts Point Recreation Center we returned several times to speak with families who were dropping off or picking up their children from various activities and attended two church services held on site to connect with and inform them of our plans. La Peninsula Head Start introduced us to all of their teachers, who helped us communicate with the parents/guardians of their students and collect the feedback surveys we distributed. Hunts Point Alliance made introductions for us as well, and both they and Kips Bay expressed interest in sharing space in a way that could potentially offer more coordinated resources for families. Below is an overview of outreach activities the founders have done thus far:

Date	Event/Contact	Purpose	Location	Attached Evidence
Spring 2013	Several TCS family events and Parent Council meetings	Reynoso announces TCS plans to open second school in the Bronx, as a public charter. Open discussion for family input and questions.	Harlem	
Fall 2013	Several TCS family events and Parent Council	Reynoso announces TCS plans to open second school in the Bronx, as a public charter. Open discussion for family input and questions.	Harlem	
11/13	Community feedback survey link posted to TCS website English/Spanish flyer and feedback survey created	Inform broader community Seek feedback	General public	Att 1 website homepage Att 2 & 3 flyer Att 4 & 5 survey
11/13	Information letter and request for feedback sent to TCS families (30% reside in the Bronx)	Inform TCS community Seek feedback additional outreach (via email and paper notices) to families who reside in the Bronx	Harlem and Bronx	Att 6 TCS family letter
12/10	Hayden Foundation Board meeting	Reynoso invited to speak to Hayden Foundation board about intentions to	Manhattan	(in person)

		start a charter school (as current granted Hayden Board member Bob Howittro to Maryann Hedaa		
12/11	Community District 2 meeting Richard Sherman, Chair	Inform community, seek input/feedback	South Bronx CSD 8	Att 7 Email confirmation & meeting agenda
12/13	Phipps Development Corp. Dianne Morales, Executive Director/CEO	Circulate flyers, connect to Mott Haven library	South Bronx CSD 7	Att 10 email
12/11	Hunts Point Alliance for Children Maryann Hedaa, Founding Director	Inform community, connect to Hunts Point Rec Center	South Bronx CSD 8	Att 10 email
12/23	Street outreach Wendy Reynoso, Mel Chan	Distribute TM flyers to residents, bodega WIC center, churches, South Boulevard storefronts	South Bronx CSD 7 & 8	Att 2 & 3, 8 & 9 TM flyers
12/20	Neighborhood outreach	Two TCS parents distributed flyers in the residential communities	South Bronx CSD 7	Att 2 & 3, 8 & 9 TM flyers
12/16	Iridescent Learning Devin Dillon	Community outreach	Hunts Point CSD 8	(phone)
1/9	Hunts Point Recreation Center Town Hall Meeting Wendy Reynoso	Community outreach Feedback collection of surveys	Hunts Point CSD 8	Completed surveys
1/11	Hunts Point Recreation Center: Outreach during Saturday activities Wendy Reynoso	Community outreach Feedback collection of surveys	Hunts Point CSD 8	Completed surveys
1/14	Mott Haven Library Town Hall Meeting James Amodeo, April Bobyr	Community outreach Feedback collection of surveys	Mott Haven CSD 7	Completed surveys
1/23	Hunts Point Alliance for Children Krystal Reyes	Meeting, flyer distributions	Hunts Point CSD 8	Att 10 email
1/30+	La Peninsula Head Start June Glaze, Site Director	Community outreach Feedback collection of surveys	Hunts Point CSD 8	Surveys
1/30	Hunts Point Recreation Center Town Hall Meeting	Community outreach Feedback collection of surveys	Hunts Point CSD 8	Surveys
1/31	Javier Lopez, District Director	Community outreach/ introductions/facilities 2/13 meeting scheduled	South Bronx CSD 7 & 8	(in person) Att 10 emails
1/31 2/2	Paul Lipson Barretto Bay Strategies President & Founder of The Point and former Chief of Staff,	Community outreach/ introductions/facilities 2/10 meeting at the Point	South Bronx CSD 7 & 8	(in person) Att 10 emails

	Serrano			
1/31	Bronxworks Rafael Acevedo, Program Director	Community outreach	CSD 7	(in person)
1/31	Carlos Flynn, CUNY Dean of Institutional Advancement (Mott Haven resident)	Introductions, facility exploration Board recruitment	CSD 7	(in person)
1/31	Spring Bank 69 East 167 th Street Demetris Giannoulas	Community outreach flyers at bank	CSD 8	(in person)
2/2	Hunts Point Rec Center Pastor Reggie	Flyers/surveys on seats and at entrance Informal feedback from parishioners	CSD 8	Att 2 & 3 Flyers
2/13	Mercy Center Eileen Niedzwiecki	Community outreach Board recruitment	CSD 7	Att 10 emails
3/10	Mercy Center	Spoke with parents, petitions signed	CSD 7	Petitions
3/13	CB 1 meeting (postponed due to weather from 2/13)	Community outreach	CSD 7	Att 7 email

Community Input

In addition to the many conversations the SACS founders group members have had with school and organization leaders within Community School Districts 7 and 8, we have also made (and continue to make) concerted efforts to seek input from parents and caregivers in the neighborhoods we are eager to serve. Below is a summary of the 148 feedback surveys we have collected so far, indicating the number and percent of respondents who rated each item as very or extremely important. Almost all responders rated items as at least important. Question 16 is an open-ended question to provide an opportunity for suggestions. Approximately half of the surveys were completed in Spanish.

- February: The Children's Storefront Families: 23
- January: Hunts Point Recreation Center: 13
- January: Mott Haven Library: 10
- February: La Peninsula Head Start: 49
- March: La Peninsula Head Start: 53

Storefront Academy Charter School

Completed Community Feedback Surveys, received as of March 2014

	% Ranked 4 or 5 (Very/Extremely Important)	All (#)	All (%)
	Number of surveys completed	148	100%
1	Length of school year (190 days)	118	80%
2	Length of school day (8:00-4:00)	114	77%
3	Low student/teacher ratio	111	75%
4	Number of students in each classroom (25 to 17)	117	79%
5	Two adults (lead and assistant teacher) in all K and 1 st grade classrooms	129	87%
6	Rigorous, joyful and intentional learning environment.	123	83%
7	Paving the way for high achieving high school and college, and a successful life.	127	86%
8	K-8 model	120	81%
9	Two hours of literacy everyday	121	82%
10	Math instruction everyday	129	87%

11	Art, music and physical education	126	85%
12	Instructional strategies and staffing to engage and address the needs of ALL learners particularly those at risk, with special needs, learning English and who are high performers	125	85%
13	Caring and nurturing school with devoted, high quality teachers and responsive leadership	138	93%
14	Honesty, responsibility, perseverance	123	83%
15	Willingness to help others, concern for others, diligence and respect.	129	87%

16. List any other school features not mentioned that are important to you,
Staff communication with guardians in regard to child academic and behavior in school
Mon-Fri afterschool program
Conduct
Staff retention (admin and teaching)
Exposure to outside learning opportunities
Success to secure placement beyond K
Ability to maintain a safe environment
More help for children with special education needs
Qualified teachers in the subjects they teach
Open communication with family and children
School nurse
Afterschool program for all grades
Food being served daily
Weekend classes
After school programs
Foreign language
Learning a foreign language
Cursive writing (I taught my daughter cursive writing)
A foreign language component
Joy for learning
School invest in trips
Going to school, learning a lot, having a good teacher
Parent involvement
Christian value
Bullying
Reading instruction everyday
I prefer a charter school for my daughter
That she is prepared for what she needs to learn
Class size and safety

Consideration of Community Feedback

The founders of the Storefront Academy Charter School are encouraged by the positive feedback and support we have received thus far in support of our mission and key elements. In terms of suggestions, many of them are related to aspects we also embrace but did not describe on the survey – joy for learning, open communication with families, staff retention, qualified teachers and supporting students and their families with the high school placement process. A number of parents expressed interest in an after school program. The Children’s Storefront has offered an afterschool program for many years, and the founders of SACS are eager to provide this extended learning time for our students in a similar manner. In response, we have now designed a structure for the 4:15-6:00 pm time period, Monday through Thursday, and we are currently working with our proposed budget to assess if implementing a high-quality after school program will be financially possible in our first year, based on core instructional resources and staffing

needs and potential facility costs. This is a high priority for SACS, and we intend to explore a range of opportunities to realize this vision. A few parents indicated an interest in foreign language instruction. SACS intends to offer foreign language instruction in the upper elementary/middle grades, but is now considering offering opportunities for exposure in the early years of the school, as a form of enrichment during our after school program. Support is strong for our long school day and year; however we realize that we will likely need to share evidence around why more instructional time benefits students and their educational progress to ensure complete buy-in of that aspect of the model, and in future outreach forums and informal conversations with families, seek information about what they may consider potential challenges of a long school day. We want to ensure the families of the students we enroll are committed to a longer school day and year, and listen to their concerns as well as clearly communicating the rationale behind are among our next steps.

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

This proposal was not previously submitted, withdrawn or rejected by the SUNY Trustees.

Neither of the lead applicants, nor the founding team, has previously or currently applied for a charter from a charter entity other than SUNY Trustees.