ZETA CHARTER SCHOOL - NEW YORK CITY 3
2020-21 through 2024-25

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**AGE RANGE**
Kindergarten	Elementary School	90	60	90	90	90	4-5
1st Grade	Elementary School	90	90	90	90	90	5-6
2nd Grade	Elementary School		90	90	90	90	6-7
3rd Grade	Elementary School			90	90	90	7-8
4th Grade	Elementary School				86	86	8-9
5th Grade	*Elementary School*					83	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		180	240	360	446	529	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Kindergarten	Elementary School	3	2	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School		3	3	3	3
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Elementary School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	8	12	15	18

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Kindergarten	Elementary School	30	30	30	30	30
1st Grade	Elementary School	30	30	30	30	30
2nd Grade	Elementary School	0	30	30	30	30
3rd Grade	Elementary School	0	0	30	30	30
4th Grade	Elementary School	0	0	0	29	29
5th Grade	Elementary School	0	0	0	0	28
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	180	240	360	446	529
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**180**	**240**	**360**	**446**	**529**
Change in Net Enrollment from Prior Year (Count)	180	60	120	86	83
Change in Net Enrollment from Prior Year (Percent)	100.0%	33.3%	50.0%	23.9%	18.6%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	180	240	360	446	529
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2020-21	2021-22	2022-23	2023-24	2024-25
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 32,300,000,000	$ 32,300,000,000	$ 32,300,000,000	$ 32,300,000,000	$ 32,300,000,000
ENROLLMENT (*Charter School*)		180	240	360	446	529
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.schools.nyc.gov/about-us/funding/funding-our-schools				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	2020-21	2021-22	2022-23	2023-24	2024-25
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -

Response 21e-3

ENROLLMENT (*Charter School*)					
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)					

ZETA CHARTER SCHOOL - NEW YORK CITY 3

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	180	240	360	446	529

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

*NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0 0	0.0	0.0	
Instructional Management	1.0	1.5	1 5	1.5	1.5	Y1: (1) Principal. Y2: (1) Principal, (.5) Resident Principal. Y3: (1) Principal, (.5) Resident Principal. Y4: (1) Principal, (.5) Resident Principal. Y5: (1) Principal, (.5) Resident Principal.
Deans, Directors & Coordinators	1.0	1.0	2 0	3.0	3.0	Y1-2: (1) Academic Director. Y3: (2) Academic Directors. Y4-5: (3) Academic Directors.
CFO / Director of Finance	0.0	0.0	0 0	0.0	0.0	
Operation / Business Manager	1.0	1.0	2 0	2.0	2.0	Y1-2: (1) Operations Director. Y3-4: (1) Operations Director, (1) Operations Manager. Y5: (1) Operations Director, (1) Associate Operations Director.
Administrative Staff	3.0	3.0	3 0	4.0	5.0	Y1-2: (1) Operations Associate, (1) Community Alliance Associate, (1) Student Achievement Associate. Y3: (1) Operations Associate, (1) Community Alliance Manager, (1) Student Achievement Manager. Y4: (1) Operations Associate, (1) Community Alliance Manager, (1) Student Achievement Manager, (1) Receptionist & Operations Associate. Y5: (1) Operations Associate, (1) Community Alliance Manager, (1) Community Alliance Associate, (1) Student Achievement Manager, (1) Receptionist & Operations Associate.
TOTAL ADMINISTRATIVE STAFF	6.0	6.5	8 5	10.5	11.5	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	6.0	8.0	12 0	15.0	18.0	Y1: (6) Head Teachers. Y2: (8) Head Teachers. Y3: (12) Head Teachers. Y4: (15)
Teachers - SPED	3.0	4.0	5 0	6.0	7.0	Y1: (2) ICT Teachers, (1) SETTS Teacher. Y2: (3) ICT Teachers, (1) SETTS Teacher.
Substitute Teachers	0.0	0.0	0 0	0.0	0.0	
Teaching Assistants	3.0	4.0	6 0	9.0	10.0	Y1: (3) Resident Teachers. Y2: (4) Resident Teachers. Y3: (6) Resident Teachers.
Specialty Teachers	3.5	4.0	5 0	7.5	9.0	Y1: (1) Science Teacher, (2.5) Specialist Teachers. Y2: (1 5) Science Teachers,
Aides	0.0	0.0	0 0	0.0	0.0	
Therapists & Counselors	1.0	1.0	2 0	2.0	3.0	Y1-2: (1) School Psychologist. Y3-4: (2) School Psychologists. Y5: (3) School
Other	1.0	1.5	3.1	5.0	6.7	Grade Team Stipends & 5% Bonus. Not Staff FTE
TOTAL INSTRUCTIONAL	17.5	22.5	33.1	44.5	53.7	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0 0	0.0	0.0	
Librarian	0.0	0.0	0 0	0.0	0.0	
Custodian	0.0	0.0	0 0	0.0	0.0	
Security	0.0	0.0	0 0	0.0	0.0	
Other	0.0	0.0	0 5	1.3	1.3	Y3: (.5) Kitchen Staff. Y4-5: (1.25) Kitchen Staff.
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0 5	1.3	1.3	
TOTAL PERSONNEL SERVICE FTE	23.5	29.0	42.1	56.3	66.5	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	180.00	240.00	360 00	446.00	529.00

ZETA CHARTER SCHOOL - NEW YORK CITY 3

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	2.50%	2.50%	2.50%	2.50%	2.50%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 115,569	$ 115,569	$ 176,243	$ 180,649	$ 185,165	$ 189,794	Salary based on principal level. Blended average salary will not match actual salaries being used on Business Plan budget model.
Deans, Directors & Coordinators	$ 94,556	$ 94,556	$ 96,920	$ 193,899	$ 293,302	$ 300,635	Salary based on academic director level. Blended average salary will not match actual salaries being used on Business Plan budget model.
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 78,796	$ 78,796	$ 80,766	$ 161,581	$ 165,621	$ 169,761	Salary based on operations director level. Blended average salary will not match actual salaries being used on Business Plan budget model.
Administrative Staff	$ 68,290	$ 204,870	$ 209,992	$ 215,242	$ 288,913	$ 364,425	Salary based on manager level. Blended average salary will not match actual salaries being used on Business Plan budget model.
TOTAL ADMINISTRATIVE STAFF		$ 493,791	$ 563,920	$ 751,370	$ 933,001	$ 1,024,616	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 68,290	$ 409,740	$ 556,564	$ 843,638	$ 1,069,599	$ 1,301,208	Salary based on teacher level. Blended average salary will not match actual salaries being used on Business Plan budget model.
Teachers - SPED	$ 68,290	$ 204,870	$ 278,282	$ 353,529	$ 430,657	$ 509,713	Salary based on teacher level. Blended average salary will not match actual salaries being used on Business Plan budget model.
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 55,157	$ 165,471	$ 224,765	$ 340,698	$ 514,686	$ 582,711	Salary based on resident teacher level. Blended average salary will not match actual salaries being used on Business Plan budget model.
Specialty Teachers	$ 68,290	$ 239,015	$ 279,135	$ 354,404	$ 533,989	$ 649,774	Salary based on teacher level. Blended average salary will not match actual salaries being used on Business Plan budget model.
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 68,290	$ 68,290	$ 69,997	$ 140,037	$ 143,538	$ 215,417	Salary based on teacher level. Blended average salary will not match actual salaries being used on Business Plan budget model.
Other	$ 52,046	$ 52,046	$ 77,444	$ 165,100	$ 267,595	$ 363,283	Stipends and 5% bonuses. Average salary amount and FTE are calculated to equal stipends and bonuses. Not a staff FTE/salary.
TOTAL INSTRUCTIONAL		$ 1,139,432	$ 1,486,187	$ 2,197,406	$ 2,960,064	$ 3,622,106	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 41,392	$ -	$ -	$ 20,696	$ 52,257	$ 53,564	Salary based on ktichen asst level. Blended average salary will not match actual salaries being used on Business Plan budget model.
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ 20,696	$ 52,257	$ 53,564	
TOTAL PERSONNEL SERVICE WAGES		$ 1,633,223	$ 2,050,107	$ 2,969,472	$ 3,945,322	$ 4,700,285	

ZETA CHARTER SCHOOL - NEW YORK CITY 3
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2019 - June 30, 2020

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**400,000**	
Total Expenses		**397,703**	
Net Income		**2,297**	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation		400,000	Total $800,000 grant to be used in pre-opening year and year 1.
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		**400,000**	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	
TOTAL REVENUE		**400,000**	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	0.50	56,375	Principal (Jan-June)
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	38,438	Operations Director (Jan-Jun)
Administrative Staff	0.75	42,409	Community Alliance Associate (Jan-Jun), Operations Associate (Apr-June),
TOTAL ADMINISTRATIVE STAFF	**1.75**	137,222	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**1.75**	**137,222**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		12,350	9% of compensation
Fringe / Employee Benefits		19,211	14% of compensation
Retirement / Pension		4,116	3% retirement match
TOTAL PAYROLL TAXES AND BENEFITS		**35,677**	
TOTAL PERSONNEL SERVICE COSTS	**1.75**	**172,899**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		52,500	Financial services, erate, academic consultants, IT support.
TOTAL CONTRACTED SERVICES		**52,500**	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		10,000	Staff laptops
Telephone		600	Cell phone reimbursements
Technology		418	Small technology items
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		5,786	Misc supplies
Staff Development		-	
Staff Recruitment		7,500	Staff recruitment
Student Recruitment / Marketing		145,000	Student recruitment
School Meals / Lunch		-	

ZETA CHARTER SCHOOL - NEW YORK CITY 3
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2019 - June 30, 2020

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**400,000**	
Total Expenses	**397,703**	
Net Income	**2,297**	
	START-UP PERIOD	
Travel (Staff)	3,000	Travel for recruitment needs
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	**172,304**	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**-**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**397,703**	
NET INCOME	**2,297**	

PRE-OPENING CASH FLOW 6-MONTH	ZETA CHARTER SCHOOL - NEW YORK CITY 3						
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-
EXPENSES							
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH	ZETA CHARTER SCHOOL - NEW YORK CITY 3						
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH	ZETA CHARTER SCHOOL - NEW YORK CITY 3						
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	ZETA CHARTER SCHOOL - NEW YORK CITY 3												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2019 - June 30, 2020												
Total Revenue	-	-	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	400,000
Total Expenses	-	-	15,250	21,083	21,083	21,083	50,521	50,521	50,521	56,957	55,341	55,342	397,703
Net Income	-	-	24,750	18,917	18,917	18,917	(10,521)	(10,521)	(10,521)	(16,957)	(15,341)	(15,342)	2,297
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	-
Net Income	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	2,297	2,297

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	400,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	400,000
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		-	-	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	400,000
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	0.50	-	-	-	-	-	-	9,396	9,396	9,396	9,396	9,396	9,396	56,375
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	6,406	6,406	6,406	6,406	6,406	6,406	38,438
Administrative Staff	0.75	-	-	-	-	-	-	4,997	4,997	4,997	9,994	8,712	8,712	42,409
TOTAL ADMINISTRATIVE STAFF	1.75	-	-	-	-	-	-	20,799	20,799	20,799	25,796	24,514	24,514	137,222
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	ZETA CHARTER SCHOOL - NEW YORK CITY 3												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2019 - June 30, 2020												
Total Revenue	-	-	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	400,000
Total Expenses	-	-	15,250	21,083	21,083	21,083	50,521	50,521	50,521	56,957	55,341	55,342	397,703
Net Income	-	-	24,750	18,917	18,917	18,917	(10,521)	(10,521)	(10,521)	(16,957)	(15,341)	(15,342)	2,297
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	-
Net Income	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	2,297	2,297

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.75	-	-	-	-	-	-	20,799	20,799	20,799	25,796	24,514	24,514	137,222
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,872	1,872	1,872	2,322	2,206	2,206	12,350
Fringe / Employee Benefits		-	-	-	-	-	-	2,912	2,912	2,912	3,611	3,432	3,432	19,211
Retirement / Pension		-	-	-	-	-	-	624	624	624	774	735	735	4,116
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	5,408	5,408	5,408	6,707	6,373	6,373	35,677
TOTAL PERSONNEL SERVICE COSTS	1.75	-	-	-	-	-	-	26,207	26,207	26,207	32,503	30,887	30,887	172,899
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	52,500
TOTAL CONTRACTED SERVICES		-	-	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	5,250	52,500
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,665	10,000
Telephone		-	-	-	-	-	-	100	100	100	100	100	100	600
Technology		-	-	-	-	-	-	-	-	-	139	139	139	418
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	964	964	964	964	964	964	5,786
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	833	833	833	833	833	833	833	833	836	7,500
Student Recruitment / Marketing		-	-	10,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	145,000
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	500	500	500	500	500	500	3,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	10,000	15,833	15,833	15,833	19,064	19,064	19,064	19,204	19,204	19,205	172,304
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	ZETA CHARTER SCHOOL - NEW YORK CITY 3												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2019 - June 30, 2020												
Total Revenue	-	-	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	400,000
Total Expenses	-	-	15,250	21,083	21,083	21,083	50,521	50,521	50,521	56,957	55,341	55,342	397,703
Net Income	-	-	24,750	18,917	18,917	18,917	(10,521)	(10,521)	(10,521)	(16,957)	(15,341)	(15,342)	2,297
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	-
Net Income	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	2,297	2,297

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	15,250	21,083	21,083	21,083	50,521	50,521	50,521	56,957	55,341	55,342	397,703
NET INCOME	-	-	24,750	18,917	18,917	18,917	(10,521)	(10,521)	(10,521)	(16,957)	(15,341)	(15,342)	2,297
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	24,750	18,917	18,917	18,917	(10,521)	(10,521)	(10,521)	(16,957)	(15,341)	(15,342)	2,297
Beginning Cash Balance	-	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	-
ENDING CASH BALANCE	-	-	24,750	43,667	62,584	81,501	70,980	60,458	49,937	32,980	17,639	2,297	2,297

YEAR 1 BUDGET AND ASSUMPTION			ZETA CHARTER SCHOOL - NEW YORK CITY 3 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2020 - JUNE 30, 2021						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumpt ons that are being made for the 1-Year Budget in the section provided below.
Total Revenue			**4,117,381**	**533,884**	**-**	**-**	**733,857**	**5,385,122**	
Total Expenses			**3,548,822**	**684,044**	**-**	**-**	**1,144,171**	**5,377,037**	
Net Income			**568,559**	**(150,160)**	**-**	**-**	**(410,314)**	**8,085**	
Budgeted Student Enrollment			**180**	**-**				**180**	
			PROGRAM SERVICES			SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2018-19)							
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	15 307	2 837 918					2 837 918	180 students.
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(We ghted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(We ghted Avg.)	15 307	2 837 918					2 837 918	
Special Education Revenue				339 416				339 416	12% SpEd population. 7 students in 20-60% services category. 14 students in over 60% services category.
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			199 774	27 242	-	-	-	227 016	DYCD $141 876 per new school $473/student
Other			502 311	136 220	-	-	212 844	851 375	Facility Assistance 30% of per pupil funds
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3 540 003	502 878	-	-	212 844	4 255 725	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			18 480	2 520	-			21 000	$1 000/SpEd student.
Title I			60 588	8 262	-			68 850	85% FRPL $450/e igible student.
Title Funding - Other			-	-	-			-	
School Food Service (Free Lunch)			134 371	18 323	-			152 694	85% FRPL $998/e igible student.
Grants									
Charter School Program (CSP) Planning & Implementation			350 000	-	-	-	50 000	400 000	Total $800 000 grant to be used in pre-opening year and year 1.
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			563 439	29 105	-	-	50 000	642 544	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	450 000	450 000	
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	21 013	21 013	75% of eligible technology expenses.
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			13 939	1 901	-	-	-	15 840	$88/student.
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			13 939	1 901	-	-	471 013	486 853	
TOTAL REVENUE			**4,117,381**	**533,884**	**-**	**-**	**733,857**	**5,385,122**	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions							
Executive Management		-	-	-	-	-	-	-	
Instructional Management		1.00	101 701	13 868	-	-	-	115 569	Y1: (1) Principal.
Deans Directors & Coordinators		1.00	83 209	11 347	-	-	-	94 556	Y1: (1) Academic Director.
CFO / Director of Finance		-	-	-	-	-	-	-	
Operation / Business Manager		1.00	29 942	9 456	-	-	39 398	78 796	Y1: (1) Operations Director.
Administrative Staff		3.00	77 851	24 584	-	-	102 435	204 870	Y1: (1) Operations Associate (1) Community Alliance Associate (1) Student Achievement Associate.
TOTAL ADMINISTRATIVE STAFF		6.00	292 703	59 255	-	-	141 833	493 791	
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		6.00	409 740	-	-	-	-	409 740	Y1: (6) Head Teachers.
Teachers - SPED		3.00	-	204 870	-	-	-	204 870	Y1: (2) ICT Teachers (1) SETTS Teacher.
Substitute Teachers		-	-	-	-	-	-	-	
Teaching Assistants		3.00	145 614	19 857	-	-	-	165 471	Y1: (3) Resident Teachers.
Specialty Teachers		3.50	210 333	28 682	-	-	-	239 015	Y1: (1) Science Teacher (2.5) Specialist Teachers.
Aides		-	-	-	-	-	-	-	
Therapists & Counselors		1.00	60 095	8 195	-	-	-	68 290	Y1: (1) School Psychologist.
Other		1.00	45 800	6 246	-	-	-	52 046	Grade Team Stipends & 5% Staff Bonuses. Not Staff FTE
TOTAL INSTRUCTIONAL		17.50	871 582	267 850	-	-	-	1 139 432	
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse		-	-	-	-	-	-	-	
Librarian		-	-	-	-	-	-	-	
Custodian		-	-	-	-	-	-	-	
Security		-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS		23.50	1 164 285.00	327 105	-	-	141 833	1 633 223	
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			104 786	29 439	-	-	12 765	146 990	9% of compensation.
Fringe / Employee Benefits			163 000	45 795	-	-	19 857	228 652	14% of compensation.

YEAR 1 BUDGET AND ASSUMPTION		ZETA CHARTER SCHOOL - NEW YORK CITY 3 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2020 - JUNE 30, 2021						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumpt ons that are being made for the 1-Year Budget in the section provided below.
Total Revenue		4,117,381	533,884	-	-	733,857	5,385,122	
Total Expenses		3,548,822	684,044	-	-	1,144,171	5,377,037	
Net Income		568,559	(150,160)	-	-	(410,314)	8,085	
Budgeted Student Enrollment		180	-				180	
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Retirement / Pension		34 929	9 813	-	-	4 255	48 997	3% of compensation.
TOTAL PAYROLL TAXES AND BENEFITS		302 715	85 047	-	-	36 877	424 639	
TOTAL PERSONNEL SERVICE COSTS	23.50	1 467 000	412 152	-	-	178 710	2 057 862	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	20 605	20 605	Annual cost.
Legal		-	-	-	-	-	-	Included in CMO agreement.
Management Company Fee		191 130	53 909	-	-	245 039	490 078	15% of per pupil funding IDEA and Title I.
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	10 302	10 302	School food compliance support.
Payroll Services		-	-	-	-	-	-	Included in CMO agreement.
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		29 464	4 018	-	-	66 965	100 447	Approx $5 000 ERATE $30 000 Finance $20 000 IT $10 000 Academic Consultants. 1.5% annual increase.
TOTAL CONTRACTED SERVICES		220 594	57 927	-	-	342 911	621 432	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	Included in CMO agreement.
Classroom / Teaching Supplies & Materials		30 907	-	-	-	-	30 907	Approx $5 000/classroom. 1.5% annual increase.
Special Ed Supplies & Materials		-	18 544	-	-	-	18 544	Approx $3 000/new classroom $1 000/existing classroom. 1.5% annual increase.
Textbooks / Workbooks		-	-	-	-	-	-	
Supplies & Materials other		284 342	-	-	-	-	284 342	Curriculum materials: approx $22 000/new classroom $5 000 per existing classroom. Classroom libraries: $9 000/new classroom $2 500/existing classroom. Y1 only: Curriculum setup/resource materials: $60 000. 1.5% annual increase.
Equipment / Furniture		197 635	-	-	-	23 180	220 815	Classroom Technology Equipment: approx $6 000/new classroom $1 500/existing classroom. Staff Technology Equipment: $900/new staff $225/existing staff. School FFE $150 000-$200 000 each year. 1.5% annual increase.
Telephone			-	-	-	12 105	12 105	School telephone and internet approx $5 000. Cell Phone: approx $300/staff. 1.5% annual increase.
Technology		24 478	3 338	-	-	38 737	66 553	Student Info System: approx $25 000 annual license. Technology subscriptions: approx $150/student. Admin technology subscriptions: approx $70/student. 1.5% annual increase.
Student Testing & Assessment		18 544	-	-	-	-	18 544	Approx $100/student. 1.5% annual increase.
Field Trips		64 904	-	-	-	-	64 904	Approx $350/student. 1.5% annual increase.
Transportation (student)		-	-	-	-	-	-	
Student Services - other		35 811	4 883	-	-	-	40 694	Uniform package: approx $60/new student. Extracurricular expenses: approx $25/student. Ziab Materials approx $25 000 annual. 1.5% annual increase.
Office Expense		-	-	-	-	122 339	122 339	Approx $50/student. Y1 only: Office setup materials: approx $35 000. Staff events & appreciation approx $1 500/staff. Copier costs: approx $200/student. 1.5% annual increase.
Staff Development		81 903	-	-	-	-	81 903	Annual workshops: approx $30 000. Approx $2000/teacher plus $1 500/new teacher. 1.5% annual increase.
Staff Recruitment		-	-	-	-	7 727	7 727	Additional support included in CMO agreement. 1.5% annual increase.
Student Recruitment / Marketing		206 045	-	-	-	-	206 045	Approx $100 000 in school marketing costs and $100 000 in student recruitment costs. 1.5% annual increase.
School Meals / Lunch		181 732	-	-	-	-	181 732	Approx $5.44/day per student. 180 days. 1.5% annual increase.
Travel (Staff)		5 100	-	-	-	-	5 100	Approx $300/staff. 1.5% annual increase.
Fundraising		-	-	-	-	-	-	
Other		-	-	-	-	96 326	96 326	School admin memberships contingencu budget and discretionary funds for academic departments. 1.5% annual increase.
TOTAL SCHOOL OPERATIONS		1 131 401	26 765	-	-	300 414	1 458 580	
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	-	-	
Janitorial		-	-	-	-	-	-	included in building lease.
Building and Land Rent / Lease / Facility Finance Interest		690 300	187 200	-	-	292 500	1 170 000	Yr1-3: Temp facility Y4-5: Turnkey perm facility
Repairs & Maintenance		-	-	-	-	-	-	included in building lease.
Equipment / Furniture		-	-	-	-	-	-	
Security		-	-	-	-	-	-	
Ut ilties		-	-	-	-	-	-	included in building lease.
TOTAL FACILITY OPERATION & MAINTENANCE		690 300	187 200	-	-	292 500	1 170 000	
DEPRECIATION & AMORTIZATION		39 527	-	-	-	4 636	44 163	5 year useful life depreciation
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	25 000	25 000	$25 000/year for 3 years.
TOTAL EXPENSES		3,548,822	684,044	-	-	1,144,171	5,377,037	
NET INCOME		568,559	(150,160)	-	-	(410,314)	8,085	
ENROLLMENT - *School Districts Are Linked To Above Entries*								
PRIMARY School District: NYC CHANCELLOR'S OFFICE		180					180	
Other District 1:		-					-	
Other District 2:		-					-	
Other District 3:		-					-	
Other District 4:		-					-	
Other District 5:		-					-	
Other District 6:		-					-	
Other District 7:		-					-	
Other District 8:		-					-	

Response 21e-16

YEAR 1 BUDGET AND ASSUMPTION	ZETA CHARTER SCHOOL - NEW YORK CITY 3 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2020 - JUNE 30, 2021						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumpt ons that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**4,117,381**	**533,884**	**-**	**-**	**733,857**	**5,385,122**	
Total Expenses	**3,548,822**	**684,044**	**-**	**-**	**1,144,171**	**5,377,037**	
Net Income	**568,559**	**(150,160)**	**-**	**-**	**(410,314)**	**8,085**	
Budgeted Student Enrollment	**180**	**-**				**180**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**180**					**180**	
REVENUE PER PUPIL	**22,874**					**29,917**	
EXPENSES PER PUPIL	**19,716**					**29,872**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			ZETA CHARTER SCHOOL - NEW YORK CITY 3 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021												
Total Revenue			**1,157,855**	**36,404**	**707,855**	**36,404**	**756,548**	**64,097**	**735,548**	**64,097**	**735,548**	**64,097**	**735,551**	**291,118**	**5,385,122**
Total Expenses			**560,409**	**402,587**	**402,587**	**525,107**	**402,587**	**402,587**	**525,107**	**402,587**	**402,587**	**525,105**	**402,587**	**423,197**	**5,377,037**
Net Income			**597,446**	**(366,183)**	**305,268**	**(488,703)**	**353,961**	**(338,490)**	**210,441**	**(338,490)**	**332,961**	**(461,008)**	**332,964**	**(132,079)**	**8,085**
Cash Flow Adjustments			**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**44,163**
Beginning Cash Balance			**2,297**	**603,423**	**240,920**	**549,868**	**64,845**	**422,486**	**87,676**	**301,797**	**(33,013)**	**303,628**	**(153,700)**	**182,944**	**2,297**
Ending Cash Balance			**603,423**	**240,920**	**549,868**	**64,845**	**422,486**	**87,676**	**301,797**	**(33,013)**	**303,628**	**(153,700)**	**182,944**	**54,546**	**54,546**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2018-19)													
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	15 307	472 986	-	472 986	-	472 986	-	472 986	-	472 986	-	472 988	-	2 837 918
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:		(We ghted Avg.) -	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue		(We ghted Avg.) 15 307	472 986	-	472 986	-	472 986	-	472 986	-	472 986	-	472 988	-	2 837 918
Special Education Revenue			56 569	-	56 569	-	56 569	-	56 569	-	56 569	-	56 571	-	339 416
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	227 016	227 016
Other			141 896	-	141 896	-	141 896	-	141 896	-	141 896	-	141 895	-	851 375
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			671 451	-	671 451	-	671 451	-	671 451	-	671 451	-	671 454	227 016	4 255 725
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	21 000	-	-	-	-	-	-	-	21 000
Title I			-	-	-	-	8 606	8 606	8 606	8 606	8 606	8 606	8 606	8 608	68 850
Title Funding - Other			-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)			-	-	-	-	19 087	19 087	19 087	19 087	19 087	19 087	19 087	19 085	152 694
Grants															
Charter School Program (CSP) Planning & Implementation			33 333	33 333	33 333	33 333	33 333	33 333	33 333	33 333	33 333	33 333	33 333	33 337	400 000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			33 333	33 333	33 333	33 333	82 026	61 026	61 026	61 026	61 026	61 026	61 026	61 030	642 544
LOCAL and OTHER REVENUE															
Contributions and Donations			450 000	-	-	-	-	-	-	-	-	-	-	-	450 000
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			1 751	1 751	1 751	1 751	1 751	1 751	1 751	1 751	1 751	1 751	1 751	1 752	21 013
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			1 320	1 320	1 320	1 320	1 320	1 320	1 320	1 320	1 320	1 320	1 320	1 320	15 840
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			453 071	3 071	3 071	3 071	3 071	3 071	3 071	3 071	3 071	3 071	3 071	3 072	486 853
TOTAL REVENUE			**1,157,855**	**36,404**	**707,855**	**36,404**	**756,548**	**64,097**	**735,548**	**64,097**	**735,548**	**64,097**	**735,551**	**291,118**	**5,385,122**
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions													
Executive Management		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management		1.00	9 631	9 631	9 631	9 631	9 631	9 631	9 631	9 631	9 631	9 631	9 631	9 628	115 569
Deans Directors & Coordinators		1.00	7 880	7 880	7 880	7 880	7 880	7 880	7 880	7 880	7 880	7 880	7 880	7 876	94 556
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		1.00	6 566	6 566	6 566	6 566	6 566	6 566	6 566	6 566	6 566	6 566	6 566	6 570	78 796
Administrative Staff		3.00	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 067	204 870
TOTAL ADMINISTRATIVE STAFF		6.00	41 150	41 150	41 150	41 150	41 150	41 150	41 150	41 150	41 150	41 150	41 150	41 141	493 791
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular		6.00	34 145	34 145	34 145	34 145	34 145	34 145	34 145	34 145	34 145	34 145	34 145	34 145	409 740
Teachers - SPED		3.00	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 073	17 067	204 870
Substitute Teachers		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants		3.00	13 789	13 789	13 789	13 789	13 789	13 789	13 789	13 789	13 789	13 789	13 789	13 792	165 471
Specialty Teachers		3.50	19 918	19 918	19 918	19 918	19 918	19 918	19 918	19 918	19 918	19 918	19 918	19 917	239 015
Aides		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors		1.00	5 691	5 691	5 691	5 691	5 691	5 691	5 691	5 691	5 691	5 691	5 691	5 689	68 290
Other		1.00	4 337	4 337	4 337	4 337	4 337	4 337	4 337	4 337	4 337	4 337	4 337	4 339	52 046
TOTAL INSTRUCTIONAL		17.50	94 953	94 953	94 953	94 953	94 953	94 953	94 953	94 953	94 953	94 953	94 953	94 949	1 139 432
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		23.50	136 103	136 103	136 103	136 103	136 103	136 103	136 103	136 103	136 103	136 103	136 103	136 090	1 633 223
PAYROLL TAXES AND BENEFITS															
Payroll Taxes			12 249	12 249	12 249	12 249	12 249	12 249	12 249	12 249	12 249	12 249	12 249	12 251	146 990
Fringe / Employee Benefits			19 054	19 054	19 054	19 054	19 054	19 054	19 054	19 054	19 054	19 054	19 054	19 058	228 652
Retirement / Pension			4 083	4 083	4 083	4 083	4 083	4 083	4 083	4 083	4 083	4 083	4 083	4 084	48 997
TOTAL PAYROLL TAXES AND BENEFITS			35 386	35 386	35 386	35 386	35 386	35 386	35 386	35 386	35 386	35 386	35 386	35 393	424 639
TOTAL PERSONNEL SERVICE COSTS		23.50	171 489	171 489	171 489	171 489	171 489	171 489	171 489	171 489	171 489	171 489	171 489	171 483	2 057 862

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	ZETA CHARTER SCHOOL - NEW YORK CITY 3 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021												
Total Revenue	**1,157,855**	**36,404**	**707,855**	**36,404**	**756,548**	**64,097**	**735,548**	**64,097**	**735,548**	**64,097**	**735,551**	**291,118**	**5,385,122**
Total Expenses	**560,409**	**402,587**	**402,587**	**525,107**	**402,587**	**402,587**	**525,107**	**402,587**	**402,587**	**525,105**	**402,587**	**423,197**	**5,377,037**
Net Income	**597,446**	**(366,183)**	**305,268**	**(488,703)**	**353,961**	**(338,490)**	**210,441**	**(338,490)**	**332,961**	**(461,008)**	**332,964**	**(132,079)**	**8,085**
Cash Flow Adjustments	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**44,163**
Beginning Cash Balance	**2,297**	**603,423**	**240,920**	**549,868**	**64,845**	**422,486**	**87,676**	**301,797**	**(33,013)**	**303,628**	**(153,700)**	**182,944**	**2,297**
Ending Cash Balance	**603,423**	**240,920**	**549,868**	**64,845**	**422,486**	**87,676**	**301,797**	**(33,013)**	**303,628**	**(153,700)**	**182,944**	**54,546**	**54,546**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	20 605	20 605
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	122 520	-	-	122 520	-	-	122 520	-	-	122 518	-	-	490 078
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	10 302	-	-	-	-	-	-	-	-	-	-	-	10 302
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	8 371	8 371	8 371	8 371	8 371	8 371	8 371	8 371	8 371	8 371	8 371	8 366	100 447
TOTAL CONTRACTED SERVICES	141 193	8 371	8 371	130 891	8 371	8 371	130 891	8 371	8 371	130 889	8 371	28 971	621 432
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	2 576	2 576	2 576	2 576	2 576	2 576	2 576	2 576	2 576	2 576	2 576	2 571	30 907
Special Ed Supplies & Materials	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 549	18 544
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	23 695	23 695	23 695	23 695	23 695	23 695	23 695	23 695	23 695	23 695	23 695	23 697	284 342
Equipment / Furniture	18 401	18 401	18 401	18 401	18 401	18 401	18 401	18 401	18 401	18 401	18 401	18 404	220 815
Telephone	1 009	1 009	1 009	1 009	1 009	1 009	1 009	1 009	1 009	1 009	1 009	1 006	12 105
Technology	5 546	5 546	5 546	5 546	5 546	5 546	5 546	5 546	5 546	5 546	5 546	5 547	66 553
Student Testing & Assessment	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 545	1 549	18 544
Field Trips	5 409	5 409	5 409	5 409	5 409	5 409	5 409	5 409	5 409	5 409	5 409	5 405	64 904
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	3 391	3 391	3 391	3 391	3 391	3 391	3 391	3 391	3 391	3 391	3 391	3 393	40 694
Office Expense	10 195	10 195	10 195	10 195	10 195	10 195	10 195	10 195	10 195	10 195	10 195	10 194	122 339
Staff Development	6 825	6 825	6 825	6 825	6 825	6 825	6 825	6 825	6 825	6 825	6 825	6 828	81 903
Staff Recruitment	644	644	644	644	644	644	644	644	644	644	644	643	7 727
Student Recruitment / Marketing	17 170	17 170	17 170	17 170	17 170	17 170	17 170	17 170	17 170	17 170	17 170	17 175	206 045
School Meals / Lunch	15 144	15 144	15 144	15 144	15 144	15 144	15 144	15 144	15 144	15 144	15 144	15 148	181 732
Travel (Staff)	425	425	425	425	425	425	425	425	425	425	425	425	5 100
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	8 027	8 027	8 027	8 027	8 027	8 027	8 027	8 027	8 027	8 027	8 027	8 029	96 326
TOTAL SCHOOL OPERATIONS	121 547	121 547	121 547	121 547	121 547	121 547	121 547	121 547	121 547	121 547	121 547	121 563	1 458 580
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	1 170 000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	97 500	1 170 000
DEPRECIATION & AMORTIZATION	3 680.25	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	44 163
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25 000	-	-	-	-	-	-	-	-	-	-	-	25 000
TOTAL EXPENSES	**560,409**	**402,587**	**402,587**	**525,107**	**402,587**	**402,587**	**525,107**	**402,587**	**402,587**	**525,105**	**402,587**	**423,197**	5 377 037
NET INCOME	**597,446**	**(366,183)**	**305,268**	**(488,703)**	**353,961**	**(338,490)**	**210,441**	**(338,490)**	**332,961**	**(461,008)**	**332,964**	**(132,079)**	**8,085**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	44 163
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	3 680	44 163
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Cash Flow Adjustments	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**3,680**	**44,163**
NET INCOME	**601,126**	**(362,503)**	**308,948**	**(485,023)**	**357,641**	**(334,810)**	**214,121**	**(334,810)**	**336,641**	**(457,328)**	**336,644**	**(128,399)**	**52,248**
Beginning Cash Balance	**2,297**	**603,423**	**240,920**	**549,868**	**64,845**	**422,486**	**87,676**	**301,797**	**(33,013)**	**303,628**	**(153,700)**	**182,944**	**2,297**
ENDING CASH BALANCE	**603,423**	**240,920**	**549,868**	**64,845**	**422,486**	**87,676**	**301,797**	**(33,013)**	**303,628**	**(153,700)**	**182,944**	**54,546**	**54,546**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		ZETA CHARTER SCHOOL - NEW YORK CITY 3					DESCRIPTION OF ASSUMPTIONS
NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					*NOTE: State assumptions that are being made in the section provided below.*
Total Revenue		**5,385,122**	**5,955,148**	**9,082,745**	**11,364,201**	**13,471,331**	
Total Expenses		**5,377,037**	**5,929,008**	**8,561,984**	**11,206,567**	**13,323,470**	
Net Income (Before Cash Flow Adjustments)		**8,085**	**26,140**	**520,761**	**157,634**	**147,861**	
Budgeted Student Enrollment		**180**	**240**	**360**	**446**	**529**	
		Year 1 2020-21	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		**3.0%**	**3.0%**	**3.0%**	**1.0%**		
Per Pupil Revenue	Basic Tuition (2018-19)						
NYC CHANCELLOR'S OFFICE PRIMARY School District:	15 307	2 837 918	3 897 407	6 021 494	7 534 562	8 936 733	10% increases total over yr 1-4 to bring current 18-19 per pupil inline with a 2.5% increase each year.
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(We ghted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(We ghted Avg.) 15 307	2 837 918	3 897 407	6 021 494	7 534 562	8 936 733	
Special Education Revenue		339 416	465 831	697 881	872 784	1 018 248	12% SpEd student population. 4% @$10 390 service level and 8% @$19 049 service level
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		227 016	-	-	-	-	Y1 grant only.
Other		851 375	1 169 280	1 806 480	2 260 328	2 680 972	30% facility assistance funding.
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		4 255 725	5 532 518	8 525 855	10 667 674	12 635 953	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		21 000	29 000	43 000	54 000	63 000	$1 000 per SpEd student above 20% services category. 12% SpEd population.
Title I		68 850	91 800	137 700	170 550	202 500	85% FRPL $450/eligible student.
Title Funding - Other		-	-	-	-	-	
School Food Service (Free Lunch)		152 694	208 692	320 994	407 425	495 900	85% FRPL $998/eligible student. 2.5% annual increase.
Grants							
Charter School Program (CSP) Planning & Implementation		400 000	-	-	-	-	Total $800 000 grant to be used in pre-opening year and year 1.
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		642 544	329 492	501 694	631 975	761 400	
LOCAL and OTHER REVENUE							
Contributions and Donations		450 000	50 000	-	-	-	CMO support
Fundraising		-	-	-	-	-	
Erate Reimbursement		21 013	21 538	22 076	22 628	23 194	75% of eligible technology expenses. 2.5% annual increase.
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		15 840	21 600	33 120	41 924	50 784	$88/student. 2.5% annual increase.
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		486 853	93 138	55 196	64 552	73 978	
TOTAL REVENUE		**5,385,122**	**5,955,148**	**9,082,745**	**11,364,201**	**13,471,331**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						***NOTE:** For all 5-Years of FTE/Staffing detail please see the Staffing tab of this file.*
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	115 569	176 243	180 649	185 165	189 794	Y1: (1) Principal. Y2: (1) Principal (.5) Resident Principal. Y3: (1) Principal (.5) Resident Principal. Y4: (1) Principal (.5) Resident Principal. Y5: (1) Principal (.5) Resident Principal.
Deans Directors & Coordinators	1.00	94 556	96 920	193 899	293 302	300 635	Y1-2: (1) Academic Director. Y3: (2) Academic Directors. Y4-5: (3) Academic Directors.
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	78 796	80 766	161 581	165 621	169 761	Y1-2: (1) Operations Director. Y3-4: (1) Operations Director (1) Operations Manager. Y5: (1) Operations Director (1) Associate Operations Director.
Administrative Staff	3.00	204 870	209 992	215 242	288 913	364 425	Y1-2: (1) Operations Associate (1) Community Alliance Associate (1) Student Achievement Associate. Y3: (1) Operations Associate (1) Community Alliance Manager (1) Student Achievement Manager. Y4: (1) Operations Associate (1) Community Alliance Manager (1) Student Achievement Manager (1) Receptionist & Operations Associate. Y5: (1) Operations Associate (1) Community Alliance Manager (1) Community Alliance Associate (1) Student Achievement Manager (1) Receptionist & Operations Associate.
TOTAL ADMINISTRATIVE STAFF	6.00	493 791	563 920	751 370	933 001	1 024 616	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	409 740	556 564	843 638	1 069 599	1 301 208	Y1: (6) Head Teachers. Y2: (8) Head Teachers. Y3: (12) Head Teachers. Y4: (15) Head Teachers. Y5: (18) Head Teachers.
Teachers - SPED	3.00	204 870	278 282	353 529	430 657	509 713	Y1: (2) ICT Teachers (1) SETTS Teacher. Y2: (3) ICT Teachers (1) SETTS Teacher. Y3: (4) ICT Teachers (1) SETTS Teacher. Y4: (5) ICT Teachers (1) SETTS Teacher. Y5: (6) ICT Teachers. (1) SETTS Teacher.
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	3.00	165 471	224 765	340 698	514 686	582 711	Y1: (3) Resident Teachers. Y2: (4) Resident Teachers. Y3: (6) Resident Teachers. Y4: (9) Resident Teachers. Y5: (10) Resident Teachers.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*		ZETA CHARTER SCHOOL - NEW YORK CITY 3 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue		5,385,122	5,955,148	9,082,745	11,364,201	13,471,331	
Total Expenses		5,377,037	5,929,008	8,561,984	11,206,567	13,323,470	
Net Income (Before Cash Flow Adjustments)		8,085	26,140	520,761	157,634	147,861	
Budgeted Student Enrollment		180	240	360	446	529	
		Year 1 2020-21	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**	
Specialty Teachers	3.50	239 015	279 135	354 404	533 989	649 774	Y1: (1) Science Teacher (2.5) Specialist Teachers. Y2: (1.5) Science Teachers (2.5) Specialist Teachers. Y3: (2) Science Teachers (3) Specialist Teachers. Y4: (2.5) Science Teachers (4) Specialist Teachers (1) Z Lab Teacher. Y5: (3) Science Teachers (5) Specialist Teachers (1) Z Lab Teacher.
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	68 290	69 997	140 037	143 538	215 417	Y1-2: (1) School Psychologist. Y3-4: (2) School Psychologists. Y5: (3) School Psychologists.
Other	1.00	52 046	77 444	165 100	267 595	363 283	Grade Team Stipends & 5% Staff Bonuses. Not Staff FTE
TOTAL INSTRUCTIONAL	17.50	1 139 432	1 486 187	2 197 406	2 960 064	3 622 106	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	20 696	52 257	53 564	Y3: (.5) Kitchen Staff. Y4-5: (1.25) Kitchen Staff.
TOTAL NON-INSTRUCTIONAL	-	-	-	20 696	52 257	53 564	
SUBTOTAL PERSONNEL SERVICE COSTS	23.50	1 633 223	2 050 107	2 969 472	3 945 322	4 700 285	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		146 990	184 510	267 252	355 079	423 026	9% of compensation.
Fringe / Employee Benefits		228 652	287 015	415 726	552 345	658 040	14% of compensation.
Retirement / Pension		48 997	61 503	89 084	118 360	141 009	3% of compensation.
TOTAL PAYROLL TAXES AND BENEFITS		424 639	533 028	772 062	1 025 784	1 222 075	
TOTAL PERSONNEL SERVICE COSTS	23.50	2 057 862	2 583 135	3 741 534	4 971 106	5 922 360	
CONTRACTED SERVICES							
Accounting / Audit		20 605	20 914	21 227	21 546	21 869	1.5% annual increase.
Legal		-	-	-	-	-	Included in CMO agreement.
Management Company Fee		490 078	672 606	1 035 011	1 294 784	1 533 072	15% of per pupil funding IDEA and Title I.
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		10 302	10 457	10 614	10 773	10 934	School Food Compliance Support. 1.5% annual increase.
Payroll Services		-	-	-	-	-	Included in CMO agreement.
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		100 447	67 969	68 989	70 023	71 074	Approx $5 000 ERATE $30 000 Finance $20 000 IT $10 000 Academic Consultants. 1.5% annual increase.
TOTAL CONTRACTED SERVICES		621 432	771 945	1 135 841	1 397 126	1 636 949	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	Included in CMO agreement.
Classroom / Teaching Supplies & Materials		30 907	41 827	63 682	80 796	98 410	Approx $5 000/classroom. 1.5% annual increase.
Special Ed Supplies & Materials		18 544	6 274	12 736	9 696	9 841	Approx $3 000/new classroom $1 000/existing classroom. 1.5% annual increase.
Textbooks / Workbooks		-	-	-	-	-	
Supplies & Materials other		284 342	106 659	195 291	180 984	200 100	Curriculum materials: approx $22 000/new classroom $5 000 per existing classroom. Classroom libraries: $9 000/new classroom $2 500/existing classroom. Y1 only: Curriculum setup/resource materials: $60 000. 1.5% annual increase.
Equipment / Furniture		220 815	136 272	164 876	267 929	272 270	Classroom Technology Equipment: approx $6 000/new classroom $1 500/existing classroom. Staff Technology Equipment: $900/new staff $225/existing staff. School FFE $150 000-$200 000 each year. 1.5% annual increase.
Telephone		12 105	13 855	17 725	21 950	25 067	School telephone and internet approx $5 000. Cell Phone: approx $300/staff. 1.5% annual increase.
Technology		66 553	81 354	110 594	132 635	154 591	Student Info System: approx $25 000 annual license. Technology subscriptions: approx $150/student. Admin technology subscriptions: approx $70/student. 1.5% annual increase.
Student Testing & Assessment		18 544	25 096	38 209	48 047	57 843	Approx $100/student. 1.5% annual increase.
Field Trips		64 904	87 837	133 732	168 164	202 451	Approx $350/student. 1.5% annual increase.
Transportation (student)		-	-	-	-	-	
Student Services - other		40 694	42 873	46 700	49 717	52 731	Uniform package: approx $60/new student. Extracurricular expenses: approx $25/student. Zlab Materials approx $25 000 annual. 1.5% annual increase.
Office Expense		122 339	111 103	162 919	208 320	248 075	Approx $50/student. Y1 only: Office setup materials: approx $35 000. Staff events & appreciation approx $1 500/staff. Copier costs: approx $200/student. 1.5% annual increase.
Staff Development		81 903	71 368	93 931	111 499	122 192	Annual workshops: approx $30 000. Approx $2000/teacher plus $1 500/new teacher. 1.5% annual increase.
Staff Recruitment		7 727	7 843	7 960	8 080	8 201	Additional support included in CMO agreement. 1.5% annual increase.
Student Recruitment / Marketing		206 045	209 136	212 273	215 457	218 689	Approx $100 000 in school marketing costs and $100 000 in student recruitment costs. 1.5% annual increase.
School Meals / Lunch		181 732	245 944	374 449	470 859	566 863	Approx $5.44/day per student. 180 days. 1.5% annual increase.
Travel (Staff)		5 100	6 588	9 552	12 766	15 418	Approx $300/staff. 1.5% annual increase.
Fundraising		-	-	-	-	-	
Other		96 326	107 182	127 894	143 710	159 479	School admin memberships contingencu budget and discretionary funds for academic departments. 1.5% annual increase.
TOTAL SCHOOL OPERATIONS		1 458 580	1 301 210	1 772 523	2 130 607	2 412 220	
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	-	
Janitorial		-	-	-	-	-	included in building lease.
Building and Land Rent / Lease / Facility Finance Interest		1 170 000	1 176 300	1 782 695	2 549 750	3 139 509	Yr1-3 Temp facility Y4-5: Turnkey perm facility
Repairs & Maintenance		-	-	-	-	-	included in building lease.
Equipment / Furniture		-	-	-	-	-	

Response 21e-21

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	ZETA CHARTER SCHOOL - NEW YORK CITY 3					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**5,385,122**	**5,955,148**	**9,082,745**	**11,364,201**	**13,471,331**	
Total Expenses	**5,377,037**	**5,929,008**	**8,561,984**	**11,206,567**	**13,323,470**	
Net Income (Before Cash Flow Adjustments)	**8,085**	**26,140**	**520,761**	**157,634**	**147,861**	
Budgeted Student Enrollment	**180**	**240**	**360**	**446**	**529**	
	Year 1 2020-21	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	included in building lease.
TOTAL FACILITY OPERATION & MAINTENANCE	1 170 000	1 176 300	1 782 695	2 549 750	3 139 509	
DEPRECIATION & AMORTIZATION	44 163	71 417	104 392	157 978	212 432	5 year useful life depreciation
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25 000	25 000	25 000	-	-	$25 000/year for 3 years.
TOTAL EXPENSES	**5,377,037**	**5,929,008**	**8,561,984**	**11,206,567**	**13,323,470**	
NET INCOME	**8,085**	**26,140**	**520,761**	**157,634**	**147,861**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	180	240	360	446	529	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**180**	**240**	**360**	**446**	**529**	
REVENUE PER PUPIL	**29,917**	**24,813**	**25,230**	**25,480**	**25,466**	
EXPENSES PER PUPIL	**29,872**	**24,704**	**23,783**	**25,127**	**25,186**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	44 163	71 417	104 392	157 978	212 432	5 year useful life depreciation
Other	-	-	-	-	-	
Total Operating Activities	44 163	71 417	104 392	157 978	212 432	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
Total Cash Flow Adjustments	**44,163**	**71,417**	**104,392**	**157,978**	**212,432**	
NET INCOME	**52,248**	**97,557**	**625,153**	**315,612**	**360,293**	
Beginning Cash Balance	2 297	54 546	152 103	777 256	1 092 868	
ENDING CASH BALANCE	**54,546**	**152,103**	**777,256**	**1,092,868**	**1,453,161**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	180	15,766	2,837,918	1,433,647	4,271,565	32,300,000,000	0.013%
Year 2 (2021-22)	240	16,239	3,897,407	1,656,711	5,554,118	32,300,000,000	0.017%
Year 3 (2022-23)	360	16,726	6,021,494	2,537,481	8,558,975	32,300,000,000	0.026%
Year 4 (2023-24)	446	16,894	7,534,562	3,175,036	10,709,598	32,300,000,000	0.033%
Year 5 (2024-25)	529	16,894	8,936,733	3,750,004	12,686,737	32,300,000,000	0.039%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.schools.nyc.gov/about-us/funding/funding-our-schools
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 2 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 3 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 4 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 5 (2024-25)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

August 14, 2018

Zeta Charter Schools
Emily Kim
160 West 85th St, 2B
New York, NY 10024

Dear Emily:

We are pleased to share with you a summary of your financial commitments from the Charter School Growth Fund (CSGF) as of the date of this letter. This is a new report that we hope helps you in your annual strategic planning and budgeting process and can serve as a document to guide future conversations with your CSGF relationship manger.

Regarding any non-forgivable loans you may have outstanding, our expectation is that all principal and interest will be repaid to CSGF in accordance with the terms of the loan agreement(s) as outlined in the attached summary. If you have any questions or concerns, please feel free to reach out to me or your CSGF relationship manager at your convenience to discuss.

Thank you for your continued excellence in achieving great outcomes on behalf of your students!

Regards,

Ryan Lally,
Director of Finance and Accounting

Commitment Summary Report
Zeta Charter Schools
Life-to-Date, as of:
August 13, 2018

Total Award Commitments (Life-to-Date)	
Total Grants Awarded	1,650,000
Total Loans Awarded	1,900,000
Total Awards Committed	**3,550,000**

Grants Summary	
Total Grant Awards	1,650,000
Total Grant Disbursements	750,000
Scheduled Grant Payments	**900,000**

Loans Summary		
Total Disbursed	1,000,000	
Total Forgiven	-	
Total Repaid	-	
Outstanding Principal Balance	**1,000,000**	
Scheduled Principal Disbursements	900,000	
Scheduled Interest Repayments	127,656	*Estimated based on current loan schedule and terms*
Total Scheduled Repayments	**2,027,656**	

ANY DISCREPANCIES OR DIFFERENCES BETWEEN YOUR LEGAL AGREEMENTS WITH CSGF AND THIS REPORT ARE NOT BINDING AND THE LEGAL AGREEMENT SHALL PREVAIL

Commitment Summary Report
Zeta Charter Schools
Life-to-Date, as of:
August 13, 2018

Detailed Loan Summary

Below is a summary of your loans from CSGF. Any scheduled disbursements are contingent on the results of CSGF's annual review of your performance and/or any milestone contingencies included in your loan agreements. The table below does not include CSGF Startup Fund awards that you may be eligible for in accordance with your agreed-up milestones with CSGF. If eligible, these Startup Fund awards will be reflected once agreements have been finalized for these awards.

Fund	Investment Number	Disbursed	Forgiven	Repaid	Outstanding Balance	Scheduled Disbursements	Projected Loan Balance
Core (F3)	ZCS-F3-NATL-SC-2018-1Q	500,000	-	-	500,000	600,000	1,100,000
Facility (F3)	ZETA-F3-NFF-FAC-2018-Q2	500,000	-	-	500,000	300,000	800,000
	Total	**1,000,000**	**-**	**-**	**1,000,000**	**900,000**	**1,900,000**

Scheduled Repayments (Principal & Interest) due to CSGF

This table reflects all scheduled repayments due to CSGF for each of your outstanding loans. Amounts listed do not reflect forgiveness reductions that you may be awarded if included in your loan agreements. All years listed refer to calendar years.

Fund	Investment Number	2018	2019	2020	2021	2022	2023	2024	Thereafter	Total
Core (F3)	ZCS-F3-NATL-SC-2018-1Q	-	-	-	-	-	-	-	1,185,833	**1,185,833**
Facility (F3)	ZETA-F3-NFF-FAC-2018-Q2	-	-	-	841,823	-	-	-	-	**841,823**
	Total	**-**	**-**	**-**	**841,823**	**-**	**-**	**-**	**1,185,833**	**2,027,656**

Eligible Loan Forgiveness

This table reflects all eligible forgiveness associated with each of your outstanding loans with CSGF. Please reference your loan agreement for related forgiveness milestones. Timing may vary depending on when milestones are achieved. Amounts listed only include loan principal eligible for forgiveness, however any related accrued interest would also be forgiven if milestones are achieved. All years listed refer to calendar years.

Fund	Investment Number	2018	2019	2020	2021	2022	2023	2024	Thereafter	Total
Core (F3)	ZCS-F3-NATL-SC-2018-1Q	500,000	-	-	600,000	-	-	-	-	**1,100,000**
	Total	**500,000**	**-**	**-**	**600,000**	**-**	**-**	**-**	**-**	**1,100,000**

Commitment Summary Report
Zeta Charter Schools
Life-to-Date, as of:
August 13, 2018

Detailed Grant Summary

Below is a summary of your grants from CSGF. Any scheduled disbursements are contingent on the results of CSGF's annual review of your performance and/or any milestone contingencies included in your grant agreements. The table below does not include CSGF Startup Fund awards that you may be eligible for in accordance with your agreed-up milestones with CSGF. If eligible, these Startup Fund awards will be reflected once agreements have been finalized for these awards.

Fund	Investment Number	Disbursed	Scheduled Disbursements	Projected Grant Disbursements
Core (F3)	ZCS-F3-NATL-EIR-2017-3Q	250,000	-	250,000
Core (F3)	ZCS-F3-NATL-SC-2018-1Q	500,000	900,000	1,400,000
	Total	**750,000**	**900,000**	**1,650,000**

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newschools
venture fund

June 20, 2018

Grant Number: [redacted]

Emily Kim
Zeta Charter Schools
[redacted]
New York, NY 10024

Dear Emily:
We are delighted to inform you that NewSchools Venture Fund (NewSchools) will provide Zeta Charter Schools (Zeta) with a grant of $1,050,000, over the time period June 2018 to June 2021, to be paid according to the schedule below.

Purpose of Grant

This grant has been provided to advance specific activities of Zeta, which NewSchools has determined are consistent with its own charitable purposes. These specific activities are as follows:

- Successfully launch two Zeta schools, both kindergarten-5th grade schools, in the Fall of 2018 located in New York, NY. The schools will serve approximately 518 students each by 2022. Final planning and early launch efforts include, but are not limited to:
    - Finalizing enrollment to meet your Year 1 student recruitment goal of 180 students.

Working Relationship between Zeta and NewSchools

In addition to providing a grant, we are committed to an open, constructive relationship in support of your organization and its mission.

NewSchools Commitments

The Zeta team can expect the following as part of a relationship with NewSchools:

- We aspire to be an active thought partner with you. We strive to be supportive and constructive, which at times may mean that we challenge you as a means of pushing you to higher levels of impact.
- We help to build valuable relationships among our ventures. We will convene you alongside organizations at similar stages so that you can establish an authentic community of practice.
- We will regularly seek out your perspective on how we are doing. Your feedback helps us improve our own work and achieve greater impact.
- As a part of our commitment to capturing knowledge and measuring impact, all of our ventures are required to participate in research and evaluation efforts. We will make every effort to minimize the burden on your team while also ensuring that it provides useful and timely feedback to you.

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- We will tell you immediately if there is a problem in our relationship. We share the responsibility to provide hard feedback if it is necessary.

Zeta Commitments

NewSchools also will expect the following from Zeta:

- Ask us for help whenever you believe we may be able to help you think through an issue, connect to a potential partner, customer, vendor, or resource, and execute a strategic project.
- Attend and actively participate in our annual Summit and community of practice convenings, and school visits.
- Share your victories with us so we can celebrate with you!
- In a proactive, open and timely manner, inform NewSchools and your Board of Directors about every significant issue, challenge, transaction and event that may affect the organization's outcomes and impact.
- Tell us right away if you have any concerns about our working relationship with you or our performance as a funder.

Payment Provisions

NewSchools agrees to pay Zeta $1,050,000 in three payments. The first payment of $550,000 will be disbursed upon receipt of the following:

- This fully executed original Letter of Agreement,
- IRS Form W-9 with your entity status and taxpayer identification number (TIN); and
- If you are a tax exempt organization, or applying to be a tax exempt organization under section 501(c)(3) of the United States Internal Revenue Code, please provide one of the following documents to verify your tax exempt entity status:
    - A copy of your IRS determination letter
    - A copy of IRS Form 1023 (your application to the IRS to obtain 501(c)(3) status)

The other two payments of $250,000 each will be available according to the disbursement schedule attached as Exhibit A.

NewSchools is a public charity and is able to make grants to tax exempt organizations, organizations applying for tax exempt status, for-profit organizations, and governmental organizations.

Given the critical importance of the leadership team to the success of any venture we fund, NewSchools reserves the right to suspend the disbursement of any remaining grant payments, and/or request the return of unspent grant dollars that have already been disbursed, in the case of a material change in the employment status during the grant term of any of the key personnel related to the management of this grant, including but not limited to: Emily Kim.

NewSchools also reserves the right to suspend the disbursement of any remaining grant payments and/or request the return of unspent grant dollars that have already been disbursed if, in consultation with Zeta, we determine that the organization has failed to comply with the terms of this grant letter.

A total of $25,000 in additional funds have been added to this grant so that Zeta can pay directly for hotel, flights and other personal costs associated with attending NewSchools-sponsored or NewSchools-recommended events. At NewSchools-sponsored events (e.g. Community of Practice Meetings and NewSchools Annual Summit), NewSchools will pay for meals and meeting space during the events.

No grant funds shall be used to purchase or finance capital expenses (e.g. purchase a building or property, renovate a building, purchase vehicles, etc.).

NewSchools makes grants using funds from a variety of foundations and individuals, and at its sole discretion has selected Zeta to receive this grant. Zeta may not make any statement, or otherwise imply to the media, the general public or any other donor or investor that Zeta is supported by any donor other than NewSchools, unless your organization had directly received funds from that donor.

Reporting Requirements

Zeta will report on progress towards the grant goals according to the following schedule:

Timing	Requirements
Events, Visits and Calls	
October 2018 (and others as requested)	• Expectation: Attend Fall Community of Practice meetings to learn from experts and other grantees, build community, and discuss grant progress. • Note: You should use grant funds to pay directly for hotel, flights and other personal costs associated with attending these events. NewSchools will pay for your meals and the meeting space.
May 2019, May 2020 May 2021	• Expectation: Attend the annual NewSchools Summit to learn from experts and other grantees, build community, and discuss noteworthy ideas and trends in the field. • Note: You should use grant funds to pay directly for hotel, flights and other personal costs associated with attending these events. NewSchools will pay for your meals and the meeting space.

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Timing	Requirements
Monthly (or less frequent as appropriate)	• Expectation: Participate in regular check-in calls with NewSchools to provide updates on progress and receive support during the grant period.
Ongoing	• Expectation: Upon request, host in-person meetings and school visits for NewSchools to provide updates on progress and receive feedback.
Ongoing	• Expectation (Optional): Attend annual school visits to learn from other innovative schools and build community. • Note: You should use grant funds to pay directly for hotel, flights and other personal costs associated with attending these events. NewSchools will pay for your meals and the meeting space.
Data Collection	
October 31, 2018 July 15, 2019 July 15, 2020	• Expectation: Submit to NewSchools the following information during the three years this grant is active to show progress and trigger the release of subsequent funds: ○ Board-approved academic, operating, and financial goals for the upcoming academic/fiscal year; ○ An assessment of progress made toward achieving board-approved academic, operating and financial goals for the previous academic/fiscal year; ○ Confirmation that the school met at least 90% of its target enrollment (e.g. 61 for 2017-2018) for the current academic year; ○ Confirmation that the school met at least 90% of its target for enrollment of students who qualify for free and reduced lunch based on actual enrollment numbers (e.g. 54 for 2017-2018) for the current academic year; ○ Confirmation that 100% of school leadership and teaching positions for the current academic year have been filled; and ○ Updated school-level and organizational-level financial models that provide a timely and accurate picture of your financial position, particularly with respect to cash flow during the upcoming academic/fiscal year.
Annually	• Expectation: Provide all requested data for NewSchool's annual data collection process, which is designed to gather feedback on the support we provide our ventures; monitor

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Timing	Requirements
	progress and trends; and inform our board, investment partners, and funders. Data requested includes: ○ Your assessment of our relationship; ○ Key operating metrics (e.g. enrollment, demographics, retention); ○ Family and staff satisfaction ratings; and ○ Race/ethnicity data on leadership team and board. • Note: We will provide a template to facilitate this process.
July 30, 2020	• Expectation: Submit a final report to NewSchools that provides a narrative account of what was accomplished during the grant period and an assessment of progress made towards achieving each of the goals of the grant. • Note: We will provide a template to use at least two months prior to the deadline.
Research Partnership	
Ongoing	• Expectation: Participate in a multi-year third-party research effort for the school's first five academic years. • Purpose: (a) Support you in defining, measuring and improving student impact across a range of academic and non-academic dimensions and (b) enable NewSchools to gather data on the performance of our portfolio; capture trends; identify promising practices; and inform our board, investment partners, funders, and the field. • Requirements: For the first five academic years that the school is open, we ask that you: ○ Share with our research partner how your school defines and measures student success; ○ Administer NWEA's Measures of Academic Progress (MAP) (details below); ○ Administer student and/or teacher surveys on mindsets, skills, habits, culture, and climate twice per year (provided by our research partner); ○ Provide research partner timely access to de-identified academic performance on all administered assessments, surveys; and other relevant data (e.g. suspensions, graduation rate, etc.); ○ Allow school and classroom observations by research partners (within reason);

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Timing	Requirements
	○ Be open to administering new instruments aligned to your student success definition. • Note: NewSchools reserves the right to release findings publicly, but will not publish the performance of individual school names without your approval.
Ongoing	• Expectation: For the first five academic years that your school is open: ○ Administer NWEA's Measures of Academic Progress (MAP) for grades K-12 in the fall and the spring of each academic year (see notes below). ○ Provide de-identified student performance results with our research partner on all MAP assessment administrations. • Purpose: These assessments allow you to take full advantage of our research partnership because, by combining student-level academic results with non-academic data, we can conduct more sophisticated analyses which can lead to new insights. • Note 1: You will need to consent to share student- and school-level assessment data with our research partner, TransformEd, and to share de-identified group-level data with NewSchools Venture Fund. • Note 2: Over the period that NewSchools requires the MAP assessment, NewSchools will pay for the MAP assessment through a partnership with NWEA. You will not need to pay for the assessment with grant funds.

Further specific provisions of this grant are described in the attached Terms and Conditions for NewSchools Venture Fund Grants. These Terms and Conditions are expressly incorporated by reference herein.

Please indicate agreement to this Grant and its terms by signing and returning this Agreement to NewSchools.

On behalf of NewSchools Venture Fund, we all look forward to a productive relationship. Together, we will transform public education so that all children – especially those underserved – graduate high school prepared and inspired to achieve their most ambitious dreams and plans.

NewSchools Venture Fund | [redacted] | Oakland, CA 94612
[redacted] | [redacted] | [redacted]

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Sincerely,

DocuSigned by:
Frances Messano
3CF5D2DF556A460...

Frances Messano
Senior Managing Partner

Accepted by:

DocuSigned by:
5DDB10075EE4402...

Grantee Authorized Representative – Signature

Emily Kim

Name

CEO

Title

6/20/2018

Date

Encl: Exhibit A – Grant Disbursement Schedule
Terms and Conditions

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EXHIBIT A
Grant Disbursement Schedule

At any time, NewSchools may amend this Exhibit A to change the disbursement schedule.

Disbursement #2
Anticipated Date: July 15, 2019
Disbursement Amount: $250,000
Upon receipt of the following:

- Board-approved academic, operating, and financial goals for the upcoming academic/fiscal year;
- An assessment of progress made toward achieving board-approved academic, operating and financial goals for the previous academic/fiscal year;
- Confirmation that the school met at least 90% of its target enrollment (e.g. 61 for 2017-2018) for the current academic year;
- Confirmation that the school met at least 90% of its target for enrollment of students who qualify for free and reduced lunch based on actual enrollment numbers (e.g. 54 for 2017-2018) for the current academic year;
- Confirmation that 100% of school leadership and teaching positions for the current academic year have been filled; and
- Updated school-level and organizational-level financial models that provide a timely and accurate picture of your financial position, particularly with respect to cash flow during the upcoming academic/fiscal year.

Disbursement #3
Anticipated Date: July 15, 2020
Disbursement Amount: $250,000
Upon receipt of the following:

- Board-approved academic, operating, and financial goals for the upcoming academic/fiscal year;
- An assessment of progress made toward achieving board-approved academic, operating and financial goals for the previous academic/fiscal year;
- Confirmation that the school met at least 90% of its target enrollment for the current academic year;
- Confirmation that the school met at least 90% of its target for enrollment of students who qualify for free and reduced lunch based on actual enrollment numbers for the current academic year;
- Confirmation that 100% of school leadership and teaching positions for the current academic year have been filled; and

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- Updated school-level and organizational-level financial models that provide a timely and accurate picture of your financial position, particularly with respect to cash flow during the upcoming academic/fiscal year.

Agreed Upon:

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5DDB16675EE4402...
6/20/2018

Grantee Authorized Representative Date

DocuSigned by:
3CF5D2DF556A460...
6/20/2018

NewSchools Authorized Representative Date

NewSchools Venture Fund | [redacted] | Oakland, CA 94612
[redacted]

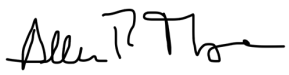
December 28, 2018

Emily A. Kim
CEO
Zeta Charter Schools
222 Alexander Avenue
Bronx, New York 10454

Dear Emily:

This letter confirms my commitment to invest $ 250,000 of philanthropic funding in Zeta Charter Schools for the 2018-19 school year, and $ 250,000 for the 2019-20 school year..

Sincerely,



Allen Thorpe

September 5, 2017

Emily A. Kim
CEO
Zeta Charter Schools
160 W. 85th St. 2B
New York, NY 10024

Dear Emily:

This letter confirms my commitment to invest $500,000 of philanthropic funding in Zeta Charter Schools, $250,000 for the 2017-2018 school year (launch year) and $250,000 for the 2018-2019 school year.

Sincerely,



Joel Greenblatt

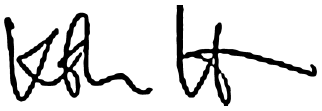
December 30, 2018

Emily A. Kim
CEO
Zeta Charter Schools
222 Alexander Avenue
Bronx, New York 10454

Dear Emily:

This letter confirms my commitment to invest $50,000 of philanthropic funding in Zeta Charter Schools for the 2018-19 school year.

Sincerely,



Ken Hirsh

21. Fiscal Soundness

(g) Non-SUNY Financials

Request is not applicable.

22. Action Plan

As further set forth in **Response 3(c) - List of Founding Team Members** and **Response 14(a) - Board Members**, the founding team and Board of Trustees of the proposed schools have extensive experience planning, opening, running, and scaling high-quality charter schools, most recently Zeta Bronx 1 and Zeta Inwood 1, which opened in August 2018.

This wealth of expertise and experience ensures that every aspect of opening two new public charter schools in New York City will be handled appropriately, competently, and timely to ensure successful school openings in August 2020.

Below is the Action Plan for each of the two proposed Zeta schools.

Projected Key Step	Projected Start Date	Projected Completion Date	Person(s) Responsible
Organizational, Legal, & Financial			
SUNY Charter Approval	January 9, 2019 (application submission date)	August 2019 (Anticipated SUNY Trustees Approval Date)	SUNY Trustees
Seek philanthropic funding (institutional funders and individual donors)	January 2019	Ongoing	CEO
Review organizational, legal, human resources, financial structures, and organizational policies, making updates as necessary	October 2019	January 2020 / Ongoing	CEO / General Counsel & Director of Special Projects
Submit timely applications for federal, state, and local government grant funding	October 2019	April 2020	General Counsel & Director of Special Projects
Create and approve school budgets	February 2020	June 2020	CEO / Head of Finance / Board
Set up insurance policy renewals covering new schools	March 2020	June 2020	General Counsel & Director of Special Projects / Head of Finance
Submit first DOE Invoice	June 2020	July 2020	Head of Finance
Schooling & Academic Planning			
Review K & 1 curriculum and assessments, including design planning to meet needs of special education, English Language	January 2020	May 2020 / Ongoing	Managing Director of Academics / Managing Director of School/Principal / Academic Director

Learner, at-risk, advanced student populations, making any necessary adjustments			
Plan Zeta Summer University training	January 2020	May 2020	Managing Director of Academics / Managing Director of School/Principal / Academic Director
Review Family Handbook, making adjustments as needed	February 2020	April 2020	Director of School Advising
IEP planning and review	April 2020	August 2020	Head of Special Populations
Prepare student files and data systems	April 2020	August 2020	Academic Director / Operations Director
Review and finalize daily school schedule	May 2020	August 2020	Managing Director of Academics / Managing Director of School/Principal / Academic Director / Operations Director
Staff/teacher/leader training; training on school design, academic components, classroom management, school culture, etc.	June 2020	August 2020 / ongoing	Managing Director of Academics / Managing Director of School/Principal / Academic Director
Facilities, Operations, & Procurement[1]			
Submit space request for CSD 9 and CSD 12 co-located facilities	March 2019	August 2019 – DOE's statutory 5-month deadline	General Counsel & Director of Special Projects
Preliminary exploration of private facility options in CSD 9 and CSD 12	March 2019	August 2019 / Ongoing	CEO / Network Director of Operations
If necessary, file § 2853(3)(e)(3) expedited appeal of co-location decision	August 2019	October 2019	General Counsel & Director of Special Projects
If necessary, identify private facility and negotiate lease /	August 2019	December 2019	CEO / General Counsel & Director of Special Projects

[1] As further discussed in **Response 16ac - Facilities**, Zeta will explore both public and private facility options in parallel, in case the DOE is unable to secure appropriate co-located space for the proposed schools.

purchase agreement			/ Network Director of Operations
Facilities discussions with DOE	November – December 2019	January 2020 / Ongoing	CEO / General Counsel & Director of Special Projects
Required facilities processes (publication of EIS/BUP, hearings, PEP votes)	November – December 2019	January – March 2020	NYC DOE
Seek proposals from and select renovation team (including General Contractor, Architect/Designer, Project Manager)	November 2019	December 2019	Network Director of Operations
Purchase school furniture	January 2020	March 2020	Network Director of Operations / Operations Director
Purchase books and school supplies	January 2020	March 2020	Network Director of Operations / Operations Director
Facilities design, approvals, and renovations, involving DOE, General Contractors, renovation team	January 2020	June 2020 / ongoing	CEO / Network Director of Operations
If necessary, request nursing services from Department of Health and Mental Hygiene and finalize nursing arrangements	March 2020	August 2020	Network Director of Operations / Operations Director
Negotiate meal services contract and prepare for meal service to commence on the first day of school	April 2020	August 2020	Network Director of Operations / Operations Director
If necessary, negotiate security contract and finalize security guard arrangements	April 2020	August 2020	Network Director of Operations / Operations Director
If necessary, negotiate janitorial contract and finalize janitorial arrangements	April 2020	August 2020	Network Director of Operations / Operations Director
Preparing school buildings for first day of	June 2020	August 2020	Network Director of Operations /

school, including finalizing renovations, ensuring furniture and supplies are set up, and satisfying SUNY pre-open checklist requirements			Operations Director
Hiring & Human Resources			
Begin searches for a Managing Director of School/Principal for each school	March 2019	December 2019 / Ongoing	Director of People & Culture
Begin searches for school leadership (2 Academic Directors, 2 Operations Directors)	March 2019	December 2019 / Ongoing	Director of People & Culture
School and other staff recruitment and hiring, including mandatory background checks and fingerprinting clearance for each employee	October 2019	May 2020 / Ongoing	Director of People & Culture
Staff onboarding	June 2020	July 2020	Managing Director of Academics / Director of People & Culture
Zeta Summer University - staff training	June 2020	August 2020	Managing Director of Academics / Director of People & Culture
Student Recruitment and Enrollment			
Review and revise student application and release to public	September 2019	November 2019	General Counsel & Director of Special Projects / Head of School Advising
Pre-lottery Student Recruitment	October 2019	April 2019	Head of School Advising
Review and revise student enrollment documents and onboarding materials	January 2020	April 2020	General Counsel & Director of Special Projects / Head of School Advising
Admissions lottery / family notification / waitlist pulls	April 2018	Ongoing	Head of School Advising
Student enrollment and welcome events	April 2018	August 2018 / Ongoing	Head of School Advising

The above Action Plan is representative, not exhaustive. The founding team will continually review its progress and adjust plans as necessary to ensure the schools are on track to open in August 2020.

23. Supplemental Information

(a) Supplemental Narrative

Supplemental attachments are included in the Zeta Portfolio, attached as **Response 23(b) - Supplemental Attachments**. The Zeta Portfolio provides additional materials regarding Zeta's student growth, professional learning programs, assessments, innovation culture, social-emotional learning curriculum, and specialist programs. These materials supplement the narratives provided in the application and provide additional information regarding our programs and outcomes, as further described therein, to enable the Institute and the SUNY Trustees to fully evaluate our proposal. The Zeta Portfolio provides an important opportunity for the Institute and the SUNY Trustees to understand the quality and trajectory of our schools, beyond our academic results for our first few months of operation.

23. Supplemental Narrative

(b) Supplemental Attachments

Zeta CHARTER SCHOOLS

Contents

Part I: Student Work Samples Reflecting Tremendous Growth

- Writing
- Math Assessments
- Science Assessment
- Project Based Learning

Part II: Assessments

- Overview of Assessments at Zeta
- Sample Assessment Calendar
- Early Elementary Writing Rubric
- Sample Science Unit Assessments

Part III: Professional Learning at Zeta

- Overview of Professional Learning at Zeta
- Teacher Reflection on Professional Learning at Zeta
- Sample Teacher Week 1 Schedule for Zeta Summer University
- Sample Full-Day Professional Learning Schedule
- Full-Year Teacher Walkthrough Rubric Assessment Tool
- Sample Teacher Development Plans
    1. Instructional Planning
    2. Behavior Management

Part IV: Innovation at Zeta

- Overview of Innovation at Zeta
- Z Lab Kindergarten Curriculum Overview and Sample Units

Part V: Social-Emotional Learning at Zeta

- Overview of Social-Emotional Learning and Compass
- Teacher Guide: True North Badgework

Part VI: Specialist Programming at Zeta

- Zeta Specialist Video
- Taekwondo at Zeta
- Chess at Zeta
- Music at Zeta
- Art at Zeta
    - Sample Student Artwork
- Sports at Zeta

Appendix: Sample Professional Learning Sessions

- Adult Understanding: Excellent Essay Writing
  - Teacher Writing Samples
- Project Based Learning Unit Launch: Geography
  - Sample Adult Geography Work
- Z Lab: Our Vision
- Compass: Intro to Badgework & Monitoring Progress
- Delivering WOW Through Family Service

Student Work Samples: Writing

Teaching great writing is a cornerstone of Zeta's school model. Throughout the school year, we spend significant time studying student writing to assess student progress and growth in order to focus our instruction. We predicted, based on our past experience, that our incoming kindergarteners and below-grade-level readers would struggle initially in two ways. First, without foundational reading skills and an understanding of phonics, student capacity to write would be limited. Second, we knew that many of our students would struggle initially with idea generation. Zeta's first units were accordingly focused on two skill areas. First, students need to understand that writers choose ideas that are meaningful to them and that they are passionate about sharing with an audience. Second, writers need to learn how to connect reading skills to their written work to make their writing readable for their readers.

The attached writing samples demonstrate tremendous growth by our students in these two important writing skill areas. Students were asked to write about a time they were brave and/or write a true story from their lives. From the initial assessment, on October 30, 2018, to the subsequent assessment one month later, on November 27, 2018, teachers and leaders studied student writing to improve their writing they modeled for their class, set goals for students, and coached students to improve in these two areas, resulting in strong growth across our student body in writing in just one month.

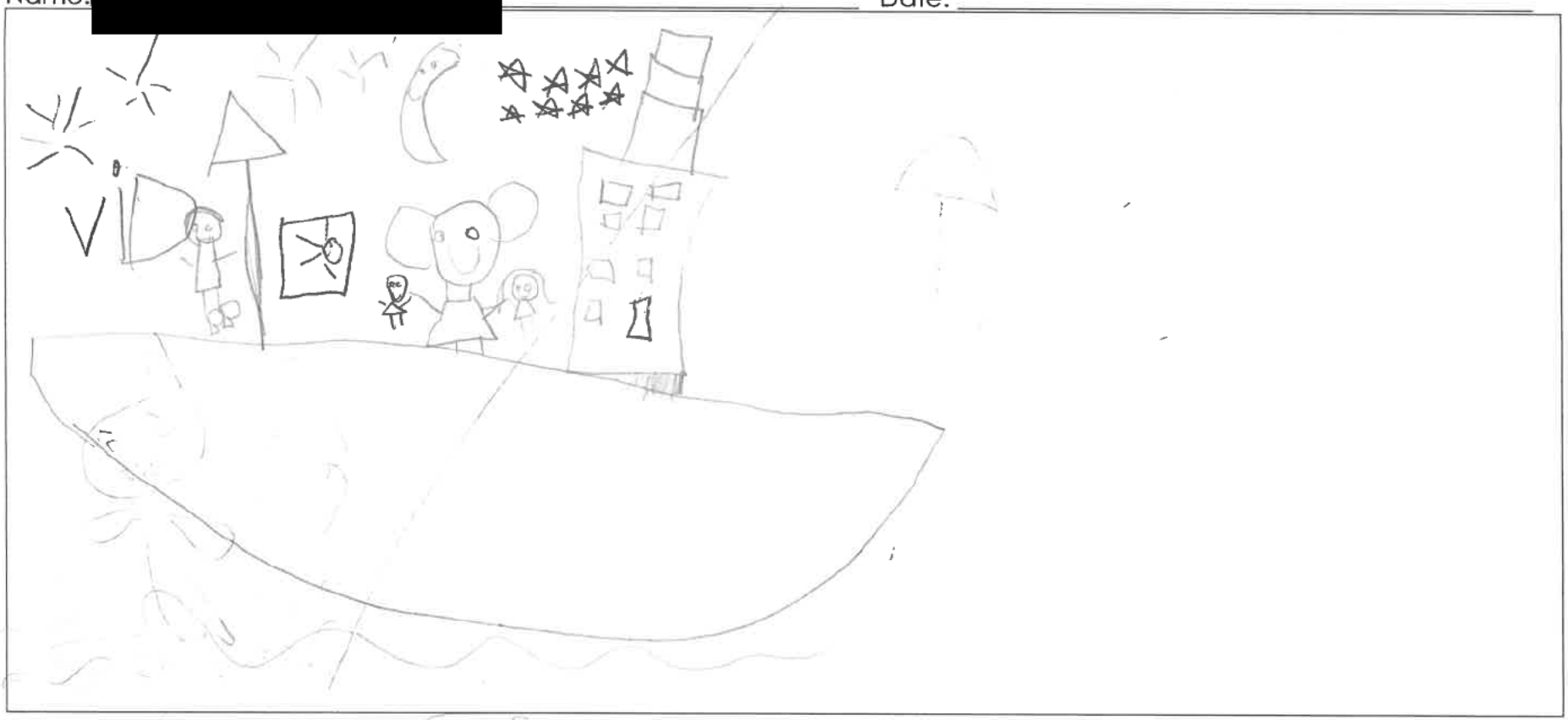
Student Work Samples: Writing

Writing Sample 1: [redacted]

[redacted] first piece is written fully in random letter strings, which demonstrates that she has not yet mastered the connection between reading and phonics and the written word.

In [redacted] second piece, written four weeks later, she demonstrates significant progress in growing from pre-writing skills to higher-level emergent writing. In this piece, she completes simple sentences that are a combination of phonetic spelling and correctly spelled words, demonstrating a strong growth in understanding that letters and words can make your writing legible and bring meaning to your reader. She also demonstrates growth in her idea generation. Through her writing, we see that [redacted] has learned that great ideas are connected across pages and that writing must be cohesive in order to communicate ideas to the reader. She connects her ideas by writing about her family and being with members of her family on each page. Zeta's phonics instruction and focused model writing and coaching have supported [redacted] rapid progress in understanding basic writing conventions, moving her from random letter strings to putting her on the path to becoming a fluent writer.

Name: [redacted] Date: _____



eTlD rTI baboBB B

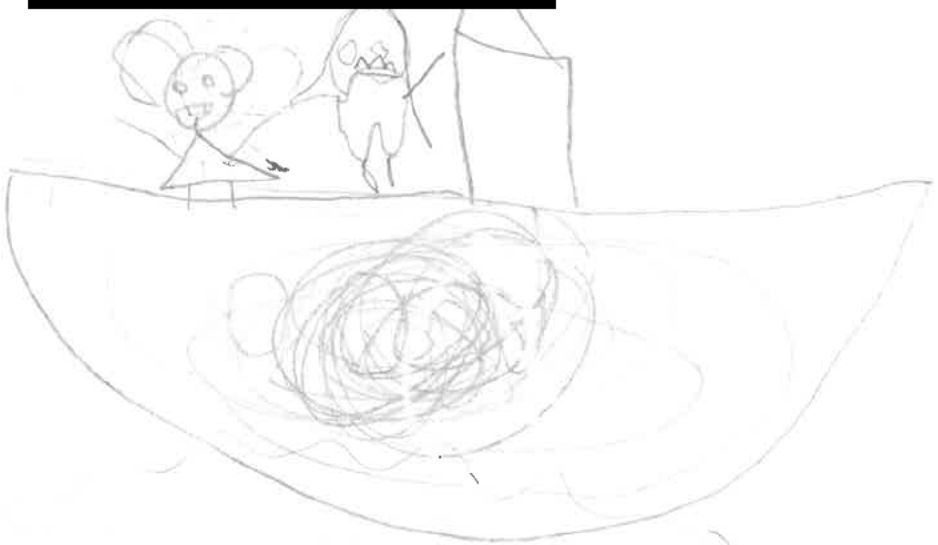
_____

[redacted]



_____

Name [redacted] Date: _____



RBRbt

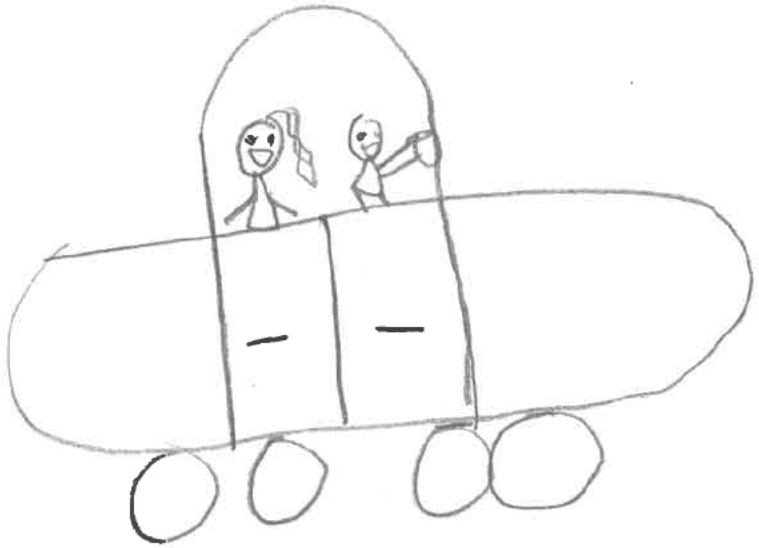
Name: [redacted] Date: _____



cake Ballon

Response 23b-10

Name: [redacted] e: _____



I ws in the car it.

ws rea the car Hal mean.

Response 23b-11

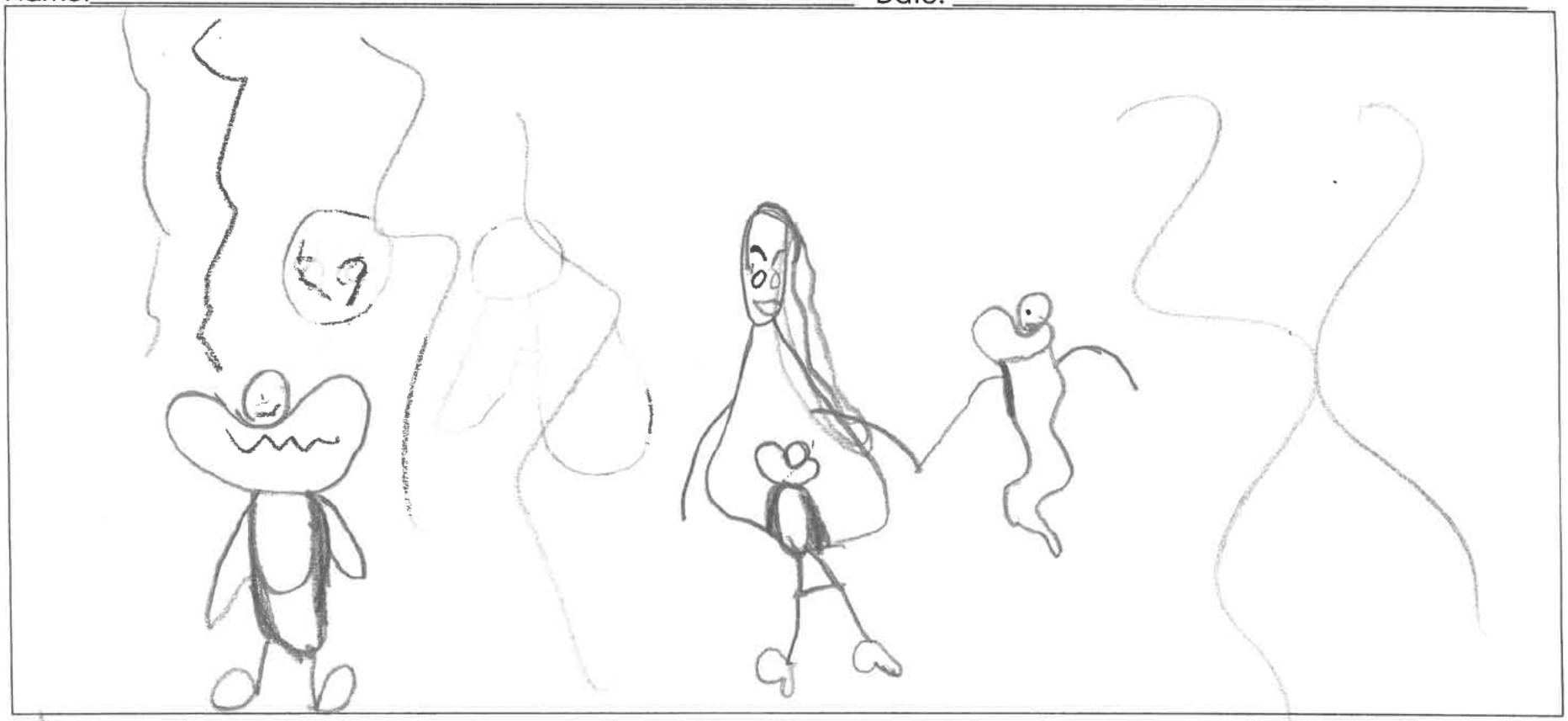
Name:_____ Date:_____



my [redacted] wsa in tne sky.

Response 23b-12

Name: _____ Date: _____



Loo [redacted]

Sister [redacted] are big We are big too.

Student Work Samples: Writing

Writing Sample 2: [redacted]

[redacted] first piece is illegible and written in random letter strings, demonstrating that he has not yet mastered that the symbols of the alphabet are connected to specific sounds. It is challenging to decipher his idea from his illustrations which tells us that he has not mastered the idea that writers write ideas and create illustrations for an audience.

His second piece illustrates significant growth from his baseline. He has grown exponentially through the stages of emergent writing. He demonstrates that he has mastered an understanding of the connection between written words and sound correspondence by writing complete sentences with mostly correctly spelled words. M.V. has also grown in his ability to connect ideas. He generates non-fiction writing that teaches the reader important information about turtles. He writes about one topic across all pages of his piece, and shares the main idea with readers that turtles are his favorite animal. He follows by explaining what makes turtles special on each page. Through this work, it is clear that he is is growing in writing an opinion and supporting his opinion with details and information. Zeta's phonics instruction and focused model writing and coaching have supported [redacted] growth in understanding that authors write to convey important information to their audience, and to use his knowledge of language to make his ideas come alive for his reader.

Name: [redacted] Date: Dassy



I KMtB EWKc

NBGNXJlCSWSe iqSookBY

Name: [redacted] Date:



Neoi BJ CS& MeJLe

I boogDe

Response 23b-16

Name: [redacted]

Date: _____



I Atoairi Kx!aoo Yg FH

I 11 ! & aaeSSorgbloee F the MMlltoaVeVear

Response 23b-17

Nam [redacted] Date 11/5/18

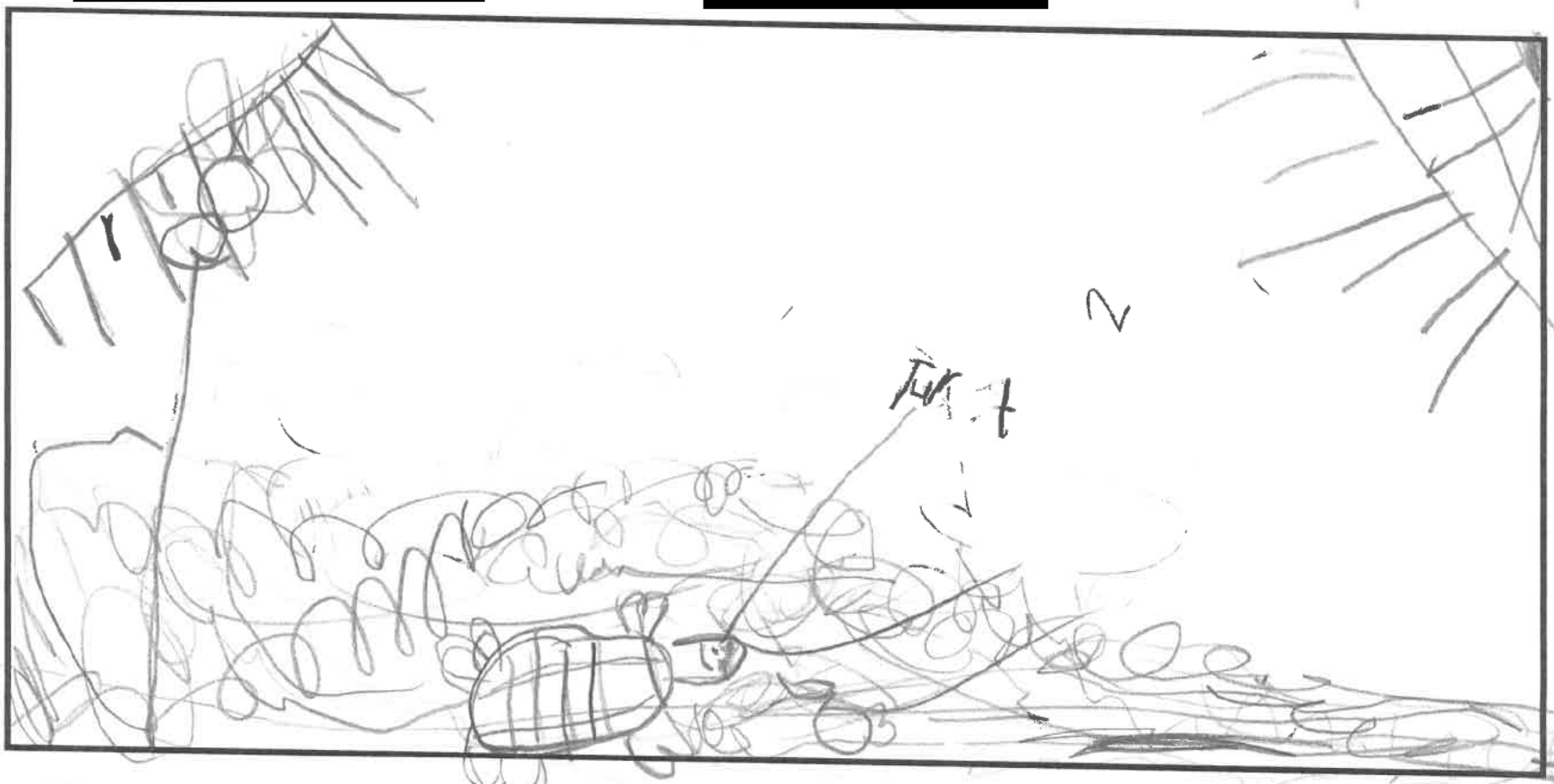


Turtles Are my Favt anml

because Turtles Are Qut.

Response 23b-18

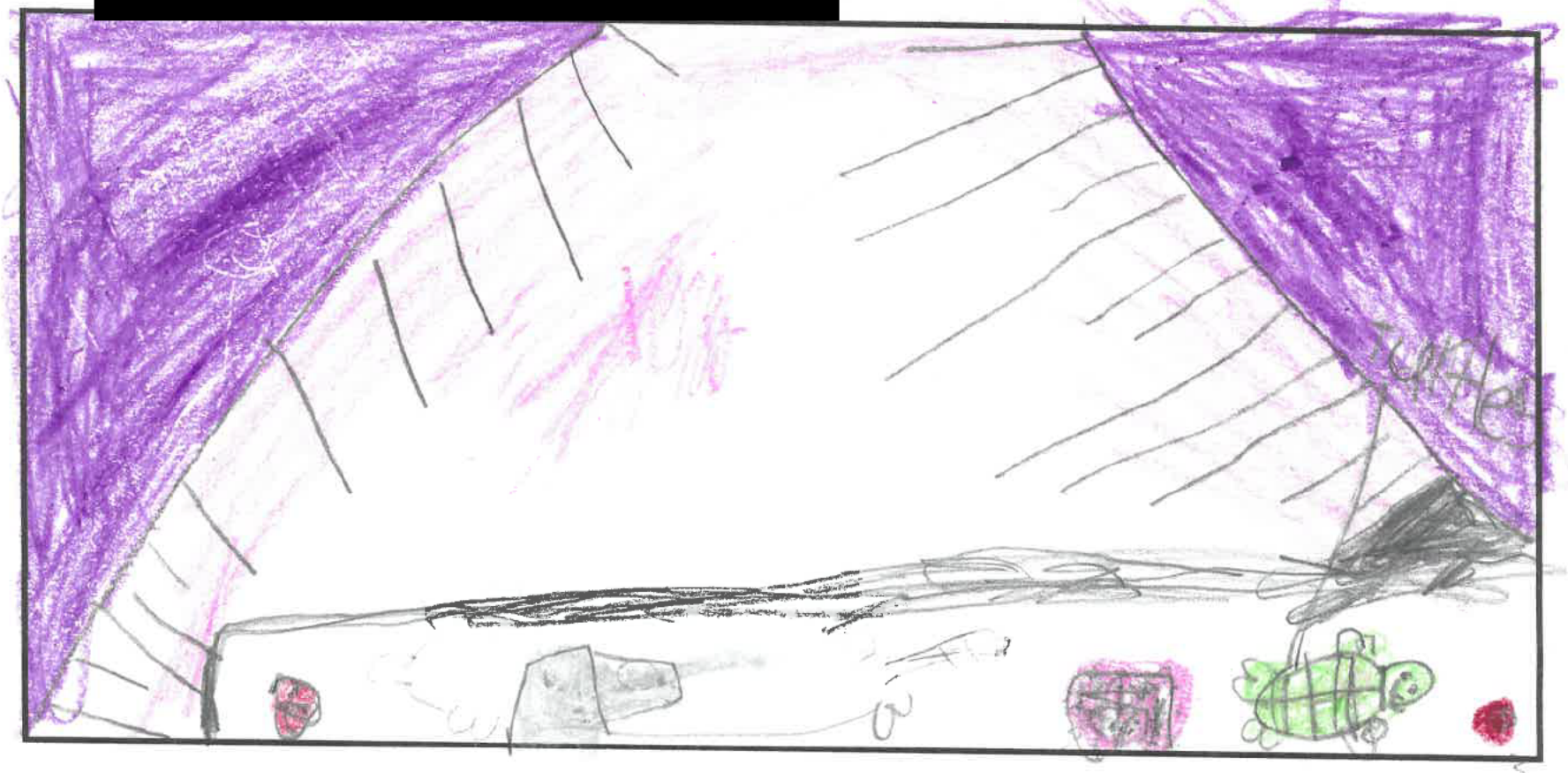
Nam [redacted] [redacted] Date 11/13/16



The turtles is swiming

Response 23b-19

Name [redacted] Date 11/2



The turtles are play.

Nam[redacted] Date 11/26/18



Response 23b-21

Student Work Samples: Writing

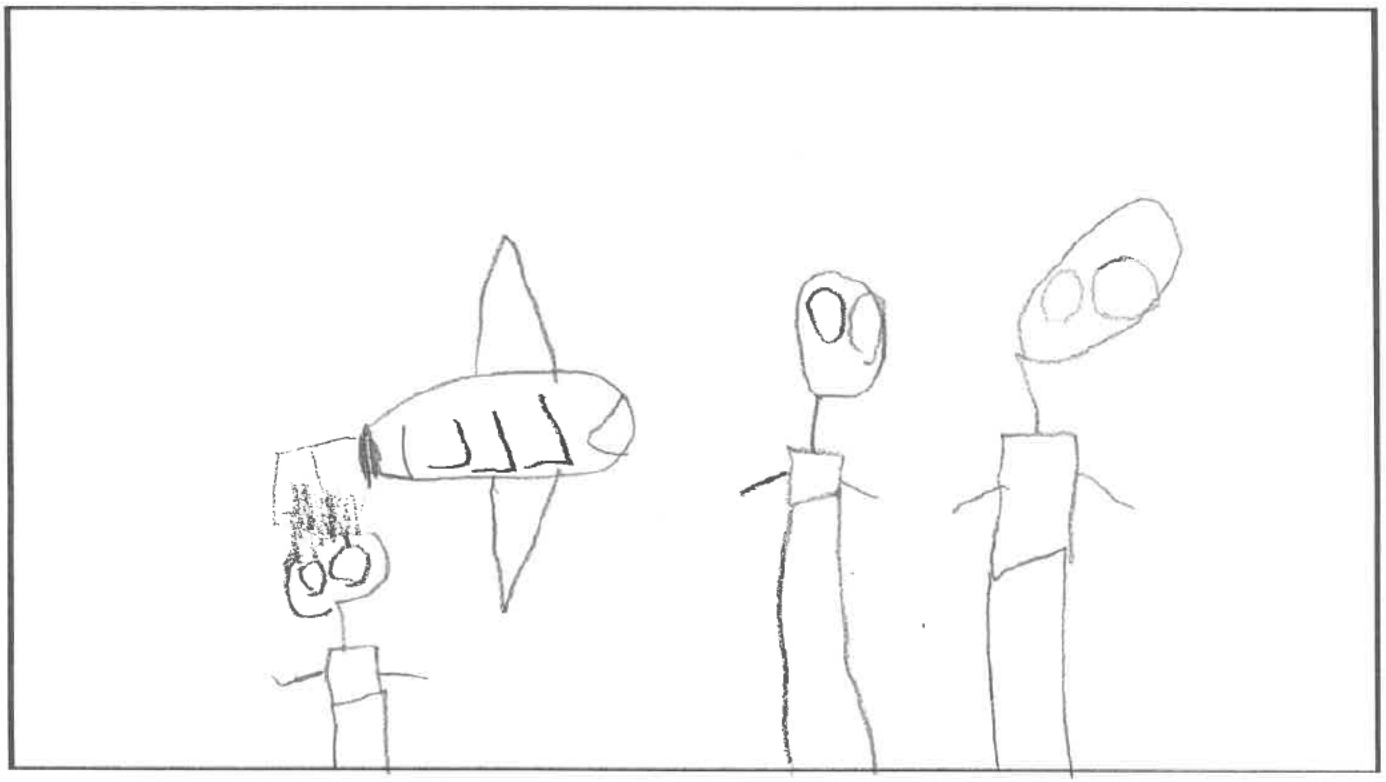
Writing Sample 3: [redacted]

[redacted] first piece is written in random letter strings, showing that he has not yet mastered the connection between written words and phonetic understanding. While he might orally share his ideas, he is not able to share his ideas through writing because of his limited phonemic understanding. [redacted] also struggles with idea generation. His initial writing was only one page. It lacked a beginning, middle and end that showed how his experience took place and why it was meaningful for him.

[redacted] second piece demonstrates rapid growth in the areas of writing focus: meaningful idea and the connection between written word and phonics. First, his writing shows progress in his understanding of the written word. His writing is legible for the reader, and he writes in simple sentences using words that he has learned to sound out in phonics instruction. [redacted]. also demonstrates growth in his understanding of how ideas fit together. He writes about a special time he had with his mother at the park. Zeta's phonics instruction and focused model writing and coaching have supported [redacted] notable progress in understanding basic writing conventions, and taught him the importance of meaningful ideas.

Name: [redacted] - Sample 1

Topic: _____



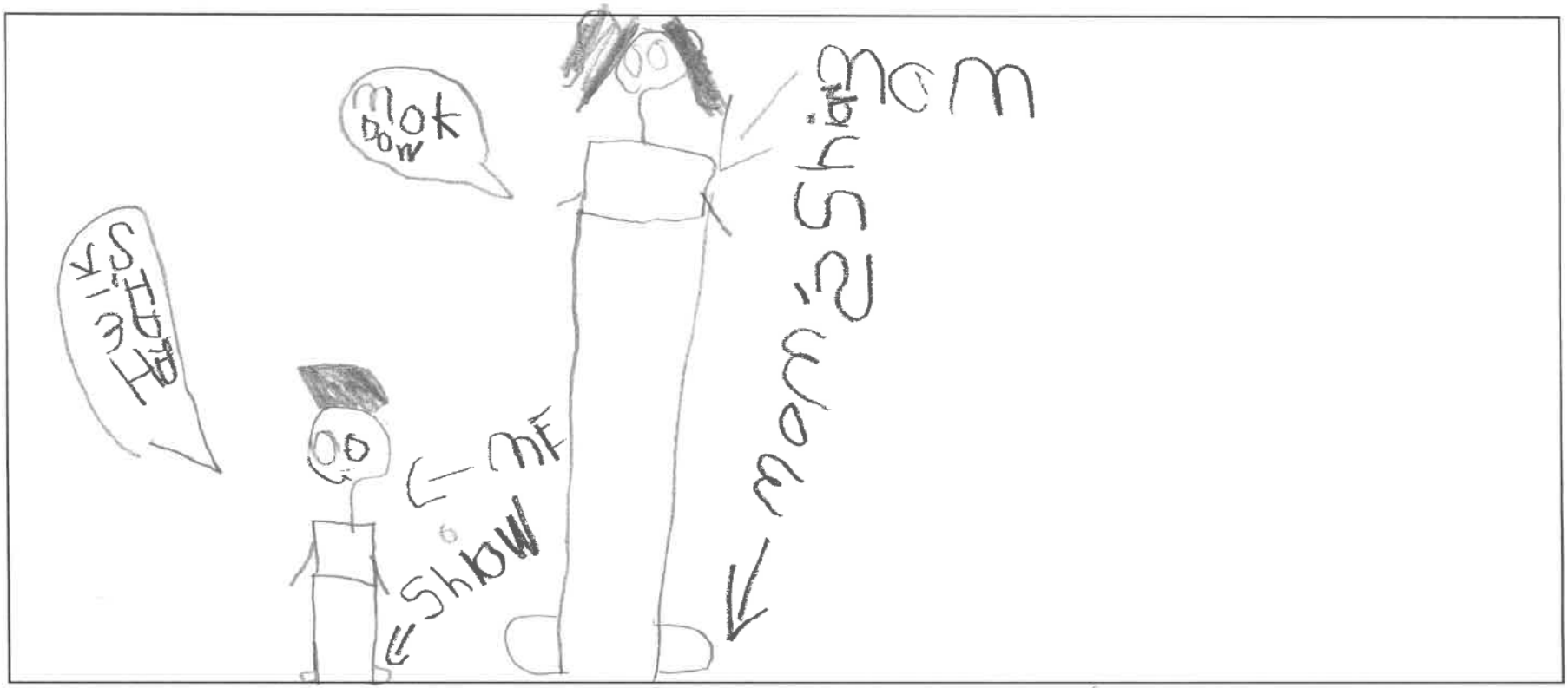
Sample 1

Name: [redacted] Date:



Response 23b-24

Name [redacted] Sample 2 Date:



me and my mom going to the
umy mi is prk

[redacted] Sample 2

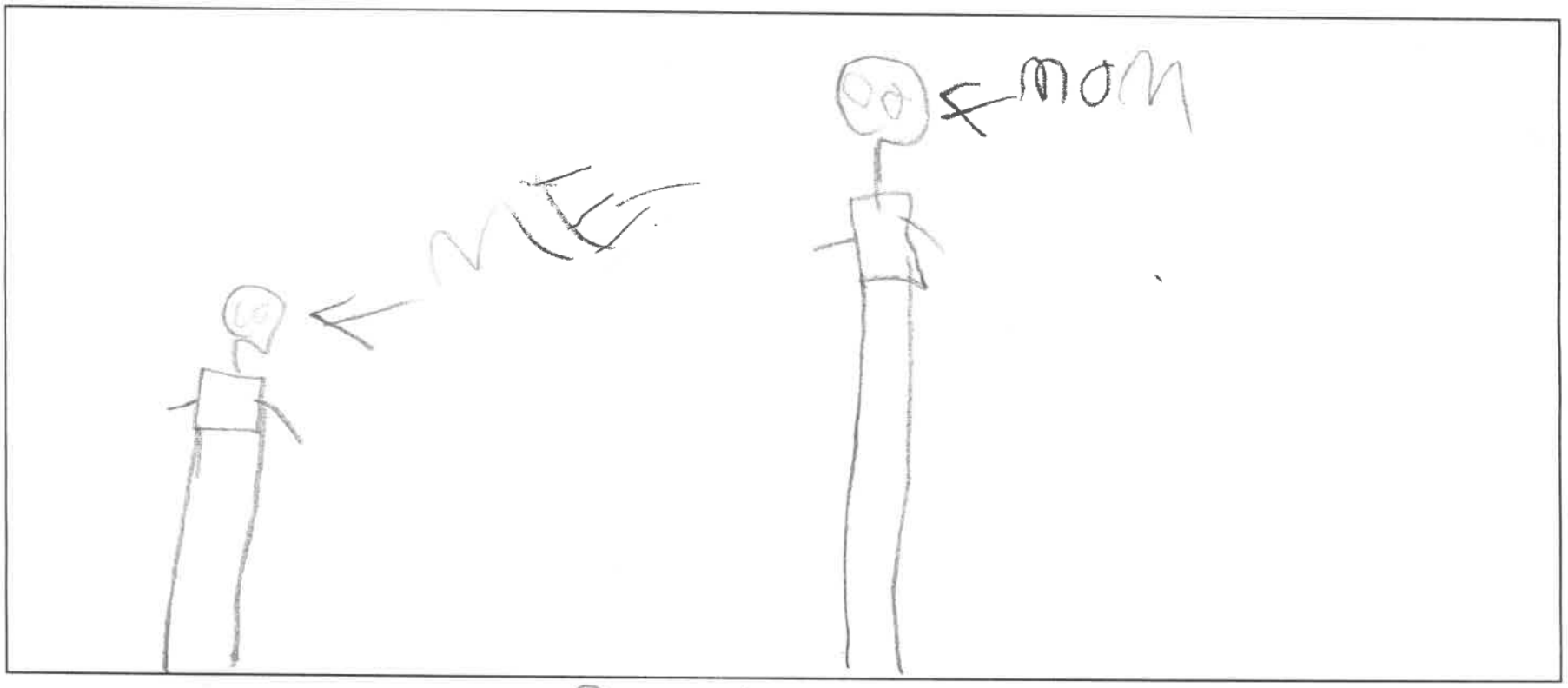
Name:_____ Date:_____



Ten were left on the park

2

Name: [redacted] - Sample 2 Date:

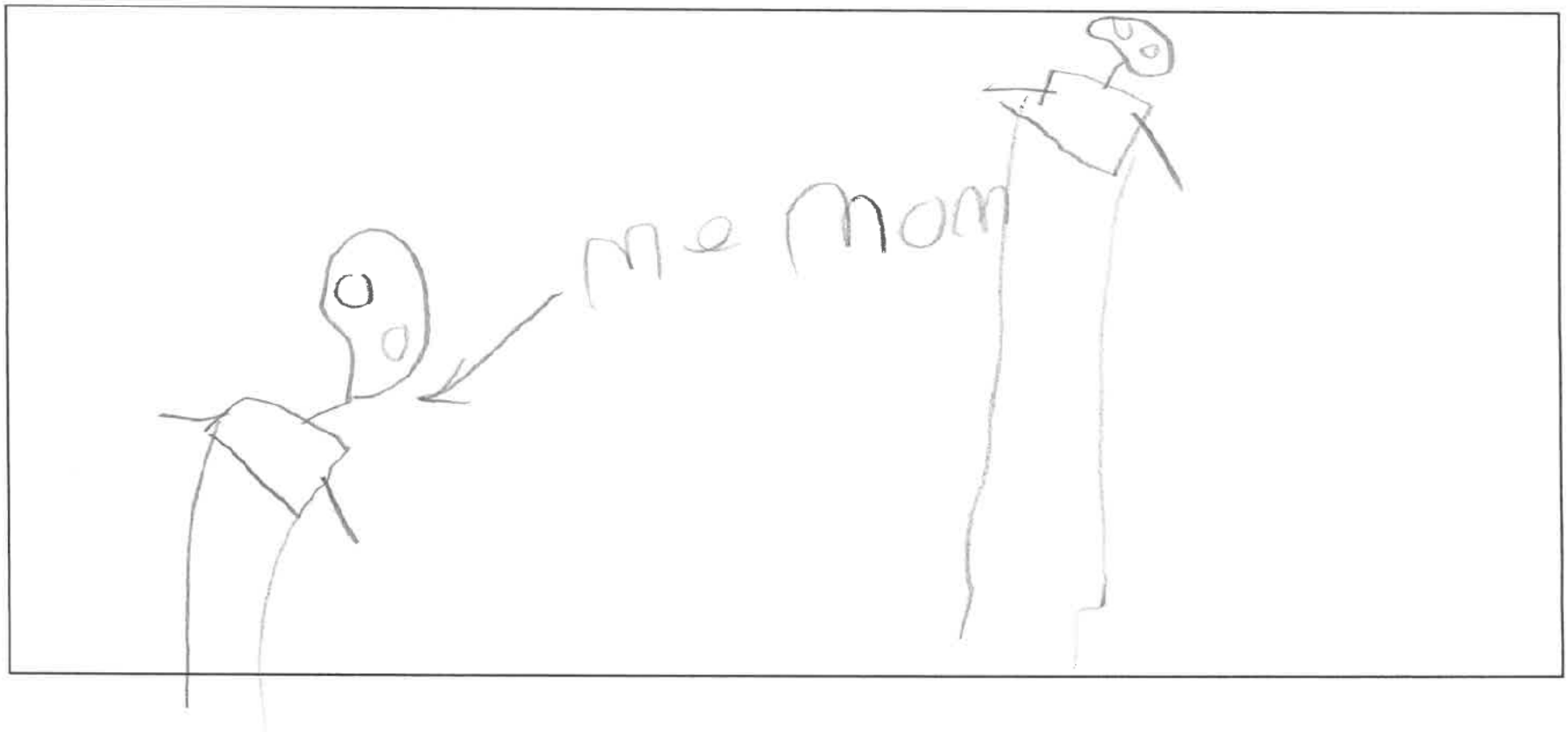


me and my mom
went to the umme you's mist
prk!

3

[redacted] - Sample 2

Name: _____ Date: _____



Student Work Samples: Writing

Writing Sample 4: [redacted]

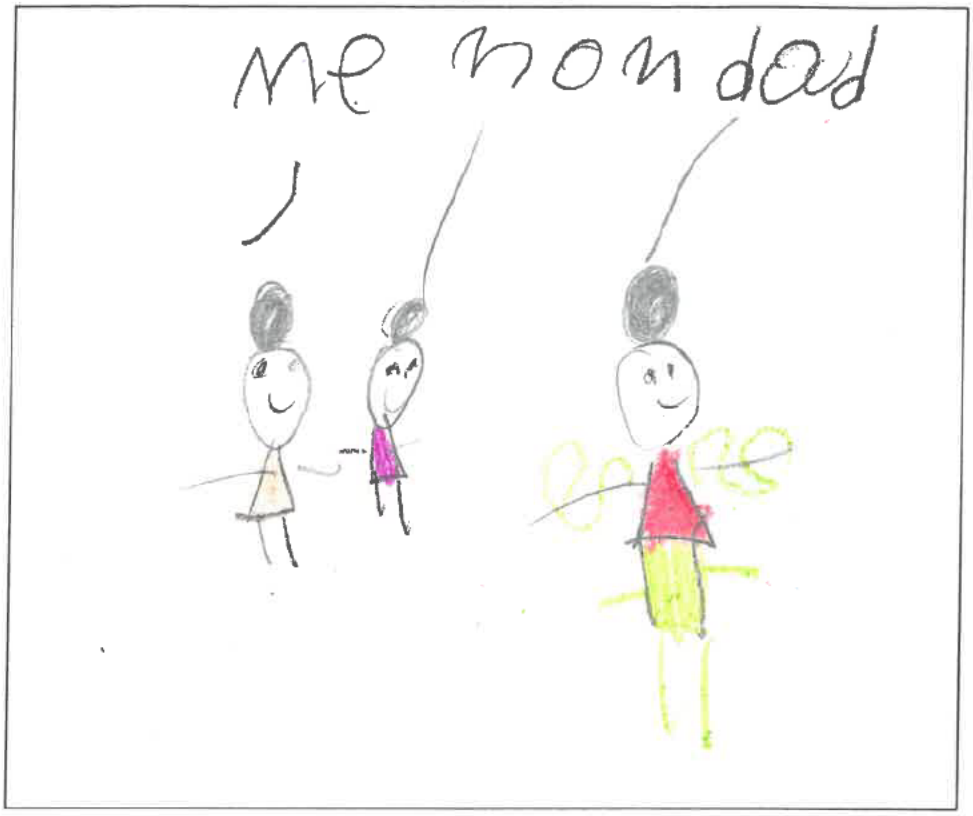
[redacted] first piece exhibits a low-level idea. She explains what happened, and includes that she was happy, but doesn't explain why her specific experience at the park was meaningful for her. Her writing is simplistic and repetitive.

[redacted] second piece shows enormous growth in understanding of the idea that writers use words not only to share experiences with their readers but to convey deeper meaning and teach them something. In this piece, [redacted]. describes her experience of losing her tooth and shares that losing her tooth allowed her to realize that she is growing up. This shows dramatic growth in her understanding of how writers bring their experiences to life for readers the purpose of writing. Zeta's focused model writing and coaching has supported [redacted] progress in bringing meaningful ideas to life for her audience.

Name: [redacted] **Sample 1** Date: 10/26/18

Title: I am 5 [redacted]

Beginning



I went to the
park with my mom and dad
I was happy

Response 23b-30

[redacted] - Sample 1

End

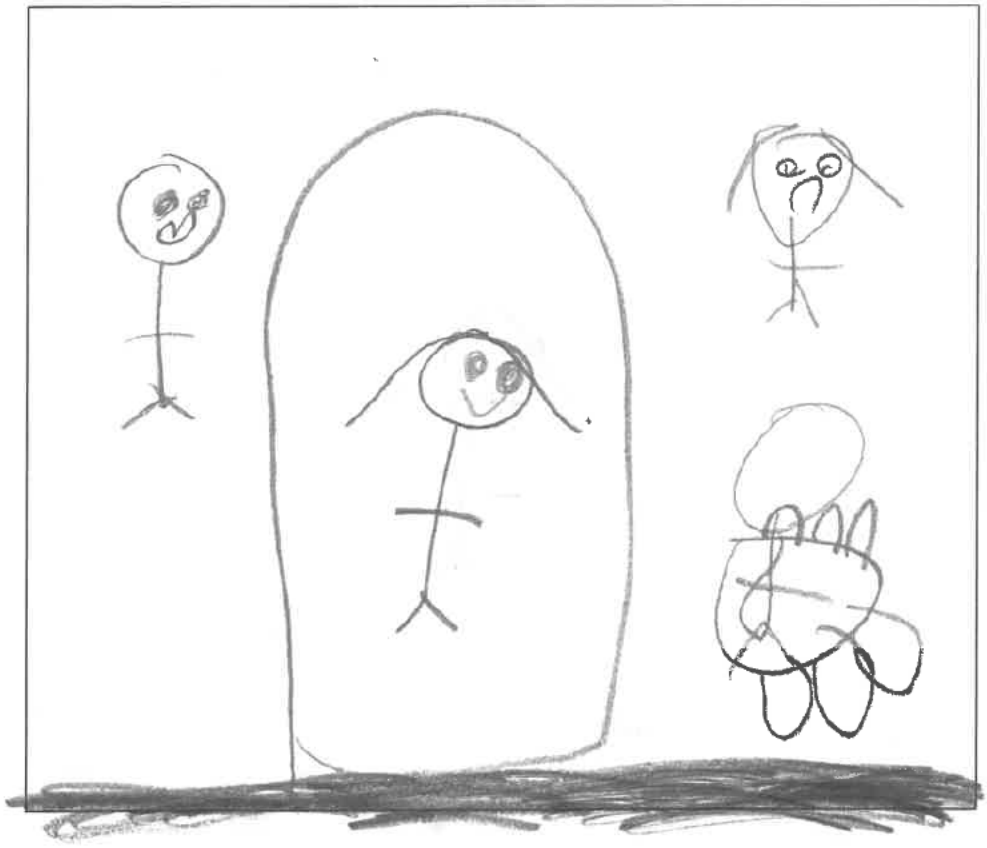


I file us sep in The car.
It wus a go bak.
I wus Poo-yg in the car
I Wus happy

Name: [redacted] **Sample 2** Date: 11-30-18

Title: my toth

Beginning



my toth cam out fo my moth

I wus excited becus i wus

dun wi+r my dentist upon+ment.

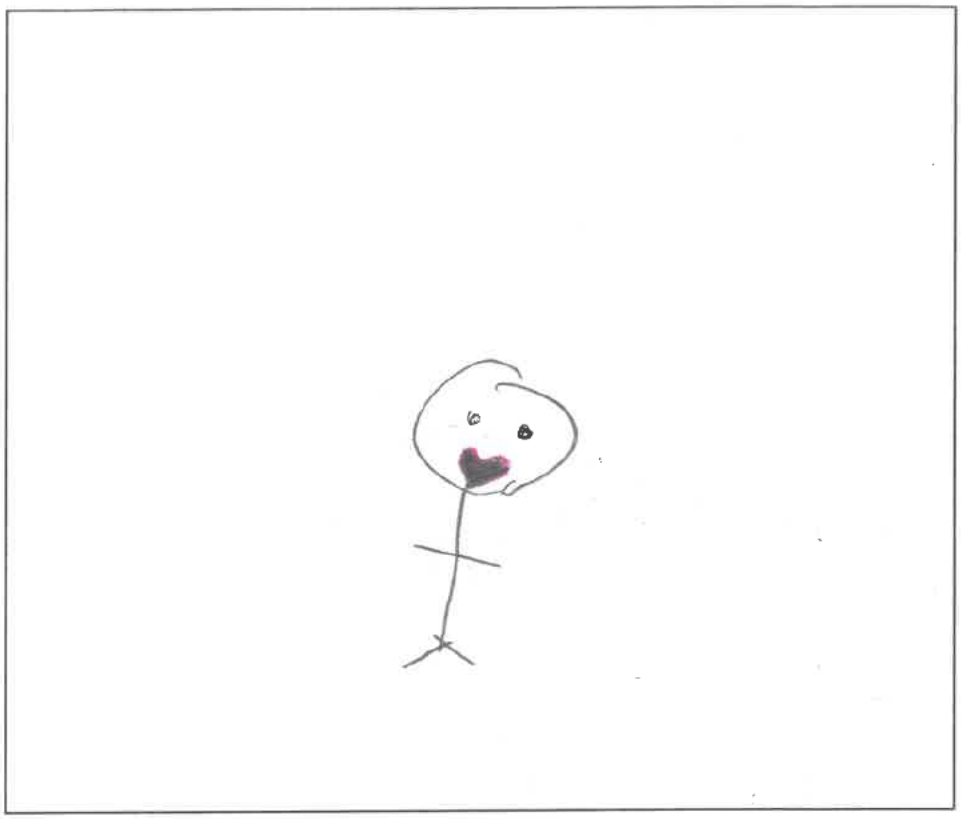
I was going home

with my momadad.

Sophia

[redacted] - Sample 2

End



When i lot my first toth. i knew.
i was groing up. I was because.
I was happy because the toth Feree.
the toth Feree gav me munee.

Zeta CHARTER SCHOOLS

Student Work Samples: Math

Our initial math units in kindergarten and first grade are designed to instill a strong foundation of basic numeracy understanding in students, which serve as a foundation for more complex concepts as they progress through the curriculum. In order to assess mastery of basic math concepts, our assessments test whether students can count, understand the concept of base 10, and can solve real-life problems by applying their math skills. The first half of the school year is based on these important foundational standards, and our internal assessments allow teachers and leaders to understand the progress students are making toward our lofty goals. Between assessments, teachers and leaders meet to study student work and make instructional plans. Through their review of student work and assessments, teachers and leaders identify — by student and by standard — gaps in understanding, and make plans to address them, considering:

1. What content must be retaught for the entire class and grade? How can we incorporate it into upcoming units to make sure students are exposed to standards in a different way?
2. Which students showed understanding of content but made errors in precision or did not accurately understand the question? Teachers set goals for students for careful work and ensure that students learn how to check work.
3. Which students are struggling across standards and are performing well below expectations? Teachers and leaders create small-group tutoring plans to address content gaps and set weekly goals to assess growth.

Through this cycle of review, reflection, and implementation, Zeta saw immense growth in student mastery from the first math assessment to the second in Fall 2018. Reflecting the low levels of student mastery that we observed at the start of the year, our first assessment confirmed that most students had come to Zeta far below grade level, with an average proficiency level of 8% across both schools. In response to these dismal results, the instructional team focused on targeting instruction to expand student exposure to and mastery of unit concepts, teaching rigorous first-grade content, while weaving in support to fill in gaps in foundational math concepts. Just six weeks later, Zeta's first graders made remarkable progress, with 61% of students at each school meeting or exceeding our rigorous passing standards — an average of 54 percentage points of growth.

The enclosed assessment samples show representative student growth from the first First Grade assessment on October 26, 2018 on the second assessment on November 14, 2018. For Kindergarten, we saw growth from the first assessment on November 14, 2018 to the second assessment on December 19, 2018. and demonstrate the increased understanding of basic concepts that students had mastered through targeted instruction.

Student Work Samples: Math

Math Sample 1: [redacted].

Over the course of one month, [redacted] grew significantly in mathematics. On the initial assessment, he struggled with basic understanding of place value, an early skill typically mastered in the beginning of first grade and connected to the New York Next Generation standard NY-1.NBT (Number and Operations in Base Ten Understand place value, Understand that the two digits of a two-digit number represent amounts of tens and ones). This lack of place value understanding limited [redacted] capacity to understand place values above 100 and to use understanding of numbers to solve more complex problems.

As one can see from his first to second assessment, [redacted] grew from 28% to 100% correct score. He clearly now understands place value in his work. In his October assessment, [redacted] could not accurately represent amounts of 10s and 1s. He scored no points in the various ways this standard was assessed (questions 4 and 6). Within four weeks, [redacted] mastered this standard. In his November assessment, [redacted] represented 72 with tens and ones in question 2. More impressively, [redacted] used his understanding of place value to answer question 3, which assessed students' capacity to compare numbers, as evidenced by his work.

Name: [redacted]

Date: 10/24/18

Grade 1:

Unit 1 Assessment

28/.

7/25

Directions:

- Do your best.
- Show all of your work.

3. Compare each set of numbers using <, >, or =

a) 9 > 6

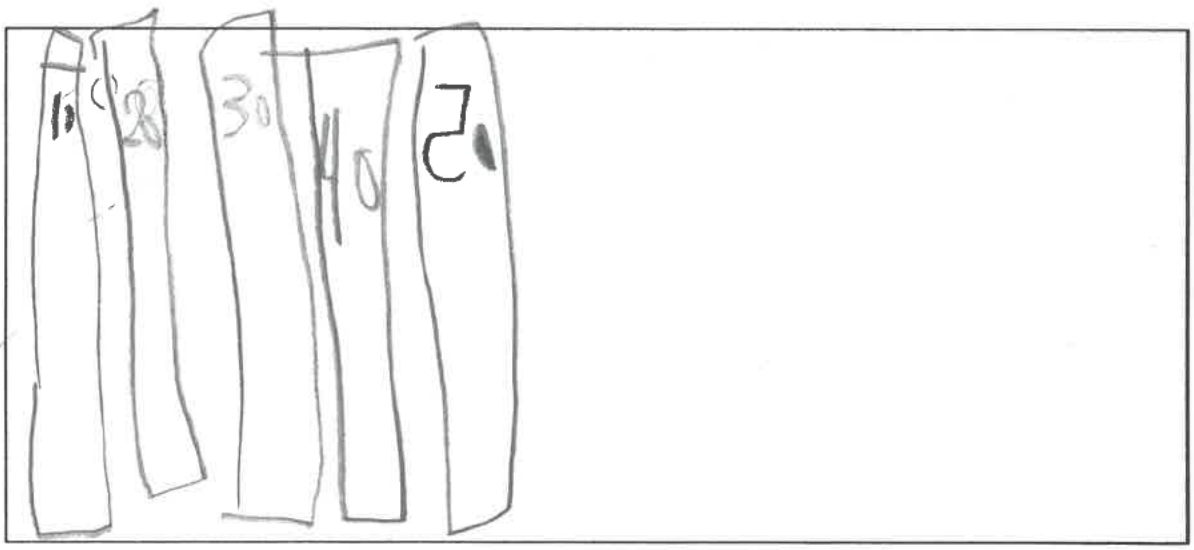
b) 12 > 8

c) 2 tens and 3 ones > 2 tens

d) 15 < 21

4. Use sticks | , and dots ● to draw the number 52.

Where: | = 10 ● = 1

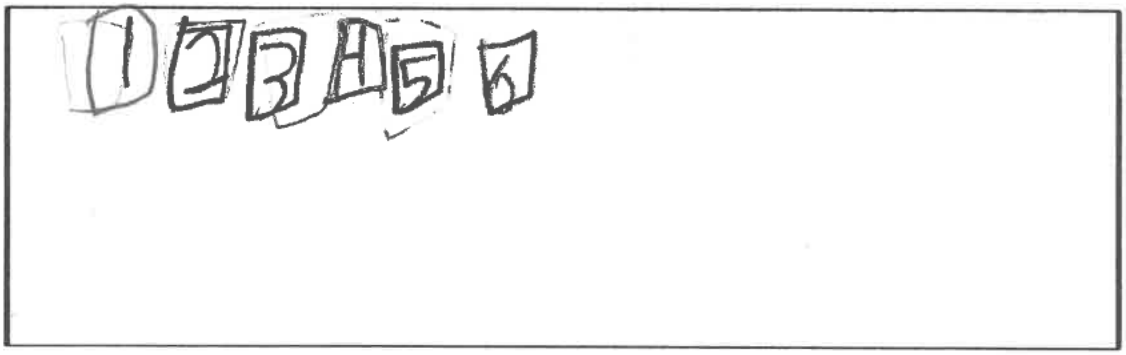


6. Anabelle is packing books in the classroom. She wants to pack her books into packs of ten.

Part A: Anabelle has 6 packs of ten and 3 loose books. How many books does she have?

0

Show your work in the space below:

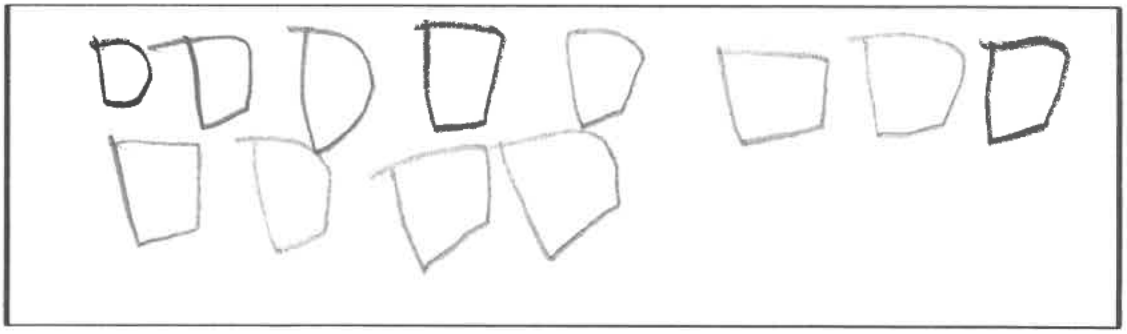


Answer: 14

Part B: Anabelle's friend Jonathan has 12 packs of ten and no loose books. How many books does Jonathan have?

Show your work in the space below:

0



Answer: 20

14/14 100%

Name: [redacted] Date: **11/14/18**

1. Count and fill in the blanks.

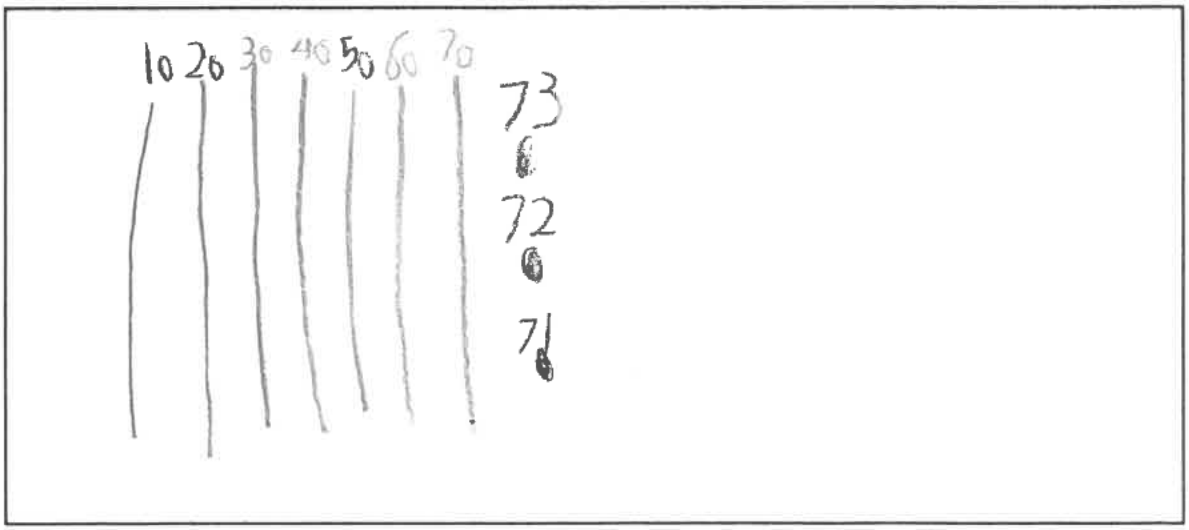
+5 a) 5, 10, 15, 20, 25, 30, 35, 40, 45

+1 b) 47, 46, 45, 44, 43, 42, 41, 40, 39

+1 c) 95, 96, 97, 98, 99, 100, 101, 102

2. Use sticks | , and dots ● to draw the number 73.

Where: | = 10 ● = 1



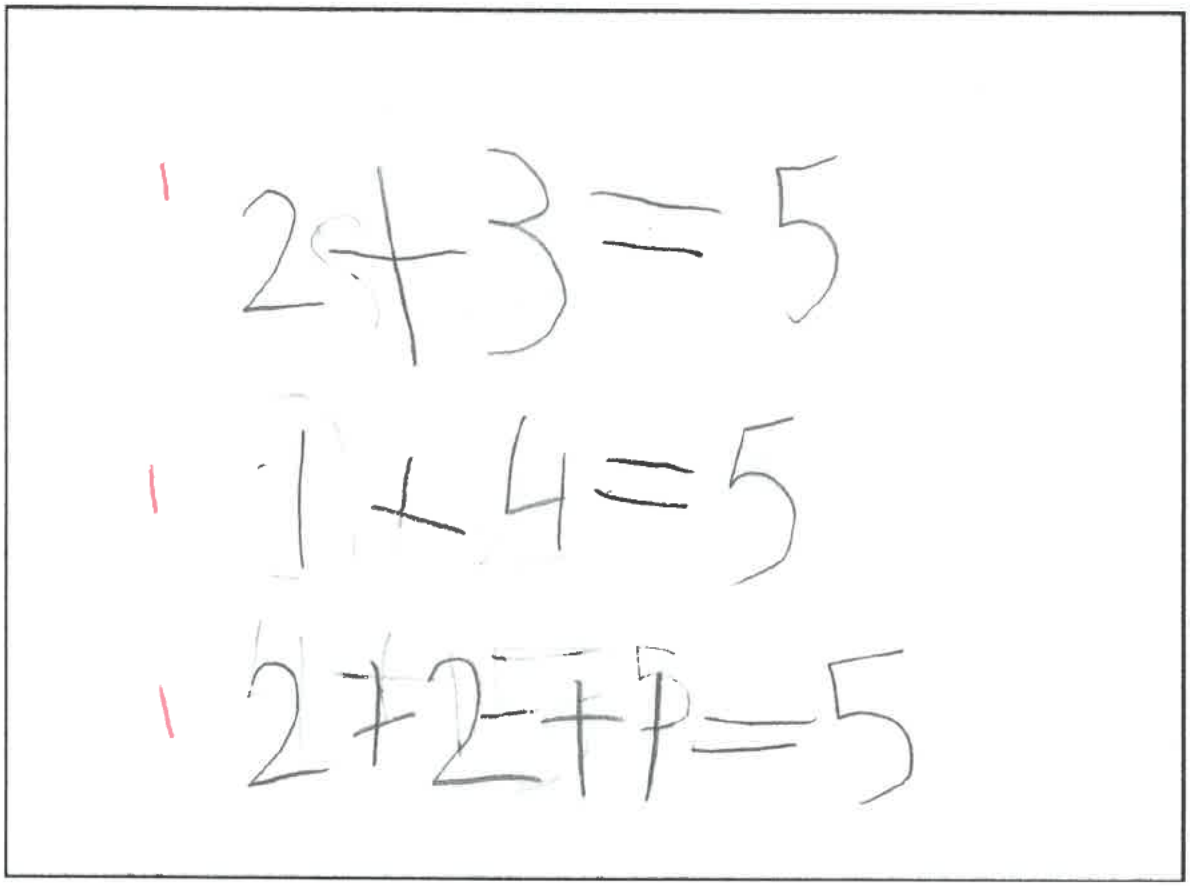
3. Compare each set of numbers using <, >, or =

a) 18 > 4

b) 1 ten and 3 ones < 2 tens and 3 ones

11 11

4. In the box below, show three ways you can make 5.



Student Work Samples: Math

Math Sample 2: [redacted]

[redacted]. arrived at Zeta as a first grade student struggling with basic counting. In initial informal assessments, [redacted]. demonstrated a need for significant practice in counting by ones, both under and over 100. Counting by 1s within 100 is typically mastered in kindergarten, and his lack of mastery impacted his early assessment results. On his first assessment in October, [redacted]. received a 36% correct score and missed many questions due to a lack of counting mastery. On question 1, [redacted]. was unable to accurately count backwards from 35 and did not know how to count above 100. Teachers focused on improving his understanding of counting and mastering the patterns of place value in number so that he could become a counter who understands how to count forwards, backwards, and skip count.

[redacted]. made enormous progress and received 100% on an assessment four weeks later. As one can see in question 1, [redacted]. is now able to accurately count over 100 and count by fives, meeting current expectations for counting during the midpoint of first grade.

Name: [redacted] Date: May 2020

$\frac{11}{25} = 36\%$

Grade 1:

Unit 1 Assessment

Directions:

- Do your best.
- Show all of your work.

2

1. Count and fill in the blanks.

1 a) 5, 10, 15, 20, 25, 30, 35, 40, 45

0 b) 35, 34, 33, 32, 31, 30, 92, 82, 12

0 c) 93, 94, 95, 96, 97, 98, 99, 100, 110

2 2. Some numbers on the hundreds chart are missing! Fill in the missing numbers on the chart below to fix it.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

14/14 100%

Name: [redacted] Date: **11/14/18**

1. Count and fill in the blanks.

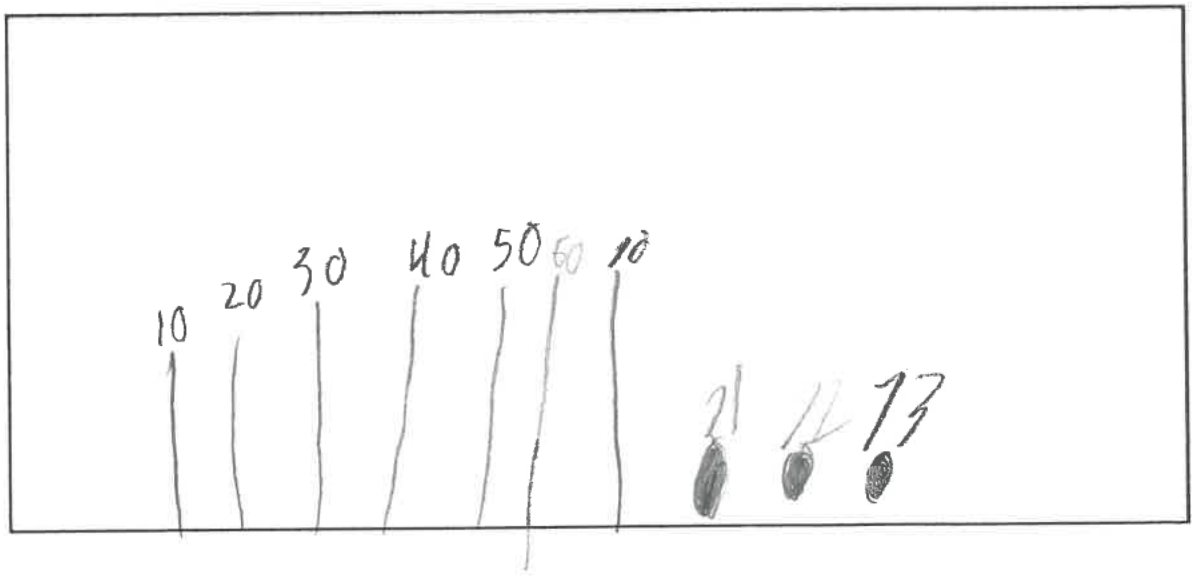
a) 5, 10, 15, 20, 25, 30, 35, 40, 45

b) 47, 46, 45, 44, 43, 42, 41, 40, 39

c) 95, 96, 97, 98, 99, 100, 101, 102

2. Use sticks | , and dots ● to draw the number 73.

Where: | = 10 ● = 1



Student Work Samples: Math

Math Sample 3: [redacted]

[redacted] began school as a kindergartener who did not have systems for one-to-one correspondence in counting and struggled to accurately keep track of amounts, which is typically mastered in pre-kindergarten (with objects up to 10). This limits her capacity to correctly compare amounts and demonstrates a lack of mastery of standard NY-K.CC6 (Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group). She scored 33% correct on her first formal assessment in mid-November. As one can see in question 5, she cannot accurately keep track of the frogs and the fish. Although only a few of each animal is pictured, [redacted] was not able to apply one-to-one correspondence to the images and therefore was unable to compare the amounts of each.

Within four weeks, [redacted] made strong growth and achieved 82% correct on the December assessment, demonstrating that she had mastered the idea that each item corresponds to one number. This understanding led to full credit in question 6, where she demonstrated her understanding of one-to-one correspondence. This allowed [redacted] to accurately identify the number of ducks and fish and compare these items.

4/12

Name: [redacted] Date: **11/14/18**

1. Count and fill in the blanks

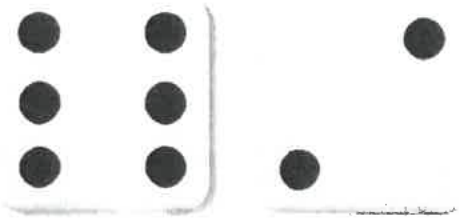
1 a) 6, 7, 8, 9, 10, 11, 12

1 b) 22, 23, 24, 25, 26, 27, 28

0 c) 12, 11, 10, 9, 8, 9

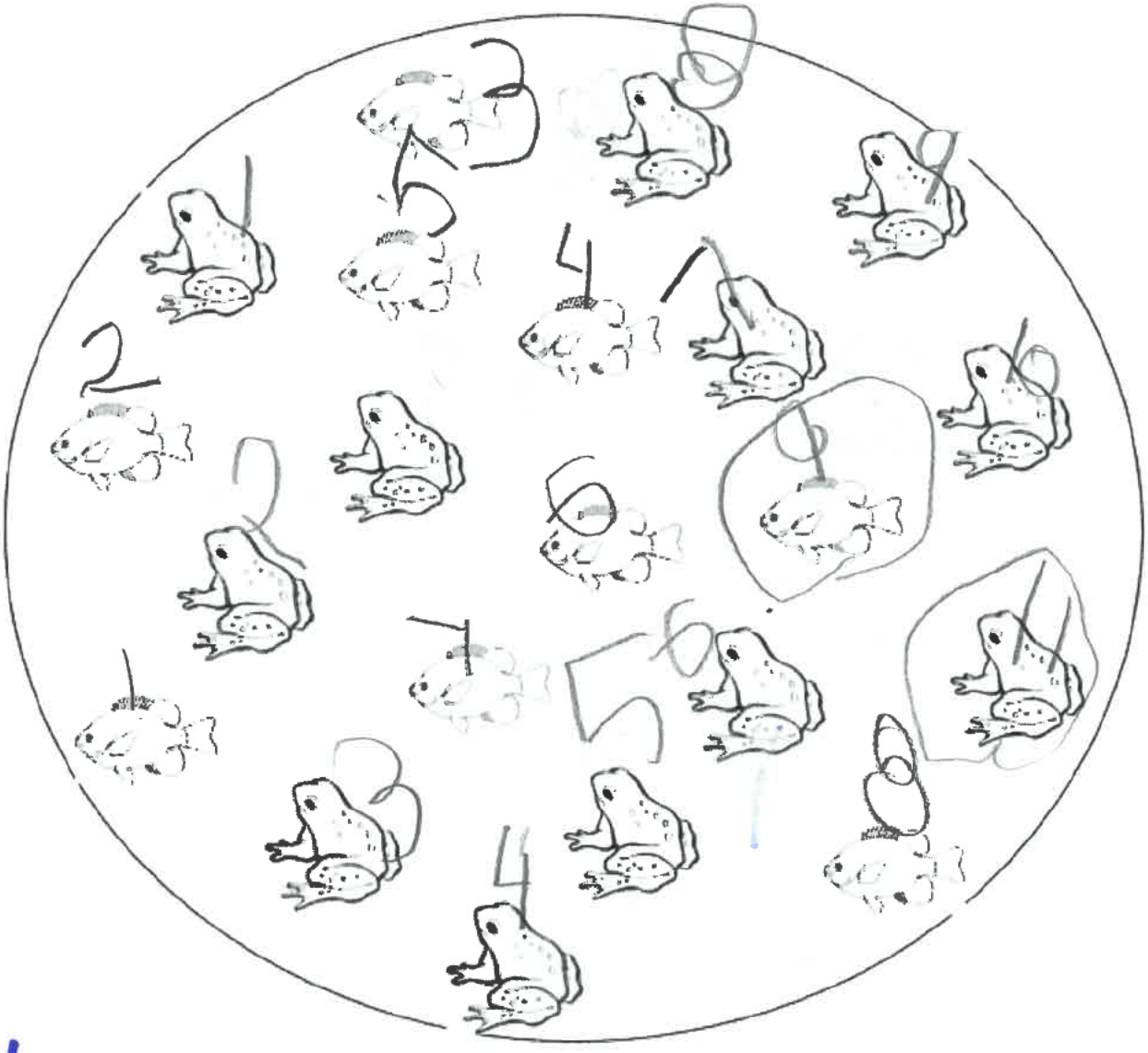
2. Jessica was playing roll and record. Find the totals of her dice and write the equation in the line below.

0



6 + 0 = 7

5. Dru saw some fish and frogs in a pond.



1 a) How many fish? 9

0 b) How many frogs? 11

0 c) Are there MORE fish, FEWER fish, or the SAME NUMBER of fish as frogs?

MORE FEWER SAME NUMBER AS

Name: [redacted] Date: 12/19

18/22

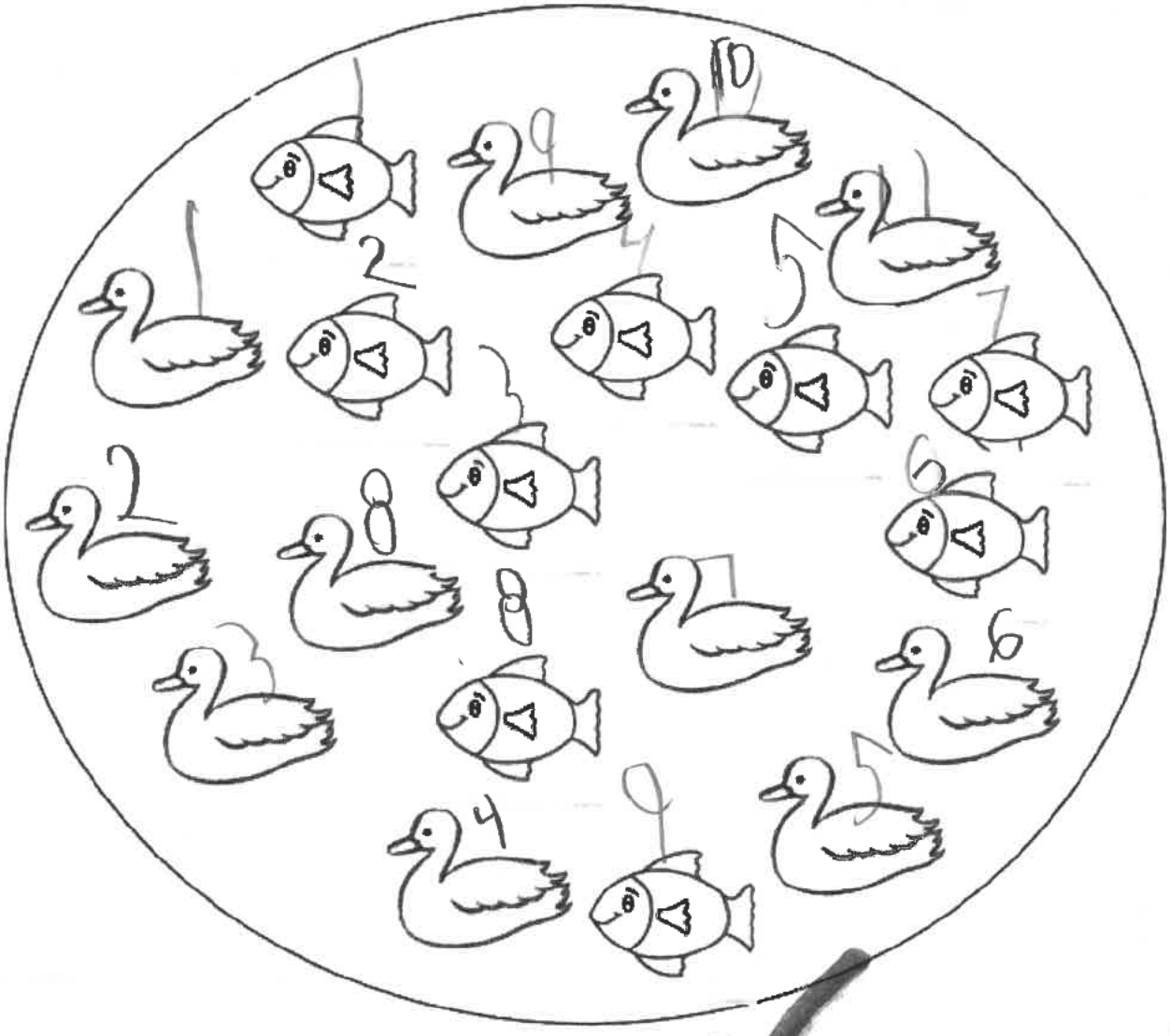
Grade K:

Unit 2 Assessment

Directions:

- Do your best.
- Show all of your work.

6. Joy saw some ducks and fish in a pond.



How many ducks are in the pond? 11

How many fish are in the pond? 9

Are there MORE ducks, FEWER ducks, or the SAME NUMBER of ducks as fish?

MORE FEWER SAME NUMBER AS

Student Work Samples: Math

Math Sample 4: [redacted]

[redacted] arrived at school more advanced than her kindergarten peers. She understood counting and how to represent amounts with numbers. However, [redacted]. struggled to apply her number sense to any math problems. [redacted] s counting, comparing, and number sense capacity make it clear that she was ready for more independence on the state problem solving standard, NY-K.OA (Operations and Algebraic Thinking, Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from; (1) Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies). On her first assessment in mid-November, [redacted] received no credit on the word problem (question 3) because she did not have an understanding of how to access problems, make models, and solve for what the question was asking. [redacted] scored 50% correct overall.

Within four weeks, [redacted]. made excellent progress in word problems. She now clearly understands how to interpret the question, decide what steps she will take to solve the problem, and carefully model her solution on paper to ensure that her answer is correct. She received full credit on the word problem (question 5) on her December assessment. She made significant growth and received a 95% correct score overall.

Name: [redacted] Date: **11/14/18**

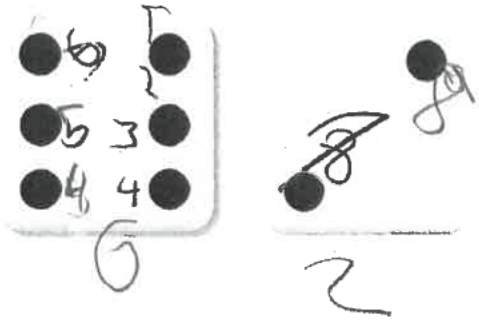
1. Count and fill in the blanks

a) 6, 7, 8, 9, 10, 11, 12

b) 22, 23, 24, 25, 26, 27, 28

c) 12, 11, 10, 9, 8, 7

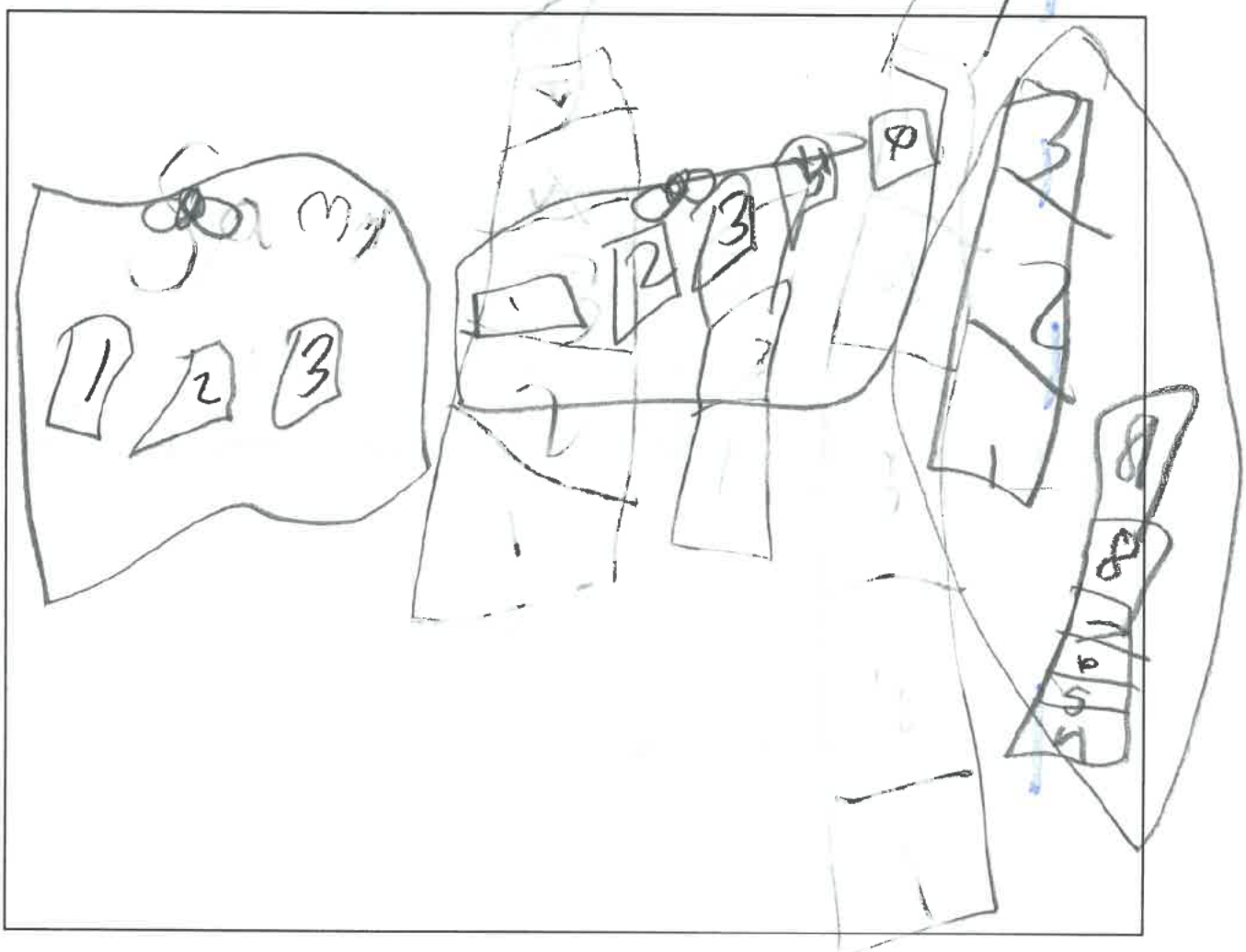
2. Jessica was playing roll and record. Find the totals of her dice and write the equation in the line below.



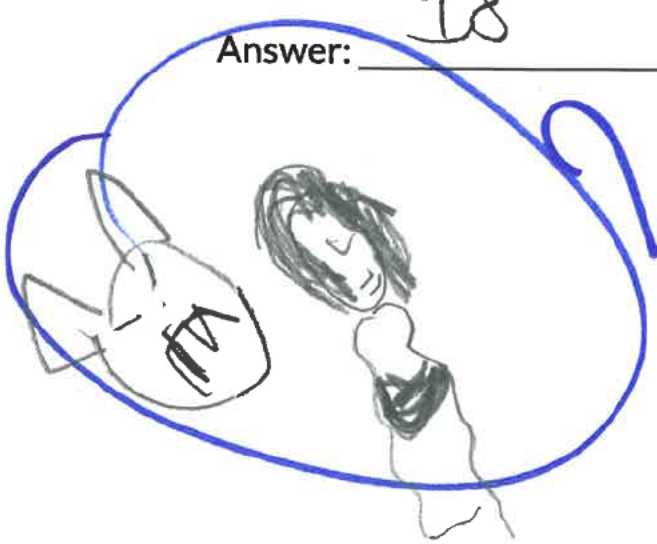
6 + 2 = 8

3. Sammy had 6 stickers. Then her teacher gave her 9 more stickers. How many stickers does Sammy have now?

Show your work in the box below.



Answer: 18



Name: [redacted] Date: 12/19/2018

2/22

Grade K:

Unit 2 Assessment

Directions:

- Do your best.
- Show all of your work.

5. 7 boys and 15 girls were riding the bus to a field trip. How many children were riding the bus?

Show your work in the box below.



Answer: 22

Write a number sentences that matches YOUR WORK or the STORY.

15+7=22

5

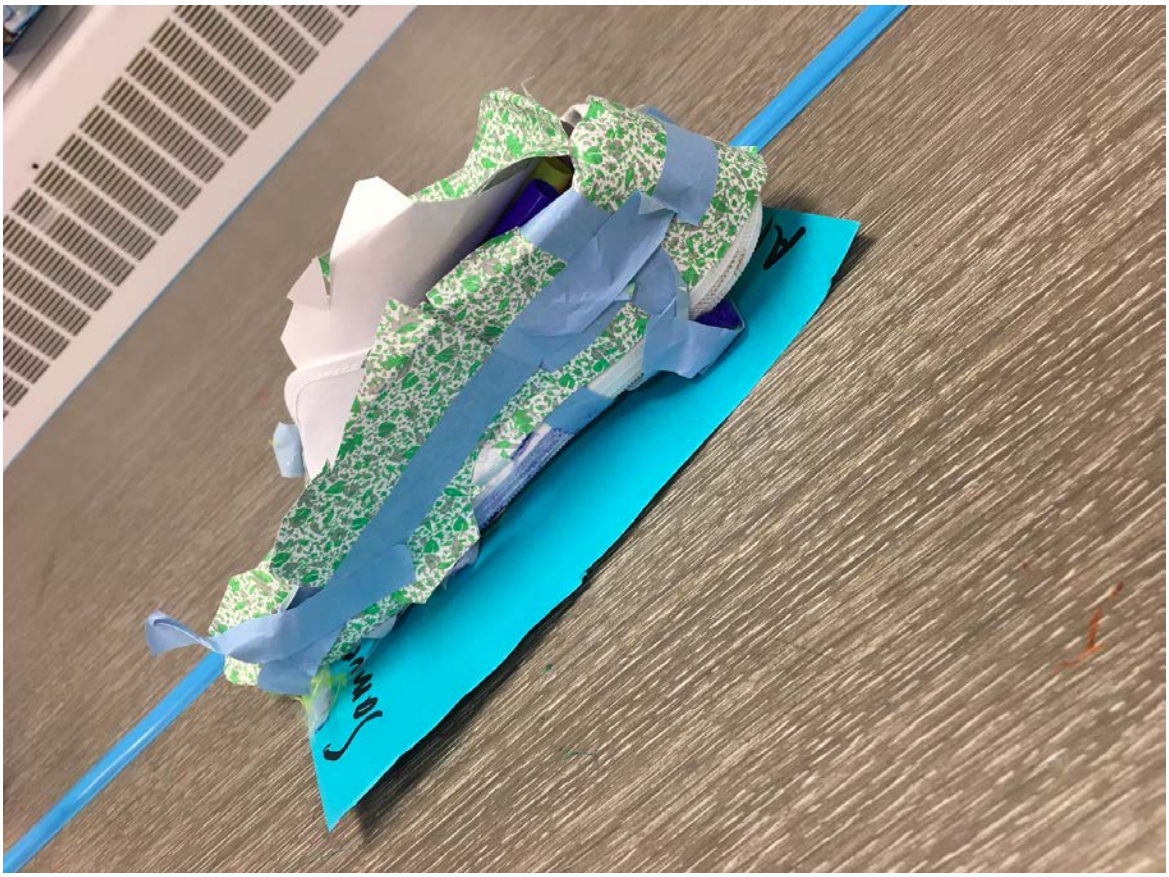
Student Work Samples: Science

Science at Zeta provides students with opportunities to learn about the world around them in a hands-on manner, engaging directly in experiments and Project Based Learning.

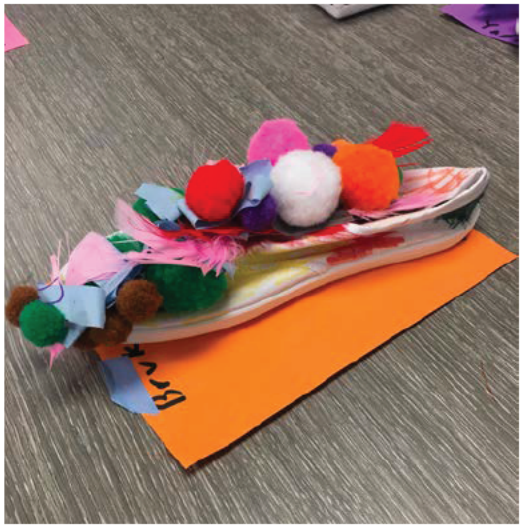
As part of a unit on animals, first grade students learned about the attributes that animals develop over time that allow them to survive in their specific environments. To assess mastery, students worked with partners to design a shoe perfectly adapted to a chosen destination. This was intentionally designed as a partner-based activity to give students the opportunity to collaborate, discuss their thinking, problem-solve together, and challenge each other - all skills that are critical to success in the modern world. The assessment was done through a hands-on project in order to provide students with a concrete learning experience that will support student learning and retention. Students were given access to an array of materials, and they were tasked with designing a shoe that illustrated a minimum of three adaptive attributes - at least one for camouflage, one for protection, and one for locomotion. Students were asked to explain how the features of their shoe would support its success in the destination.



This picture demonstrates the diversity in the dream shoes that students created to meet the goals of the assessment. Students used an array of materials and colors to meet the specific needs of the environment they were traveling to.



The designers of this shoe expressed that it was meant for survival in the Amazon Rainforest. The students demonstrated their understanding of the need for adaptation for survival in a number of ways. First, they said that they chose to cover the shoe in leaves, allowing for camouflage in the rainforest environment. Second, they said that the masking tape was placed around the shoe due to the need for protection and waterproofing within the wet environment. Finally, while not pictured, the bottom of the shoe is covered in bubble wrap, which the students shared was meant to allow for traction in a wet environment.



The designers of this shoe shared that it was designed for survival in the Arctic. They said that the layers of pom-poms were meant to create insulation against the extreme cold, and that the colors under the insulation, which are primarily white and blue, would provide camouflage necessary in the snow and ice environment. Not pictured are the layers of bubble wrap under the shoe, which the students said they used due to a need for traction in a slippery and slushy environment.





Both shoes pictured above represent protection necessary in the sub-Saharan desert. According to the designers, the orange and green feathers represent camouflage needed in this region. They shared that the green color is meant to blend in to grassy areas, and the orange allows this super animal to compete with giraffes for food because of its shared color. The students further said that the feathers represent locomotion — a need to quickly travel in this region as there is immense competition for food.

Student Work Samples: PBL

Project Based Learning ("PBL") is used at Zeta to promote cross-curricular learning in a deeply engaging format. During PBL units, students delve deeply into areas of study, often with a social studies, history, world culture, and/or geography focus, and engage in reading, writing, research, discussion, and experimentation to gain a greater understanding of the subject matter. While learning about the world, Zeta students also gain valuable reading, writing, research, and reasoning skills.

The materials that follow draw from Zeta's first grade PBL unit in Geography. The Geography unit taught students about reading nonfiction texts, reading maps, using reference texts to research, and developing maps based on their study of the seven continents, all while learning about cultures, climates, and communities around the world. In one of the culminating projects of the PBL unit, students wrote a nonfiction chapter book describing a place that they had learned about in the unit. We expected our writers to learn the following skills in this unit, with mastery demonstrated in the culminating project:

- **Idea generation:** Nonfiction writers include a perspective or important idea that they want to share with their reader.
- **Organization**: Nonfiction writers support their ideas with evidence and connect ideas across each subsection.
- **Voice:** Nonfiction writers exhibit a level of liveliness and passion in their voice. This can be exhibited in various ways, including diverse word choice and expression of feeling.
- **Conventions/Clarity of Writing:** Each Zeta writing unit teaches children conventions such as capitalization, punctuation, and appropriate spelling. Students are expected to edit and improve their writing in these areas on every assignment.

Each of the following student samples exhibits work that has holistically met the expectations of writing for mid-year in first grade in the above four categories.

Student Work Samples: PBL

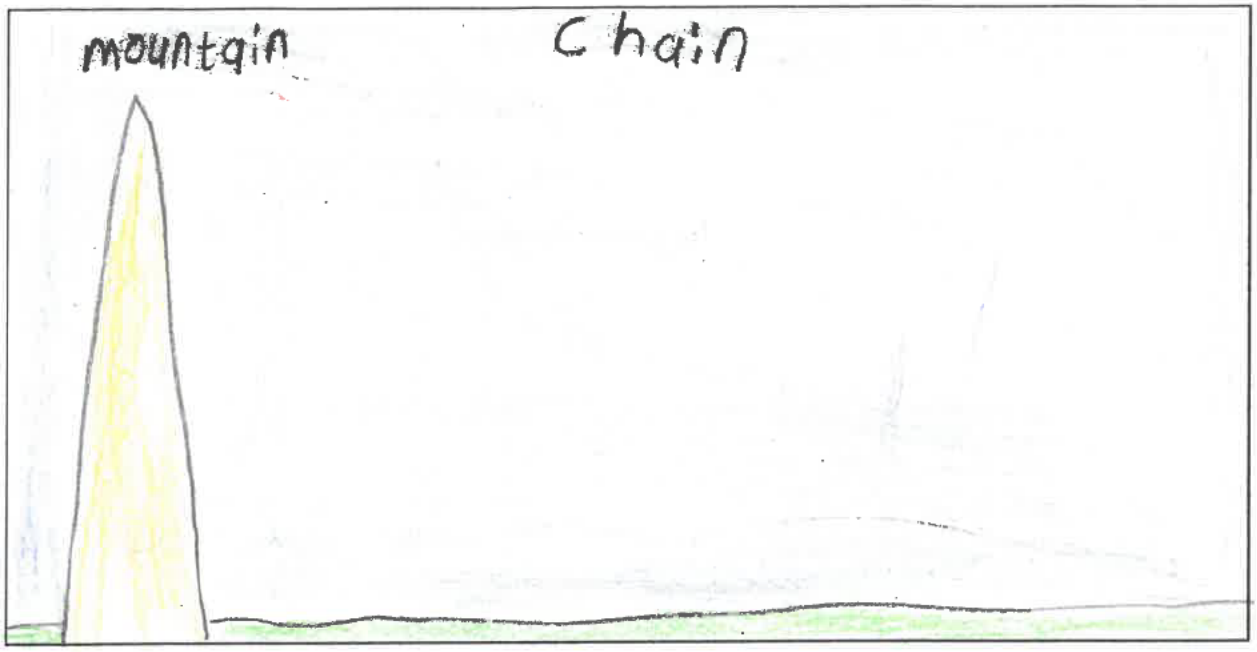
PBL Sample 1: [redacted]

[redacted] has created a book that shares her passion for Asia, through which she demonstrates her strong grasp of unit content and her mastery of the unit's nonfiction writing goals. All that she has learned about Asia has inspired her to visit. She organizes her writing in clear sections that highlight different attributes of Asia (such as geography, weather, and animals), and each section is supported by clear, objective evidence. Throughout, [redacted] demonstrates the continent-specific vocabulary that she has learned, identifying the Himalayan mountains, yaks, and komodo dragons as things that can be seen in Asia. Finally, [redacted]. exhibits strong writing conventions, with mostly complete sentences and appropriate capitalization and punctuation.

Name [redacted] Date: 12-10-18

Title: Asia

Beginning Land



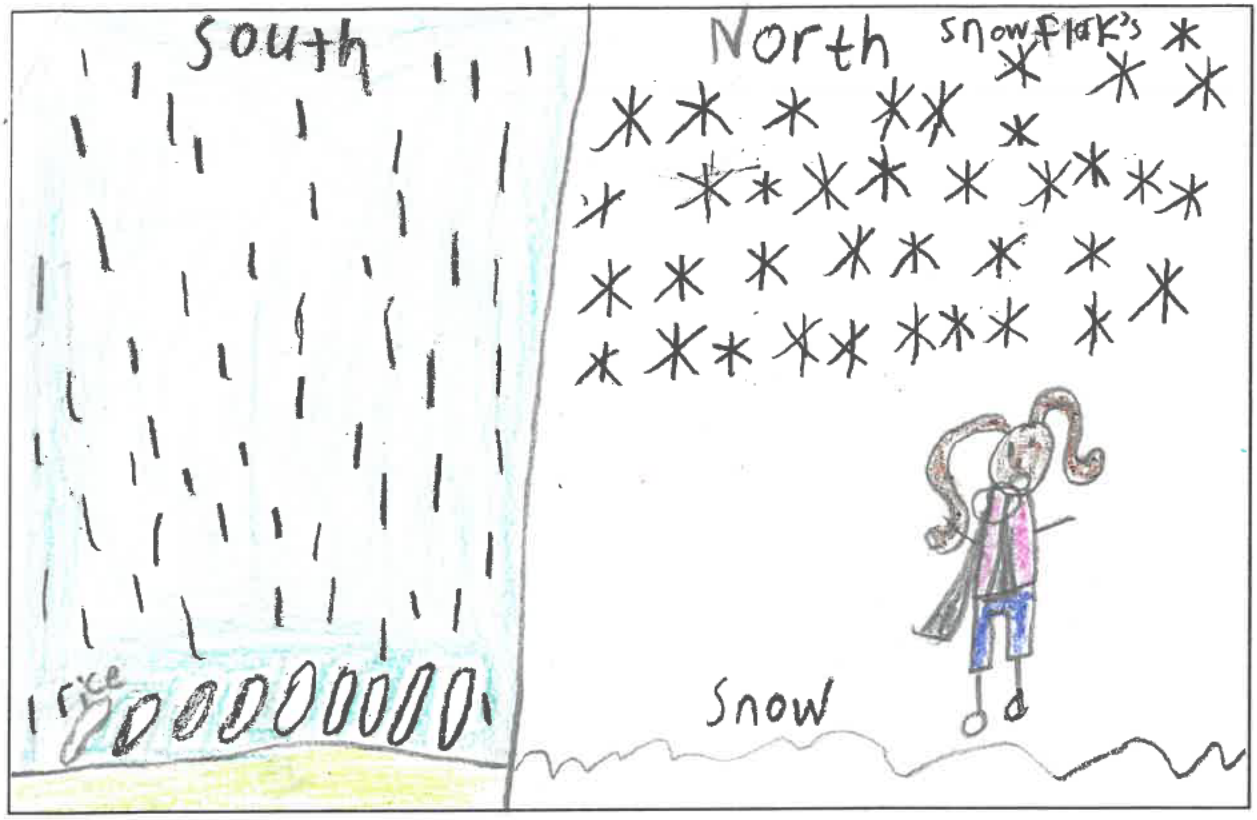
I wdd love to vizit asia because there is alot to see.
The biggest country in asia is china. The name of the mountain chain found in asia is himalaya.

Middle Animals



I wold love to vizit asia because there is alot to see Asia is the biggest contingnt in the hole wide wold. You can See a komoda Dragon Tigers and yaks and FUZZY pandas. live only are in the bamboo forests of China and you can See Sharks and dolphins. Were the himalaya mountain ther are wooily yaks.

End Weather and people



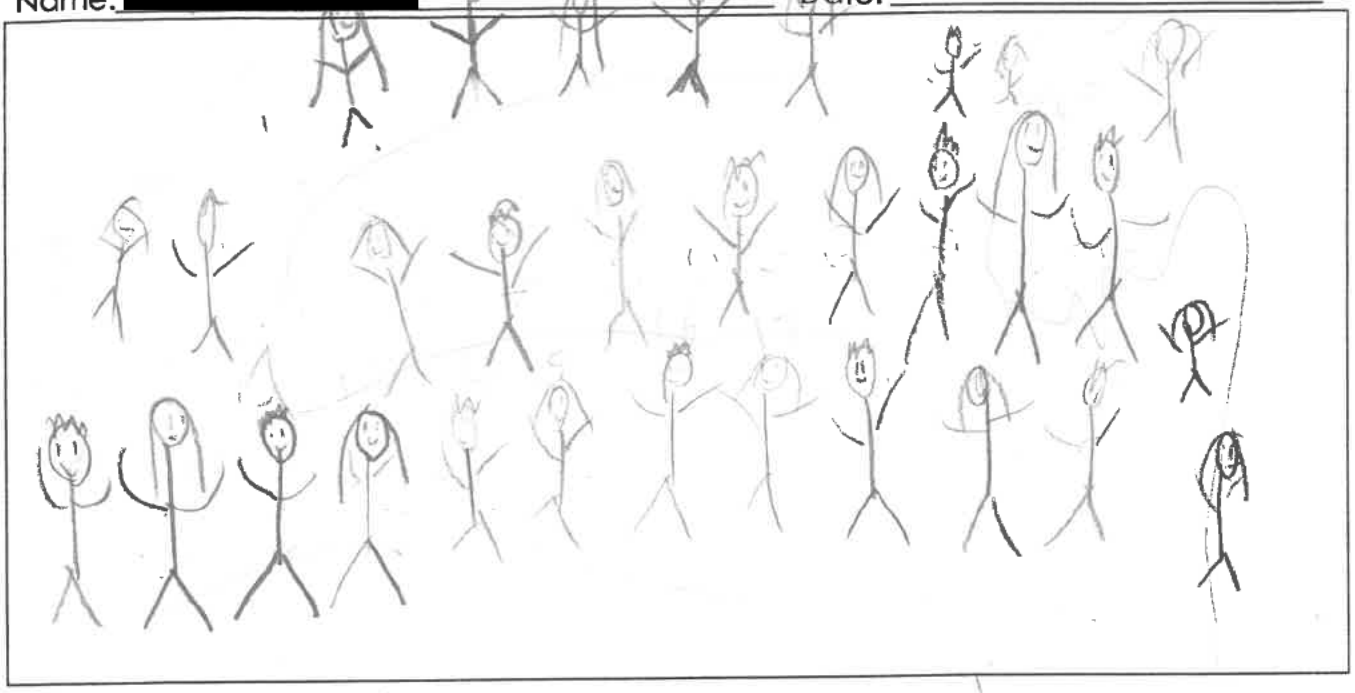
I wold love to vizit asia because there is alot to see
It is very cold in the North. Heavy rains in the South
The rain is good to grow rice
Many different languages and
Cultures because there are many
different countries.

Student Work Samples: PBL

PBL Sample 2: [redacted]

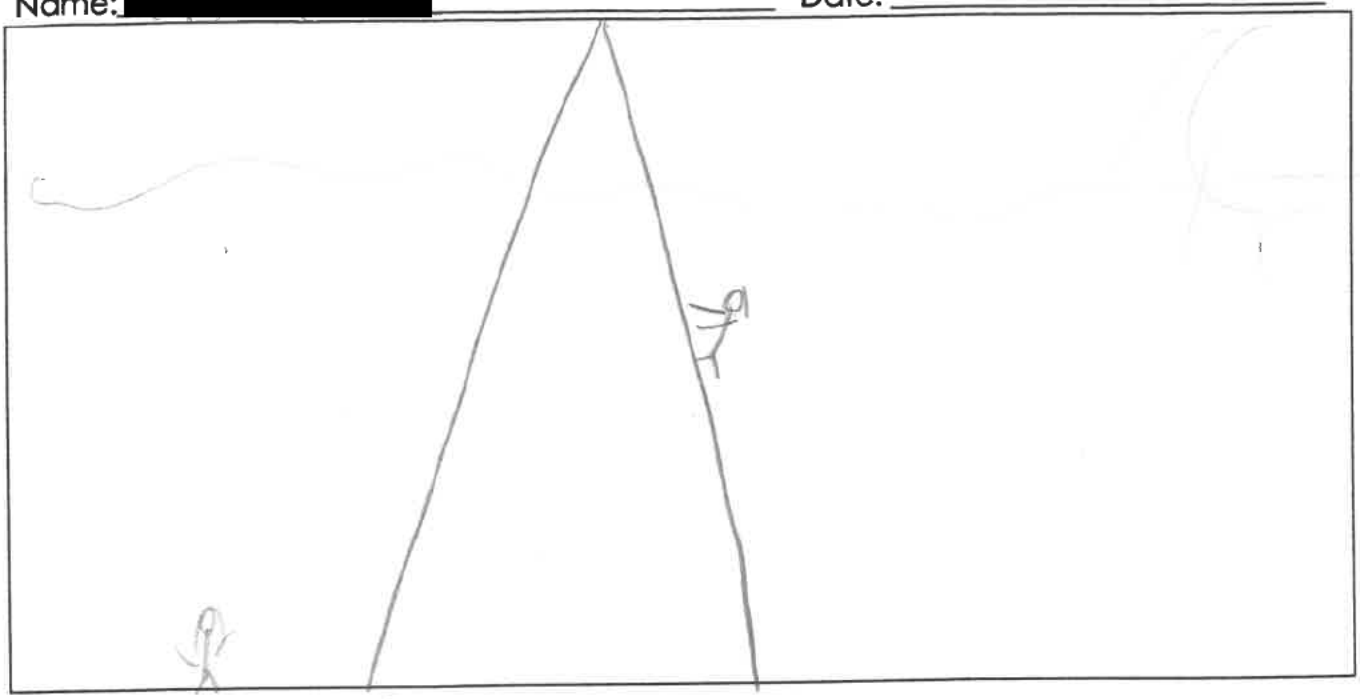
[redacted] book about the size of Asia demonstrates her mastery of unit content and writing goals. She organizes her writing by supporting her thesis that Asia is the biggest continent in the world in three ways, using facts that she has learned in her research on Asia. She discusses the size of Asia and specific landmarks that relate to Asia's size. [redacted] writing is clear, with mostly grade-appropriate conventions, such as complete sentences with capitalization and punctuation and capitalization of proper nouns. Her piece is unique in that she has honed in on an idea that intrigues her while still communicating a range of facts. She is not simply writing that Asia is interesting, but naming for the reader why she is interested in Asia. Her word choice and specificity in topic make her voice come alive.

Name: [redacted] Date: _____



Asia is the biggest Continent in the word! Asia has a lots uve people! Asia has billions people!

Name: [redacted] Date: _____



Aisa is the biggst continent in the world! Mount everest is the biggst mattne in the world!

Name:_____ Date:_____



Asia is the biggest
Cotinen in the world.
Asia has the gratywall
of China. It is saw big
you can see it in Spalt.

Student Work Samples: PBL

PBL Sample 3: [redacted]

[redacted] book focuses on things that make Europe unique. He starts his book with a map of Europe, connecting his narrative to the broader content in the geography unit. He structures his narrative around his main idea that many European tourist sites are old. [redacted]. has clear organization and threads his main idea throughout his piece. His specific focus on ancient sites conveys to the reader what he found unique as he was researching Europe throughout this unit. [redacted]. also uses appropriate writing conventions, including complete sentences with ending punctuation, frequent capitalization of proper nouns, and clear sentence structure that make his writing readable for his audience.



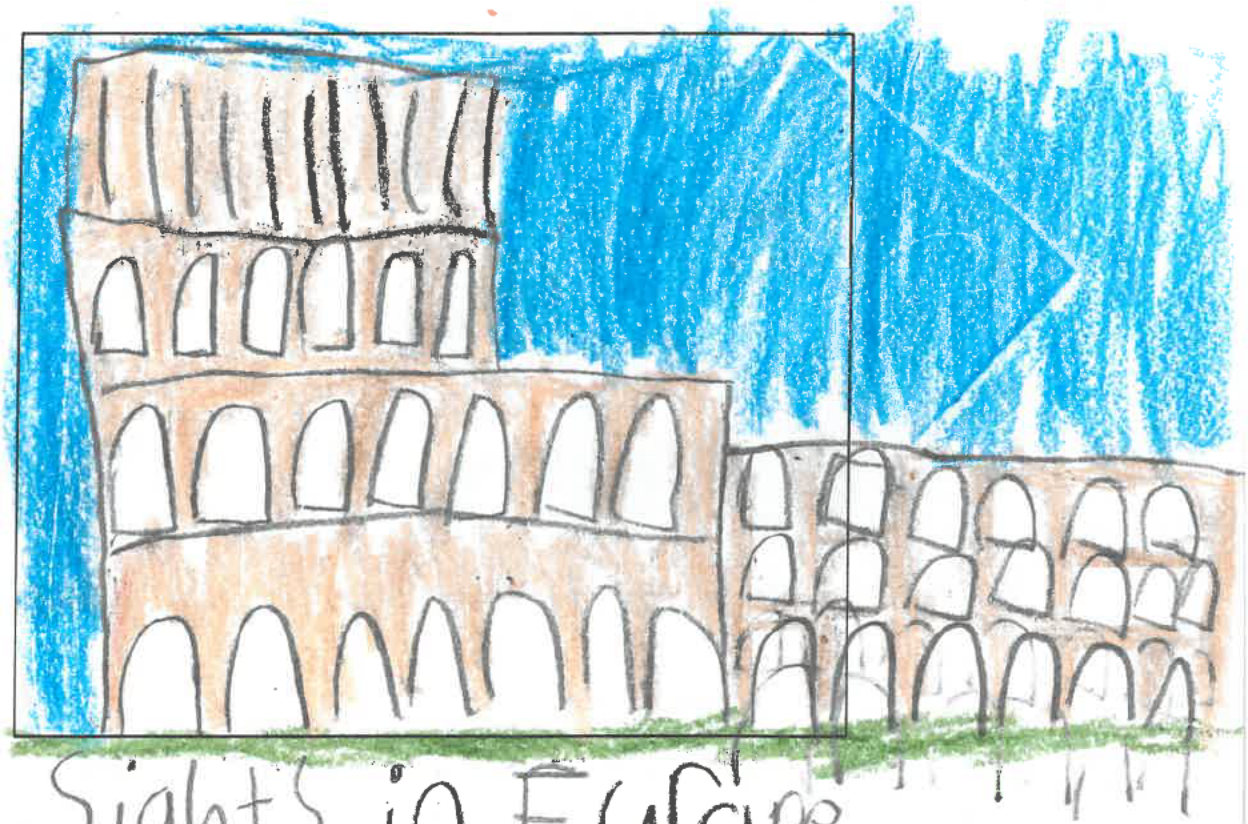
Response 23b-68

Name: [redacted]

Date: 12/11/18

Title: Europe

Pattern: Sights in Europe are old



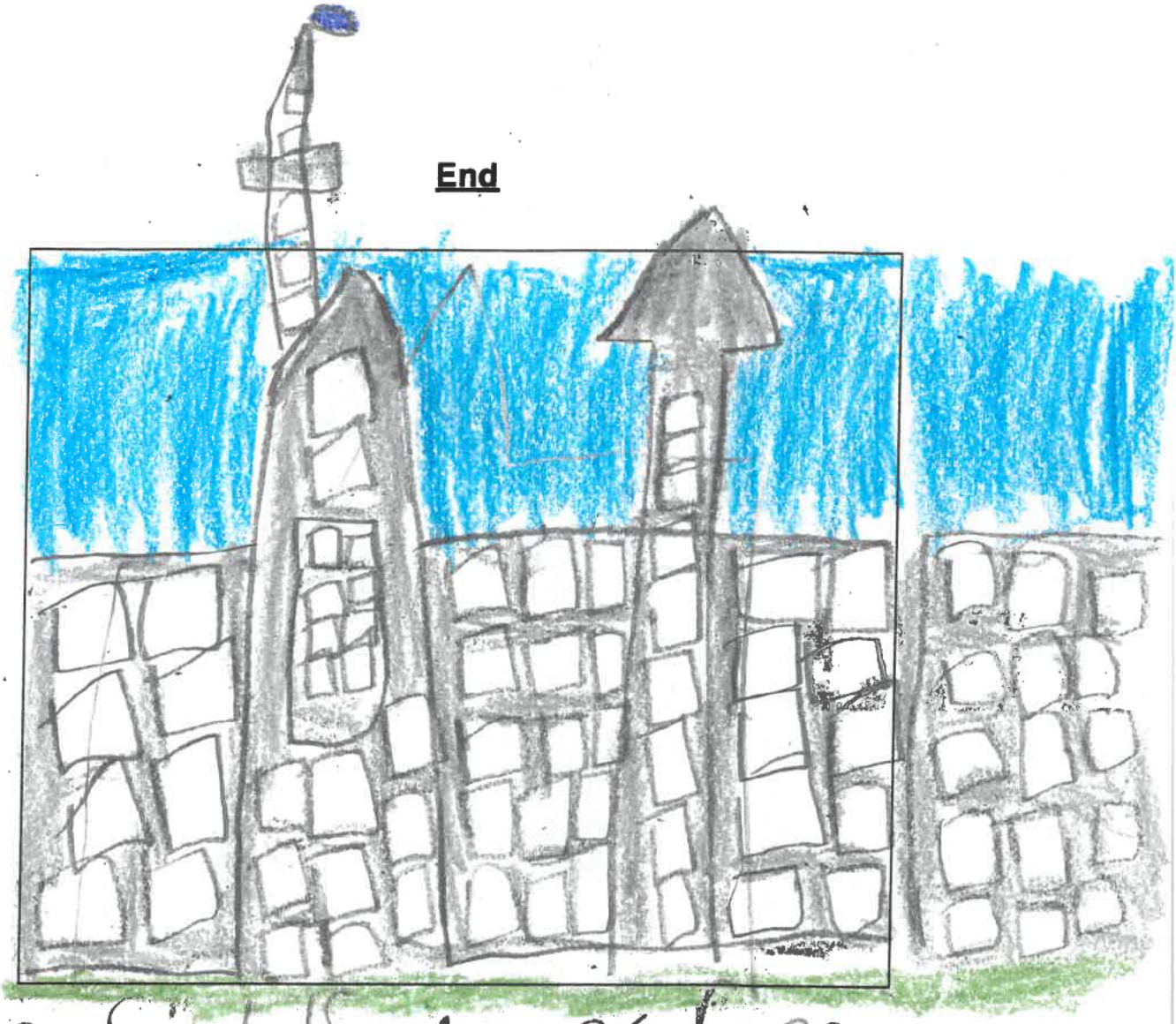
The Sights in Europe are old. the Colosseum is Ancient. the Colosseum is Made with stone.

Middle



the sights in Europe are old. StoneHenge was born 4000 years Ago. the stone was so heavy.

End



The Sights in eutope are old. The Castle name is Neuschwanste. This is the Castle that Made disney Sleepey Beauty.

Assessment Systems at Zeta

Zeta assesses students regularly in order to ensure that students are progressing toward our rigorous academic and non-academic goals.

The following academic calendar provides an overview of the timeline and frequency of administration of formal assessments in Kindergarten and 1st Grade.

Zeta leaders know that reading is the basis of learning and connects with student progress in math and writing as well. Although written assessments in 1st grade do not begin until the second portion of the year, Zeta leaders formally and informally assess students' Fountas and Pinnell reading levels regularly. This data is used to inform both reading instruction and instruction in other areas that rely on reading, such as math and writing.

Zeta's writing rubric for Kindergarten through Grade 2 is enclosed. This rubric is used to assess student writing, such as the samples included in **Part I**. Using a standardized rubric allows us to maintain a consistent bar across all students, identify high and low performers, apply qualities of excellent writing across various genres, identify trends in growth areas, and assess student growth over time against a common set of metrics.

Samples of Zeta's math assessments are included in **Part I**. These assessments include questions that address a range of skills and levels, from more basic components to higher-level "stretch" questions. Questions are asked in different ways, and students are asked to show their work in order to identify root causes behind gaps in understanding.

A sample science assessment overview is also provided, demonstrating the types of interactive assessments that are used in our science curriculum. Science assessments are often project- or activity-based, allowing students to engage with the material in a hands-on manner, demonstrating real-world scientific learning.

Color Key

	Assessments Included	Color Used
Math	Math Counting Assessment	
	Math Facts	
	Math IA (Date 1 is GR1 ONLY)	
Literacy & Reading	F&P and SFA Cycle	
	Literacy IA	
	Writing Prompt/Spelling	
	Writing PUPs	
ELL	ELL Assessment	
	NYSITELL	
	NYSESLAT Speaking Assessment	
	NYSESLAT Listening/Reading/Writing Assessment	
	NYSESLAT Scoring	
Science	Science IA (Date 4&5 include K)	
Specials	Specials IA	
STAR Teams	STAR Goal Setting/Assessments	
	STAR Team Meetings	
MAP	MAP Assessment	
SSIS	SSIS (social emotional assessment)	
Data and Porgress Reports	Data Review	
	Progress Report	

guide		Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
August		26	27	28	29	30	31	1
	Curriculum		ZETA Unit 0					
	Assessment				[Gr K-1]: NYSITELL Start			
September		2	3	4	5	6	7	8
	Curriculum		ZETA Unit 1					
	Event/Holiday		No School - Labor Day	[Gr 1]: SFA Cycle 1				
	Assessment							
		9	10	11	12	13	14	15
	Curriculum		ZETA Unit 1					
			[Gr 1]: F&P + SFA Cycle 1					
			[Gr K]: Math Counting Assessment 1					
	Assessment				[Gr K-1]: NYSITELL Due			
		16	17	18	19	20	21	22
	Curriculum		ZETA Unit 1					
			[Gr1]: Math Counting Assessment 1					
			[Gr K-1]: F&P Cycle 1					
	Assessment		[Gr 1]: MAP		SSIS (Social/Emotional	GR LAUNCH GROUPS		
		23	24	25	26	27	28	29
	Curriculum		ZETA Unit 1					
	Assessment				STAR Goal Setting			
		30	1	2	3	4	5	6
	Curriculum		ZETA Unit 1					
	Assessment							
October		7	8	9	10	11	12	13
	Curriculum		ZETA Unit 1					
	Event/Holiday		No School - Columbus Day	No School - PL Day				
	Assessment					[Gr K-1]: Science IA 1		
		14	15	16	17	18	19	20
	Curriculum		ZETA Unit 1					
	Assessment			Writing PUP (EOU 1)			[Gr K-1]: STAR Assessment 1	
		21	22	23	24	25	26	27
	Curriculum		ZETA Unit 1					
					[Gr 1 ONLY]: Math IA & Math Facts 1			
	Assessment		Data Review		Data for PR 1 Finalized			
		28	29	30	31	1	2	3
	Curriculum		ZETA Unit 2					
	Event/Holiday				STAR Team Meetings (1/2 Day)			
	Assessment			Writing/Spelling Prompt (monthly)	Progress Report 1			
		4	5	6	7	8	9	10
	Curriculum		ZETA Unit 2					

guide		Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
November	Assessment		[Gr K-1]: Math Counting Assessment 2					
		11	12	13	14	15	16	17
	Curriculum		ZETA Unit 2					
	Event/Holiday		No School - Veterans Day					
	Assessment					[Gr K-1]: Specials IA 2		
		18	19	20	21	22	23	24
	Event/Holiday		No School: Thanksgiving Break					
		25	26	27	28	29	30	1
	Curriculum		ZETA Unit 2					
				Writing/Spelling Prompt (monthly)	[Gr K-1]: Science IA 2			
December		2	3	4	5	6	7	8
	Curriculum		ZETA Unit 2					
	Assessment		[Gr K-1]: F&P + SFA Cycle 2					
		9	10	11	12	13	14	15
	Curriculum							
	Assessment		[Gr K-1]: F&P + SFA Cycle 2			[Gr K-1]: ELL Assessment 2		
		16	17	18	19	20	21	22
	Curriculum		ZETA Unit 2					
	Assessment				[Gr K-1]: Math IA 2 & Math Facts 2 (GR1)		Writing PUP (EOU 2)	
		23	24	25	26	27	28	29
	Event/Holiday		No School: Winter Holiday Break					
		30	31	1	2	3	4	5
	Event/Holiday		No School: Winter Holiday Break					
January		6	7	8	9	10	11	12
	Curriculum		**SFA Assessment**					
	Assessment							
		13	14	15	16	17	18	19
	Curriculum		ZETA Unit 3					
	Assessment					[Gr K-1]: MAP Testing		
		20	21	22	23	24	25	26
	Curriculum		ZETA Unit 3					
					[Gr 1]: Literacy IA 1			
	Assessment		[Gr K-1]: STAR Assessment 2		Data Review		Data for PR 2 Finalized	
		27	28	29	30	31	1	2
	Curriculum		ZETA Unit 3					
	Event/Holiday				STAR Team Meeting 2 (1/2 Day)			
	Assessment			Writing/Spelling Prompt (monthly)	Progress Report 2			
		3	4	5	6	7	8	9
	Curriculum		ZETA Unit 3: PBL					

guide		Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
February	Assessment			[Gr K-1]: Science IA 3		[Gr K-1]: Specials IA 3		
		10	11	12	13	14	15	16
	Curriculum		ZETA Unit 3: PBL					
	Assessment						[Gr K-1]: ELL Assessment 3	
		17	18	19	20	21	22	23
	Curriculum		ZETA Unit 3: PBL					
	Assessment				[Gr K-1]: Math IA 3 & Math Facts 3 (GR1)			
		24	25	26	27	28	1	2
	Curriculum		ZETA Unit 3: PBL					
	Assessment			Writing PUP (EOU 3)	Writing/Spelling Prompt (monthly)			
March		3	4	5	6	7	8	9
	Curriculum		ZETA Unit 4					
	Assessment		[Gr K-1]: F&P Cycle 3					
		10	11	12	13	14	15	16
	Curriculum		ZETA Unit 4					
			[Gr K-1]: F&P Cycle 3					
	Assessment				[Gr 1]: Literacy IA 2			
		17	18	19	20	21	22	23
	Curriculum		ZETA Unit 4					
				[Gr K-1]: Science IA 4			[Gr K-1]: Specials IA 4	
	Assessment		[Gr K-1]: Math Counting Assessment 4					
		24	25	26	27	28	29	30
	Curriculum		ZETA Unit 4					
	Assessment				Writing/Spelling Prompt (monthly)	[Gr K-1]: STAR Assessment 3		
April		31	1	2	3	4	5	6
	Curriculum		ZETA Unit 4: PBL					
					[Gr K-1]: Math IA 4 & Math Facts 4 (GR1)			
	Assessment				Data Review		Data for PR 3 Finalized	
		7	8	9	10	11	12	13
	Curriculum		ZETA Unit 4: PBL					
	Event/Holiday				STAR Team Meeting 3 (1/2 Day)			
	Assessment			[Gr K-1]: NYSESLAT Speaking Assessment Start	Progress Report 3			
		14	15	16	17	18	19	20
	Event/Holiday		No School: Spring Break					
		21	22	23	24	25	26	27
	Curriculum		ZETA Unit 4: PBL					
	Assessment				Writing PUP (EOU 4)	[Gr K-1]: ELL Assessment 4		
		28	29	30	1	2	3	4

guide		Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
	Curriculum		ZETA Unit 4: PBL					
	Assessment			Writing/Spelling Prompt (monthly)				
May		5	6	7	8	9	10	11
	Curriculum		ZETA Unit 5					
	Assessment			[Gr K-1]: NYSESLAT Listening/Reading/Writing Assessment Start				
		12	13	14	15	16	17	18
	Curriculum		ZETA Unit 5					
	Event/Holiday				STAR Team Meeting 4 (1/2 Day)			
			[Gr K-1]: Math Counting Assessment 5					
	Assessment			[Gr K-1]: Specials IA 5		[Gr K-1]: Science IA 5	[Gr K-1]: NYSESLAT Speaking, Listening/Reading/Writing Assessment Due	
		19	20	21	22	23	24	25
	Curriculum		ZETA Unit 5					
					[Gr 1]: Literacy IA 3	[Gr K-1]: MAP Testing		
				[Gr K-1]: NYSESLAT Writing Scoring Start				
		26	27	28	29	30	31	1
	Curriculum		ZETA Unit 5: PBL					
					[Gr K-1]: Math IA 5 & Math Facts 5 (GR1)			
			[Gr K-1]: F&P Cycle 4					
	Assessment			Writing PUP (EOU 5)	Writing/Spelling Prompt (monthly)		[Gr K-1]: NYSESLAT Writing Scoring and Answer Sheets Due	
June		2	3	4	5	6	7	8
	Curriculum		ZETA Unit 5: PBL					
			[Gr K-1]: F&P Cycle 4					
	Assessment			[Gr K-1]: STAR Assessment 4	Data Review		Data for EO PR Finalized	
		9	10	11	12	13	14	15
	Curriculum		ZETA Unit 5: PBL					
	Assessment				EOY Report (PR 4)		[Gr K-1]: NYSESLAT Secured Materials Due	
		16	17	18	19	20	21	22
	Event/Holiday				Last Day of School- par ial day			
	Curriculum		ZETA Unit 5: PBL					
	Assessment					Data Review		

Zeta K-2 Writing Rubric

Because there are several types of writing, and we write for different purposes and for different audiences, we use a rubric that assesses the overall quality of the writing, but also use a rubric that specifically focuses on what is unique about different types of writing.

	4	3	2	1
Ideas	Clear, focused, purposeful, interesting	Solid start with big picture idea, more focus needed, more detail needed	Idea is there, more "showing" needed, need to hook the reader	Idea is missing or unclear, reader doesn't understand
Organization	Clear beginning-middle-end, pacing and transitions are interesting and easy to follow	Beginning-middle-end in place, pacing and transitions need to be smoother, reader needs more direction	Unclear beginning-middle-end, pacing and transitions need to be smoother, reader needs direction	Writing structure is missing or unclear, reader needs direction
Voice	Passion for topic, expressive, engaging, authentic	Lively moments, sincere, experimental, developing	Voice comes and goes, needs to engage reader, tone may be off	Voice is missing or unclear, reader unsure of voice
Word Choice	Specific, memorable, accurate, vivid, original	Effective but often overworked or unspecific, functional, vivid glimpses	Some vagueness or inaccuracy, cliches, repetitive	Vague, incorrect, overdone or underdone
Sentence Fluency	Smooth, expressive, expressive, special effects	Hums along, readable, some structure variation	Irregular or unusual patterns, readability is difficult, choppy	Readability is difficult, run-on or incomplete sentences
Conventions	Excellent use of punctuation, capitalization, paragraphing, spelling and grammar	Reasonable use of punctuation, capitalization, paragraphing, spelling and grammar	Limited use of punctuation, capitalization, paragraphing, spelling and grammar	Incorrect use of punctuation, capitalization, paragraphing, spelling and grammar

As above, score a 4 for exemplary writing that meets 85-100% of the criteria below; 3 for meets 70-85% of criteria; 2 for 50-70%; 1 for 25-50%

Narrative Writing should include:	**Persuasive Writing should include:**	**Informational Writing should include:**
• Compelling characters in the story who really want something interesting enough to hook the reader through details, dialogue and/or description • Information about timeframe and location • Complete and sequential advancement of the problem that leads to a resolution	• One clear opinion statement that hooks the reader • Three compelling reasons that support the opinion and show a clear understanding of the issue, anticipating counterarguments • A strong concluding statement of personal opinion and call to action for the reader	• One clear topic statement that hooks the reader • Three facts, definitions, details, steps, and/or tips that teach the reader about the topic and show a clear understanding of the topic • A strong closing statement that reinforces what the reader has learned

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Adapted from *6 Ways to Teach the 6 Traits of Writing*, *Hacking the Writing Workshop* and *Teaching That Makes Sense*

Science Unit 1 End of Unit Assessment

Kindergarten: Needs of Plants and Animals

- **Task:** Draw a ***diagram*** that shows a garden where monarch caterpillars can survive, but where humans can also get the things they need to survive. Lines will be provided at the bottom of the page, in which students should write at least one sentence that explains their diagram

- **Purpose/Teacher Moves**: Asking students about their gardens is an opportunity to assess their understanding that both humans and monarchs have needs, which humans can make choices about. While students are planning and completing their Garden Planter Plan sheets, observe their choices and ask students how their plan will let both humans and monarchs meet their needs. In general, students should be choosing both milkweed plants and vegetables. When asked *Why did you choose these plants?*, students should talk about how monarchs need milkweeds and how humans need other plants, so having both in the garden allows both types of living things to get what they need.
    - Students should include milkweed plants as well as other plants
        - Monarch caterpillars = eat milkweed plants
        - Humans = fruits, veggies, a space to grow what they need to survive
        - Having both in the garden allows both types of living things to get what they need.

- **Premortem:** Only drawing about caterpillars OR humans, not both.

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Kindergarten End of Unit Assessment Rubric

Criteria	Exceeds the Standards 4	Meets the Standards 3	Adequately Meets the Standards 2	Needs work Meeting the Standards 1
Knowledge of Science Material / Main Idea	Excellent understanding of task: includes detailed information on how both monarch butterflies ***and*** humans can use the garden to survive.	Adequate understanding of task: includes information on how monarch butterflies and humans can use the garden to live there.	Inconsistent understanding of task: includes information on how either monarch butterflies **or** humans can use the garden to survive, not both	Poor understanding of task / does not finish
Development/ Labeling	Labels and draws many of the most illuminating and most relevant supporting details Includes no redundancy	Labels and draws many illuminating supporting details Includes some redundancy	Labels and draws some relevant supporting details Includes much redundancy	Chooses some irrelevant details or none at all Includes only redundancy
Structure (Written Component)	Organizes the piece with an extremely clear and purposeful idea. Each idea has evidence that enhances the piece's main idea (a full sentence that fully describes)	Organizes the piece with a purposeful idea. (Attempts to write / describe an idea when teacher checks in during 1:1)	Organizes the piece with an idea and explains verbally (vivid, clear description), but no writing	Presents no discernable idea. Information/evidence is disorganized. Does not attempt.
Style and Mechanics (Written Component)	Labels beginning, middle, and ending sounds Regularly chooses vivid, precise words Maintains exceptional neatness	Labels beginning, and ending sounds Chooses some vivid, precise words Maintains reasonable neatness Labels at least 2 objects in picture	Labels beginning sounds only Chooses few, if any, vivid and precise words Displays some sloppiness	Labels only random letter strings, or scribbles with no labels at al Lacks vivid and precise words Displays across-the-board sloppiness

First Grade

- **Task:** Students answer the question, "How can aquarium scientists explain animal defenses to visitors" by creating a clay model that shows animal defenses . This clay model can be based on any of the following animals learned in class: sea turtles, crabs, puffer fish, and lionfish. Examples of models include showing either how a hard shell stops a predator from biting and eating a sea turtle or how camouflage makes a sea turtle difficult to see so predators cannot find and eat it. Students will also plan and write explanations in their notebooks (then on an index card) to accompany their models.

- **Purpose/Teacher Moves**: The purpose of this project is for students to apply what they have learned about scientific models and animal defenses by making a model to explain how a particular animal's defense works.It is expected, just like scientists, check their models to make sure the model does what it needs to do. Additionally, teachers should push students to make changes to improve their models, and further explain in detail the purpose of this defense.

- **Premortem:** A student does not know what the animal's particular defense is, OR they choose an animal that does not have a defense / is unable to protect itself from other predators

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First Grade End of Unit Assessment Rubric

Criteria	Exceeds the Standards 4	Meets the Standards 3	Adequately Meets the Standards 2	Needs work Meeting the Standards 1
Knowledge of Science Material / Main Idea	Excellent understanding of task: includes detailed information on how the particular animal's defense enables it to survive and fight off other predators	Adequate understanding of task: includes information on how on how the particular animal's defense enables it to survive and fight off other predators	Inconsistent understanding of task: includes information on how on how the particular animal's defense enables it to survive and fight off other predators (Random defense or random animal) (Right animal, wrong defense)	Poor understanding of task/does not finish
Development/Labeling (One sentence on index card)	Includes many of the most illuminating facts and most relevant supporting details Includes no redundancy in their explanation sentence	Includes illuminating supporting details about animal's defense Includes no redundancy in their explanation sentence	Includes some relevant supporting detail about animal's defense Includes no redundancy in their explanation sentence	Chooses some irrelevant details about the animal's defense Includes no redundancy in their explanation sentence
Structure	Organizes the piece with an extremely clear and purposeful idea. Each idea has evidence that enhances the piece's main idea	Organizes the piece with a purposeful idea. Each idea has evidence that enhances the piece's main idea	Organizes the piece with a discernible, if not purposeful idea. Information/evidence is disorganized.	Presents no discernable idea. Information/evidence is disorganized.
Style and Mechanics (Written Component)	Labels beginning, middle, and ending sounds Regularly chooses vivid, precise words Maintains exceptional neatness	Labels beginning, and ending sounds Chooses some vivid, precise words Maintains reasonable neatness	Labels beginning sounds only Chooses few, if any, vivid and precise words Displays some sloppiness	Labels only random letter strings, or scribbles with no labels at al Lacks vivid and precise words Displays across-the-board sloppiness

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Unit 2 End of Unit Assessments

Kindergarten Unit 2 Assessment #1: Bee Bots

- **Task**: Bee Bot Performance Assessment
- **Task**: over the course of 3 classes, teacher will pull students to complete individual Bee Bot assessment
- Teacher should get to about 10 students a day. The other students are completing Outer Space Bee Bot mats/task cards

First Grade: Traveling Shoe

- **Task:** Now that students are experts on their assigned destination, they will be challenged to *design the "dream shoe" for a trip to this environment* ***WITH A PARTNER***. They will use what they have learned in this module to help them design the ideal shoe for adventure. Students should consider what they will be doing on their trip. Will they be climbing? Will they get wet? How will what they design help a traveler get the most out of their visit and keep them safe? Students should think about the adaptations of the plants and animals in this area and use clues from their adaptations to ***help them design the ultimate travel shoe. In addition to creating a shoe, students will answer two short response questions independently.***
- **Constraints:**
  a. A minimum of three adaptations – one camouflage, one protection, and one locomotion.
  b. Students should be able to explain how each aspect of their design relates to adapting to the specific environment
- **Materials to use for shoe**: canvas shoe, pipe cleaners, craft sticks, pom-poms, feathers, fabric markers, pencils, crayons, tape, scissors
  - Examples: bubble wrap for protection, feathers for locomotion, color it green to match leaves/grass
  - If they say their shoe needs to withstand rain, guide them to cover their shoe with a waterproof material
  - Encourage students to use any materials they find in Z Lab / Science room

Unit 2 End of Unit Assessments

Kindergarten Unit 3: Animals and Algorithms

Task: In the introduction story, students learned that [redacted] and [redacted] are helping their teacher create animations that show how animals behave in their habitats. In the story the three characters have been thinking about which animals they will use in their animations and in what ways they will show the animals' behaviors. In this problem, **students use all of the knowledge and skills acquired throughout the module to create an animation about an animal, its behavior, and its habitat**. ***Students will then complete an end of unit assessment based on their project.***

First Grade Unit 3: Animated Storytelling First Grade

Throughout this module, students have acquired knowledge and skills including using technology to express ideas, identifying and fixing errors in a program, and demonstrating persistence in the cycle of testing, finding, and fixing programs. Students will apply the skills and knowledge learned from the activities and project in the module as they work in pairs to **design and program a simple digital animated story that interacts with the reader.** Students were introduced to the problem through the fictional story at the beginning of the module as [redacted], and [redacted] were tasked with animating a story using technology.

Professional Learning at Zeta

Zeta strives to build a community of lifelong learners, both among our students and among our staff. Professional learning begins with Zeta Summer University, an intensive multi-week program where teachers and leaders immerse themselves in Zeta's mission, culture, and curriculum and learn and practice concrete strategies for success in the classroom. In 2018, Zeta led over 160 training sessions over seven weeks. The curriculum covers all areas of schooling and practice—including academic curriculum, instructional best practices, operations, and safety—to equip school teams to provide their students with the knowledge and skills needed for success in school, college, and the modern economy. Zeta Summer University also includes team-building events, as well as opportunities to engage with leaders in public education, education policy, advocacy, and reform, and high-performance private sectors through a Lunch & Learn series with external guests.

Professional learning does not stop when school starts — Zeta schools hold weekly half-day and regular full-day professional learning sessions to promote continuous teacher development. In addition to formal training sessions, teachers receive frequent coaching and feedback from school leadership, allowing them to improve in real time. As shown in the enclosed sample schedule for Zeta Summer University and sample full-day professional learning program, sessions are differentiated, with leaders, teachers, school psychologists, science teachers, and specialist teachers receiving trainings specific to their areas of expertise.

Formal professional learning sessions go beyond direct instruction — sessions involve tactics such as modeling, discussion, and teachbacks to enable interactive engagement with the material. These methods give teachers opportunities to observe and try out new strategies, receiving feedback and improving even before they are in front of students. As part of their professional learning, teachers may be asked to create work similar to that which students will create over the course of the unit. The practice helps teachers to identify pre-mortems — key information or skills that are necessary foundations for success in the unit, learn how knowledge builds across a unit, and create a model piece, if applicable, for them to share with their class during the unit.

Professional learning covers an array of topics beyond curriculum and instruction. For example, Zeta conducts trainings on its mission, vision, and values to ensure teachers and leaders are aligned with our vision of schooling.

Additional samples of trainings conducted as part of our professional learning programs, including teacher work generated as part of sessions, is included in the **Appendix**.

Teacher Reflection on Professional Learning at Zeta

Professional development begins at Zeta throughout a summer training program and continues every day throughout the school year. During my time in Zeta Summer University, teachers were given intensive trainings on Zeta's mission, values, behavior management system, and our academic and social-emotional curricula. We had the opportunity to deep-dive into the content alongside our peers and leaders, and had the opportunity participate in numerous teachbacks to hone our teacher presence and behavior management skill set. Additionally, we were given the opportunity to learn from several prominent figures within the charter industry through Zeta's Lunch and Learn initiative.

What makes Zeta's approach to professional development truly unique is the level of investment that all leaders, both school-based and network-based, give to every individual teacher. Since the first day of school, I have been observed at least once a day and have been given feedback on how I can improve my practice daily. I am pushed to step out of my comfort zone to find tangible and targeted ways to help my students grow as quickly as possible.

One aspect of my personal professional development I would like to highlight is the Performance Development Plan created by my manager. This plan was put in place to help better support the growth of myself and my co-teacher in our ICT classroom. Throughout the course of this month-long plan, I was observed for two twenty minute blocks a day, followed up by daily debriefs to check in on goals and new growth areas. Within one month, my practice developed more than it had in the entirety of my previous year teaching at another school. As a result, my students were able to make 55% growth on math assessments in just one month.

In addition to professional development, something that makes Zeta particularly special to me is the emphasis on social-emotional development and team culture. Every Wednesday, before starting our weekly PD sessions, our entire staff engages in an adult circle. This is a practice we teach our students, and engaging in it at the adult level has created a stronger sense of community among our staff. I truly feel supported by my coworkers, leaders, and network team, in a way that encourages me to push myself to be my best every day for my students.

This unity of striving for excellence, ample professional development, hands-on support, frequent feedback, and an overall sense of team, is the reason why I have grown to love my position at Zeta Charter Schools and can't imagine working anywhere else. It is also why I would recommend a position at our schools to any prospective teachers seeking a community of lifelong learners who will do whatever it takes to meet, and exceed, the academic and social-emotional needs of the children they serve.

Zeta Summer University: Sample Teacher Week 1 Schedule

	Monday, Ju y 30th		Tuesday, Ju y 31st	Wednesday, August 1st		Thursday, August 2nd			Friday, August 3rd		
Participants	MDs, ADs, ODs, A Teachers, Schoo Psycho ogists	Schoo Psycho ogists	MDs, ADs, ODs, A Teachers, Schoo Psycho ogists	MDs, ADs, ODs, A Teachers	Schoo Psycho ogists	MDs, ADs, Head and Resident Teachers	Specia s Teachers	Schoo Psycho ogists	MDs, ADs, Head and Resident Teachers, ODs (Compass on y)	Specia s Teachers	Schoo Psycho ogists
8:00AM-9:00AM			**Circ e Practice: Work, Appreciation & C osing**	**Book Discussion: Mindset**		**Bu ying and Harassment**			**ACS**		
9:00AM-10:00AM	**Book Discussion: Grit**		**Ramapo**	**Our Vision: WOW in Fami y Service and Zeta Schoo Cu ture**		**Literacy at Zeta: Components and How They Fit Together**	**Day 1: Systems and Routines P anning, Preparation and Practice**	**Literacy at Zeta: Components and How They Fit Together**	**Our Vision: Reading Mode Unit 1 Lessons**	**Day 2: Systems and Routines P anning, Preparation and Practice**	**Maintaining High Expectaions for Chi dren w/ Behaviora Cha enges**
10:00AM-11:00AM	**Strugg ing Students: Extreme Behavior in the First 6 Weeks**					**Adu t Understanding: Main Idea**		**De-Esca ations Part 1: Assessing The Situation and Your Initia Response**	**Foundations & Unit 1 Launch: Reading**		**De-Esca ations Part 4: Understanding Management of Crisis Fo ow Up**
11:00AM-12:00PM	**11:00AM: Behavior P ans for Students with Extreme Behavior** **11:30AM: Parent Communication De iverab es**			**Structures for Parent Communication**		**Lunch**	**Lunch**	**Lunch**	**Schoo Team Time**		
12:00PM-1:00PM	**Lunch**		**Lunch** **MDs On y: Budgeting**	**Lunch & Learn: Education Reform in New York City**		**Read A oud Lesson Structure: What is Our Bar?**	**Day 1: Systems and Routines P anning, Preparation and Practice**	**Guided Reading/Read A oud Lesson Structure and Components: What is Our Bar?**	**Lunch**		
1:00PM-2:00PM	**Schoo Team Time**	**Being a Schoo Psycho ogist at Zeta: Our Va ues and Expectations**	**Ramapo**	**Parent Interaction Training**					**Preparing for Week 1: Teachback Reading Lessons**	**Day 2: Systems and Routines P anning, Preparation and Practice**	**Interaction Training**
2:00PM-3:00PM	**Getting it Right Day 1: Systems and Routines P anning, Preparation and Practice**					**Guided Reading Teachbacks**		**De-Esca ations Part 2: Recognizing and Managing Adu ts During Student Crises**			
3:00PM-4:00PM						**EOY Literacy Benchmarks**		**De-Esca ations Part 3: Practicing Crisis Response**	**Schoo Team Time: Compass**		

Sample Full-Day Professional Learning Schedule

October 9th PD
Location: Zeta Bronx

Time	Content	Goals
8:30-9:00	Optional Breakfast	Socializing
9:00-9:30	All Hands Meeting	Monthly All Hands
9:30-11:15	State of Schools: Current Data, Your Role, Moving Forward	• Understand how we are doing against our academic and school culture goals • Discuss our network next steps
9:45-11:15	Supporting Outlier Behavior Students	• Tactics on how to support outlier behaviors when alone • Learning about individual students and any behavior plans
11:15-11:30	Tutoring Launch	• Know who will receive tutoring • Know goals of tutoring • Understand structures and content of tutoring
11:30-12:00	Upcoming Assessments and Progress Reports	• Understand assessments that will be included in PRs • Prep for Writing PUP (scoring on 10/17) and 1st Grade Math IA (scoring on 10/24) • Understand role with parents for PRs
12:00-1:00	OYO and Lunch	
1:00-4:00	Leader/Teacher Planning	

Science Break-Out

1:00-2:00	Planning Meeting: Focusing on High Level Questioning • Understand what high level questioning vs low level thinking looks like • Science lead models a lesson (Unit 2, Lesson 1 first grade) in which she asks high level questions during Launch, IWT, and Wrap-up • Teachers plan at least two high level questions (launch +wrap-up) for remainder of unit.
2:00-2:45	Unit 2 Launch • What are the goals of each unit • What does mastery look like? • What does high level questioning look like?
2:45-4:00	Work time / planning time • Exit ticket creation for Unit 2 is a priority!

This rubric is used to evaluate teachers during classroom walk throughs. eaders use this rubric to ensure consistency in` eecution across the school and to identify growth areas for` teachers.

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FULL YEAR WALKTHROUGH RUBRIC	Below Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
	> 50%	50%-70%	80%-90%	90%-100%
Routines and Transitions				
Students either manage or complete routines independently				
Teacher notices and addresses off-task behavior during routines and transitions				
Active Learning				
Teacher sets expectations for active learning and provides meaningful and challenging questions, books, and tasks for students to engage in.				
Students are actively listening and are adding to dialogue by agreeing, disagreeing, adding on and sharing new ideas. Discussion is student led.				
Teacher notices and addresses when children are not actively listening.				
Students asks questions about misunderstandings or to further their knowledge				
Engagement/Joy/Relationships				
Teacher exudes engagement and joy in all group and individual interactions.				
Students are enjoying learning and engaged in activities and are expressing verbally and non-verbally that learning is fun.				
Teacher notices and addresses lack of engagement/joy				
Teacher prioritizes building clear and meaningful relationships with students and fosters relationships among students where they feel safe to fail, take risks, challenge and learn from each other.				
Lesson Purpose				
Teacher clearly outlines what s/he is teaching and why it is important				
Students can restate and evaluate what they are learning by connecting it to the broader themes of units and topics they are learning				
Teacher listens, corrects and presses misconceptions, and facilitates conversations and debate amongst students about what they are learning and wht it is important				
Best Effort				
Students have internalized expectations of effort in independent and group work and hold each other accountable for creating excellent work.				
Teacher gives meaningful feedback about the quality of work and students accountable for mastery of feedback.				
Scholar Talk				
Teacher sets expectations for listening and speaking including complete sentences, audibility, and thinking about peer ideas.				
Students speak in aud ble, precise, complete sentences to either share their ideas or comment on a peer's ideas.				
Teachers improves quality of scholar talk by giving feedback and allowing for retries.				

Professional Learning at Zeta

Teacher Development Plans

As part of the professional learning process, school leaders develop individualized development plans for teachers to support their growth in key areas for improvement. As seen in the below samples, development plans identify areas for growth and provide specific strategies that teachers will use to accomplish them. Development plans also include supports that will be provided by leadership and other resources that teachers can access in order to achieve their goals.

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Sample Teacher Development Plan 1: Instructional Planning

Teacher Development Plan

Goal: Plan components so that both teachers are effectively managing both instruction and behavior, within one week.	
Teacher To Dos	
Day 1 (Monday 10/29): • Discuss how the entire development plan will unfold. • Create a plan together for one lesson (Word Problems) using template provided.	• Meet with AD during 2nd prep at 2:50pm on 10/29.
Day 2 (Tuesday 10/30): • Leader observes implementation of the lesson we planned together. • Teachers submit lesson plan for chosen component (other than Word Problems) using template provided to be taught the following day. • Leader provides feedback based on observation and teaching implementation of lesson.	• Submit lesson plan by Tuesday 7pm. • Meet AD during 2nd prep at 2:55pm on 10/30 for 10-minute debrief on today's observation.
Day 3 (Wednesday 10/31) : • Leader observes implementation of the lesson teachers planned independently. • Leader observes implementation of another lesson that wasn't submitted to check for transferability. • Teachers implement planned lessons.	• Meet with AD for 10 mins on 10/31 from 12:45-12:55 to debrief observations from today.
Days 4-8 (Thursday 11/1-Wednesday 11-7) **Execution at 100%** • Leader observes and videos components, looking for teachers to consistently stick to the plan they developed around instruction and behavior management while 100% of students are on task and learning.	• Meet with AD for 10 mins daily at 2:55 to debrief observations from the day.

Non-Negotiables

- Pull small groups every day, and take notes on what you are working on
- Set clear expectations for student work
- Score every piece of student work, and have a system for them to complete work
- Notice and address, give out incentives and consequences

Zeta CHARTER SCHOOLS

Sample Teacher Development Plan 2: Behavior Management

Teacher Development Plan

Goal: Consistently uphold behavior management expectations through following the management cycle of: setting expectations, narrating, noticing and addressing through incentives and consequences, while simultaneously planning for instruction.	
Non-negotiable: Fill up at least 2 marble jars a day and celebrate using incentive from incentive bank.	
Non-negotiable: Teachers name and give out a tangible/visible incentive for components.	
Teacher To Dos	
Day 1 (Wednesday 10/31): • Discuss how the entire development plan will unfold. • Discuss what major supports teachers will need from leadership and major behaviors. • Leaders and teachers review behavior management re-introduction script.	• Submit list of top 5 behaviors and their common behaviors/triggers/ likes, and levels of parent investment by Sunday 7pm.
Day 2 (Thursday 11/1): • Leader observes re-introduction of behavior management cycle and chart. • Leader observes enforcement of expectations at least 2x in the day. • Teachers and leaders meet to plan a sample lesson, setting and reinforcing behavior expectations. • Teachers conduct debrief at lunch to gauge how they are doing against consistently setting expectations, and plan next steps.	• Submit lesson plan by Sunday 7pm. • Teachers debrief during lunch for next steps. • Meet AD during 2nd prep at 3:10pm on 11/1 for 10 minute debrief on today's observation. Practice responding to debrief questions below.
Day 3 (Friday 11/2 : • Teachers implement lesson planned with leadership from the day before. • Teachers submit lesson plan for chosen component (other than Word Problems) using template provided to be taught the following day. • Teachers conduct debrief at lunch to gauge how they are doing against consistently setting expectations and plan next steps. • Leader observes enforcement of expectations at least 2x in the day.	• Teachers debrief during lunch for next steps. • Meet AD during 2nd prep at 3:10pm on 11/2 for 10-minute debrief on today's observation. Practice responding to debrief questions below.
Day 4 (Monday 11/5) • Teachers implement lesson plan they submitted.	• Meet AD during 2nd prep at 3:10pm on 11/5 for

• Teachers debrief during lunch for next steps. • Leader observes implementation of the lesson teachers planned independently and their follow through of expectations. • Leader observes enforcement of expectations at least 2x in the day.	10-minute debrief on today's observation. Practice responding to debrief questions below.
Days 4-8 **Execution at 100%** • Leader observes and videos components, looking for teachers to consistently stick to the plan they developed around behavior management and instruction while 100% of students are on task and learning. • Teachers debrief during lunch for next steps.	• Meet with AD for 10 mins daily at 3:10 pm to debrief observations from the day. Practice responding to debrief questions below.

School Wide Non-Negotiables

- Pull small groups every day and take notes on what you are working on
- Set clear expectations for student work
- Score every piece of student work, and have a system for them to complete work
- Notice and address, give out incentives and consequences

Incentive Bank

- 100% Jar
- Drum party
- Bubble party
- Popcorn party
- Munchkin party
- Prize binge
- White board party
- Tattoo party

Components: These are all opportunities to give rewards:

- Morning Work
- Math Routines
- Snack
- Word Problems
- Writing
- Recess
- Lunch
- Math Workshop
- Teacher Choice
- Read Aloud

- Pack Up
- Snack
- After school
- Transitions

Debrief Questions

- When were you most effective, and what is your evidence?
- Where did you find gaps in your execution, and what impact did it have on your class? If you had to do it again, how would you have avoided that mistake?
- Thinking about your successes and missed opportunities today, what changes will you be making to your plan for tomorrow?
- What is going well?
- Where are we not holding ourselves accountable for following through with the plan?
- What do we need to adjust immediately?
- What will be the effects of the adjustment?

Innovation at Zeta: Z Lab

At the heart of each Zeta school is our Z Lab (Innovation Lab) — a cutting edge creator's space where students can explore all things science, engineering, design, and technology. Z Lab provides students of all ages with the time, resources, and materials they need to learn in a rigorous way through design thinking and hands-on experimentation and play that crosses all disciplines. Z Lab is designed to be a place where student creativity is fostered, and instills independence, flexibility, and confidence in students as a direct result. There is a wide array of activities that students are able to navigate by themselves in Z Lab, including a floor to ceiling Lego wall, wooden block building activity, play dough exploration, as well as abundant materials like popsicle sticks, cardboard, and glue to create whatever they can envision. Zeta students learn age-appropriate coding skills starting in elementary school using a problem-solving approach to coding projects. We also use Project Lead the Way materials to inspire students to collaborate in long-term explorations and building projects.

The following materials show a sample Kindergarten curriculum and unit plans for Z Lab. Teachers receive training to support their implementation of the Z lab curriculum. Materials from a training on Z Lab: Our Vision are included in the **Appendix**.

Z Lab Kindergarten

Why a Self-Directed Curriculum?

Think about a time when you were really excited to learn, up for a challenge, and felt really inspired and creative. Why were you so inspired? What effect did it have on you? Does that inspiration still drive you today? Why or why not? What passions will drive our Zeta graduates to have agency around their boundless curiosity? How can we nurture that now? Ensure children have a sense of adventure throughout the curriculum and help us build our innovation culture? Imagine the impact on each person beyond Z Lab!

The Z Lab is more than a makerspace; it's a collaborative creative thinking space— a place for our students to learn who they are as builders, thinkers, tinkerers, innovators and problem solvers. As the igniter of passions and learning facilitator, it's your job to celebrate the exceptional, to experiment and push your students beyond the Z Lab to become confident in what they can create.

How Does the Z Lab Intersect with Everything Else?

Below is a snapshot of how the units relate to each other; sometimes the Z Lab units correspond to Project-Based Learning units; sometimes they correspond to Science units (as indicated by the arrows).

Unit	PBL— CK-Adapted	Z Lab— PLTW & Self-Directed	Science— Amplify & PLTW
0	N/A	Z Lab Routines & Exploration through Building Centers	N/A
1	N/A	Structure & Function: Exploring Design (PLTW)	Needs of Plants & Animals (Amplify)
2	Geography & 7 Continents	← Self-Directed Geography	Animals and Algorithms (PLTW)
3	Native American Peoples	← Self-Directed Native Populations	Structure and Function: Human Body (PLTW)
4	Early Exploration & Settlement	Pushes and Pulls (PLTW)	Pushes & Pulls (Amplify)
5	Presidents & American Symbols	Self-Directed Weather→	Sunlight & Weather (Amplify)

How Do We Measure Success?

- How do we evaluate what comes out of the Z Lab? Push student thinking?
- Plot out what you want students to learn, what you, as a teacher, need to do, and what that culminating project would look like that PROVED students created something that showed they not only understood, but really flipped an idea around and made it real?

Zeta K-2 Z Lab Rubric

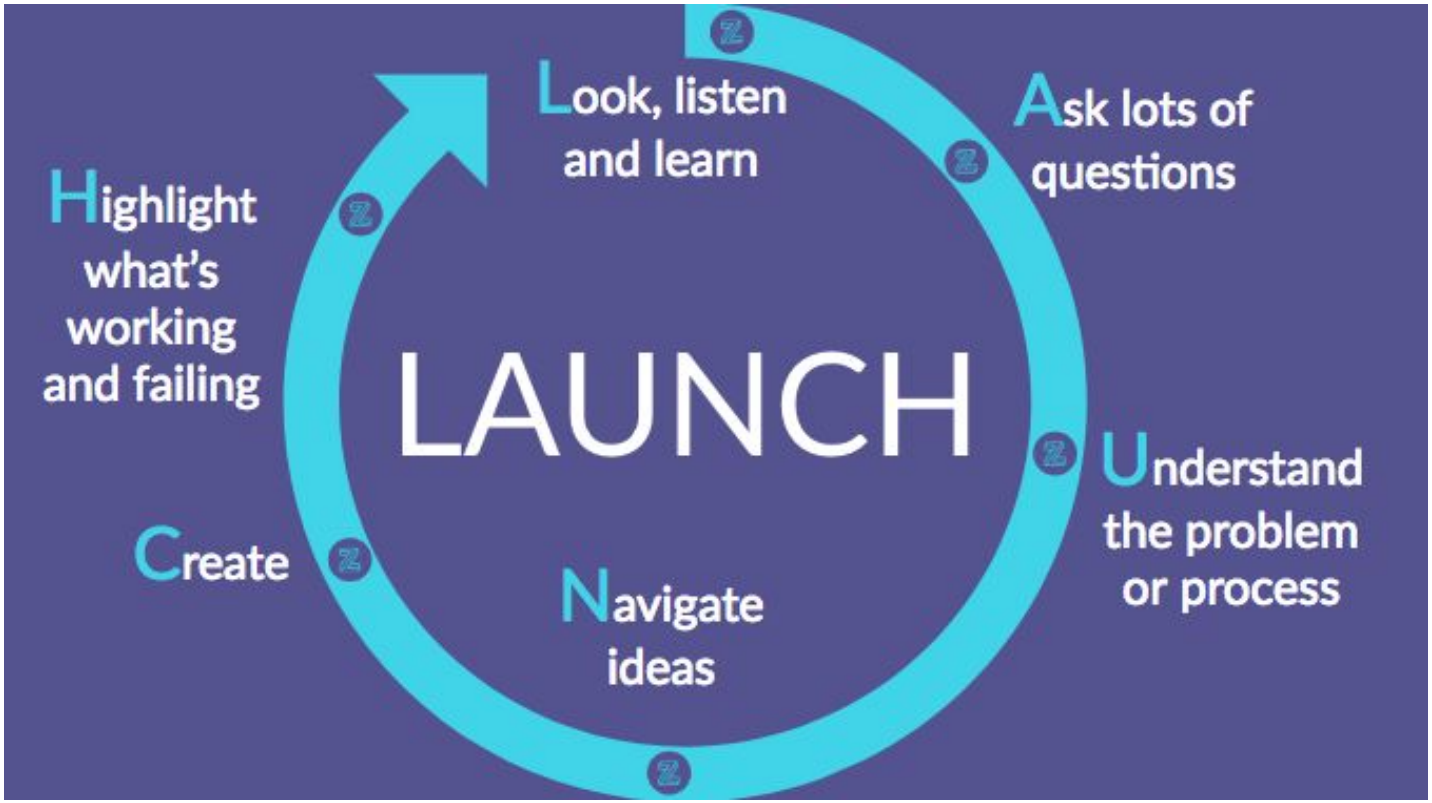
Because we value excellent problem development, along with creating and presenting innovative solutions, we use a rubric that assesses the overall quality and execution of ideas:

	4	3	2	1
Quality of Ideas	Clear, focused, purposeful, interesting, innovative	Solid start with big picture idea, more focus needed, more detail needed	Idea is there, more development needed to hook the user	Idea is missing or unclear, user wouldn't benefit from approach
Excellence of Problem Development	Clearly observed, questioned and understood problem to create interesting opportunities	Observations and questions helped with understanding on a basic level; needs a clearer direction and more well-defined opportunities	Some research is evident, but understanding is unclear and sometimes development is illogical	Research is missing or unclear, understanding is minimal, and development is illogical and lacks structure
Innovative Creation of a Product that Solves the Problem	Executed a well-crafted product that solves the problem in an innovative, engaging, authentic way; solution is creative and expresses passion	Executed a product that solves the problem in a basic, but authentic way; solution is creative and experimental, but is still in development	Partially executed a product that partially solves the problem in a basic way; solution needs more investment in the problem in order to fully develop the idea	Product is incomplete and does not solve the problem
Compelling Presentation	Specific, clear, engaging, accurate, original, expressive ideas with excellent visual aids	Functional, unspecific, shows a basic understanding; visuals could be more connected and effective	Sometimes vague, inaccurate, repetitive, or overdone; often off topic; visuals are not connected	Vague, overdone or incomplete; mostly off topic; visuals hinder the presentation
Effective Written Explanation	Specific, original idea that clearly explains the problem and the solution; expressive with excellent conventions	Functional idea that explains the problem and the solution; reasonable use of conventions	Unclear what the problem and the solution are; readability is difficult, with limited use of conventions	Incomplete or inaccurate explanation, with incorrect use of conventions

Why LAUNCH?

We use the LAUNCH cycle because it allows children to put their ideas— themselves— out there in the world through a cycle of innovation and iteration. This cycle is a child-friendly method that combines the Scientific Method and Design Thinking:

- SCIENTIFIC METHOD is a process for experimentation that is used to explore observations and answer questions.
- DESIGN THINKING is a process of problem solving that begins with understanding unmet needs. From that insight emerges a process for innovation that encompasses concept development, applied creativity, prototyping, and experimentation.
- Scientific Method + Design Thinking = CREATIVE, CRITICAL PROBLEM-SOLVING and LAUNCHING IDEAS INTO THE WORLD



What is the Scope & Sequence of the Year?

We will use a combination of self-directed explorations connected to Project-Based Learning units and more structured STEM-based projects connected to Science units. Project Lead the Way is an innovative STEM curriculum, and includes a teacher guide as well as online resources. We start the year with Z Lab Routines & Exploration through Building Centers, where children familiarize themselves with the routines and expectations in Z Lab, and explore the basics of a problem-based approach to innovation through the LAUNCH cycle.

Unit	Week	PLTW & Self-Directed Lesson
0— Z Lab Routines & Exploration	9/3	0.1 Building Centers (Legos, Unit Blocks, Kapla Blocks), Presenting Work and Asking Questions
	9/10	0.1 Building Centers (Legos, Unit Blocks, Kapla Blocks), Presenting Work and Asking Questions
	9/17	0.2 Building Centers (Legos, Unit Blocks, Kapla Blocks), Presenting Work and Getting Feedback
	9/24	0.2 Building Centers (Legos, Unit Blocks, Kapla Blocks), Presenting Work and Getting Feedback
	10/1	0.3 Building Centers (Legos, Unit Blocks, Kapla Blocks), Iterating on Ideas (Reworking Work)
	10/8	0.3 Building Centers (Legos, Unit Blocks, Kapla Blocks), Iterating on Ideas (Reworking Work)
1— Structure & Function: Exploring Design (PLTW)	10/15	1.1 What Are Structure and Function?
	10/22	1.1 What Are Structure and Function?
	10/29	1.2 Build a Beanstalk
	11/5	1.2 Build a Beanstalk
	11/12	1.2 Build a Beanstalk
	11/19	1.3 Structure and Function: Straw, Wood, and Bricks
	11/26	1.4 Design a House
	12/3	1.4 Design a House
	12/10	1.5 Paintbrush Design Challenge
	12/17	1.5 Paintbrush Design Challenge
2— Self-Directed Geography & 7 Continents	1/7	2.1 Solving Problems by Making Maps Together

	1/14	2.1 Solving Problems by Making Maps Together
	1/21	2.2 Making Maps Better Together
	1/28	2.3 Presenting Maps Together
3— Self-Directed Native Populations	2/4	3.1 Building Tools to Solve Problems
	2/11	3.1 Building Tools to Solve Problems
	2/18	3.2 Using Tools to Survive
	2/25	3.2 Using Tools to Survive
4— Pushes and Pulls (PLTW)	3/4	4.1: Everyday Pushes and Pulls
	3/11	4.1: Everyday Pushes and Pulls
	3/18	4.2: Pushes and Pulls Centers
	3/25	4.2: Pushes and Pulls Centers
	4/1	4.3: When Pushes and Pulls Collide
	4/8	4.3: When Pushes and Pulls Collide
	4/22	4.4: Changing Pushes and Pulls
	4/29	4.4: Changing Pushes and Pulls
	5/6	4.5: Problem: Pushes and Pulls
	5/13	4.5: Problem: Pushes and Pulls
5— Self-Directed Weather (Sunlight & Weather Amplify Unit in Science)	5/20	5.1 Using Weather to Predict Problems
	5/27	5.2 Solving Environmental Problems
	6/3	5.2 Solving Environmental Problems
	6/10	5.3 Presenting Solutions to Environmental Problems

Response 23b-104

A Quick Tour of the Z Lab:

So what does this look like in practice when the learning is more self-directed?

Students play and build while you, as the teacher, observe how students approach building and problem solving. Ask probing questions to guide students to take their thinking and building to the next level. When children are stuck, we want them to think critically about how to solve problems, and be able to articulate how they solved them using expressive language. Self-directed play helps students tackle thinking, problem-solving, and oral language skills. Use open-ended questions to push their ideas to the next level and get them to articulate solutions. Utilize the LAUNCH cycle to direct the flow of self-directed learning. Below are some open-ended questions as they learn through the cycle.

Look, listen and learn: Have children really think about and be aware of the problem they are solving and who they're solving it for:

- What do you see happening? What are you noticing? Is it interesting? Why or why not? What would make it more interesting?
- Who is affected by this problem? Why? What might be happening that is causing the problem? Who else might be affected?

Ask lots of questions: Time for students to get curious! How do we get children to ask better questions? By questioning everything, giving feedback on what makes a question really good, modeling, practicing, and asking more questions!

- What questions do you have about what you see or about what you are doing? What do you wonder about?
- What doesn't exist yet that should? How could you invent it and then make it even better? What should everyone know about it?

Understand the problem or process: Children research before they learn to read. Note that research in the Z Lab is hands-on, so it looks different! This is an experimental stage, so you may see children doing parallel tasks to figure out which solution could work. This is fine!

- What if you could change what you see/are experiencing/are building? How would you do that?
- What will you need to do next to make your structure taller? More stable? More connected to the problem you are solving? Simpler?

Navigate ideas: Give groups space to collaborate and decide what to build, supporting when needed. Have groups take turns making smaller decisions if they are struggling. Which of their questions will lead them to specific problems to solve or specific ways to build?

- What do you want to accomplish? What features of the design are important to solving the problem?
- Which ideas are the most original? Realistic? Which idea seems to solve the problem best? Why?

Create: Some children may be daunted by the task ahead; encourage them by valorizing just getting started, risk-taking and iterating on ideas.

- What materials will you use and why? What would be different if you used other materials? What are the pros and cons?

Highlight what's working and failing. This takes a lot of courage— it sometimes means dismantling and starting over. Encourage feedback!

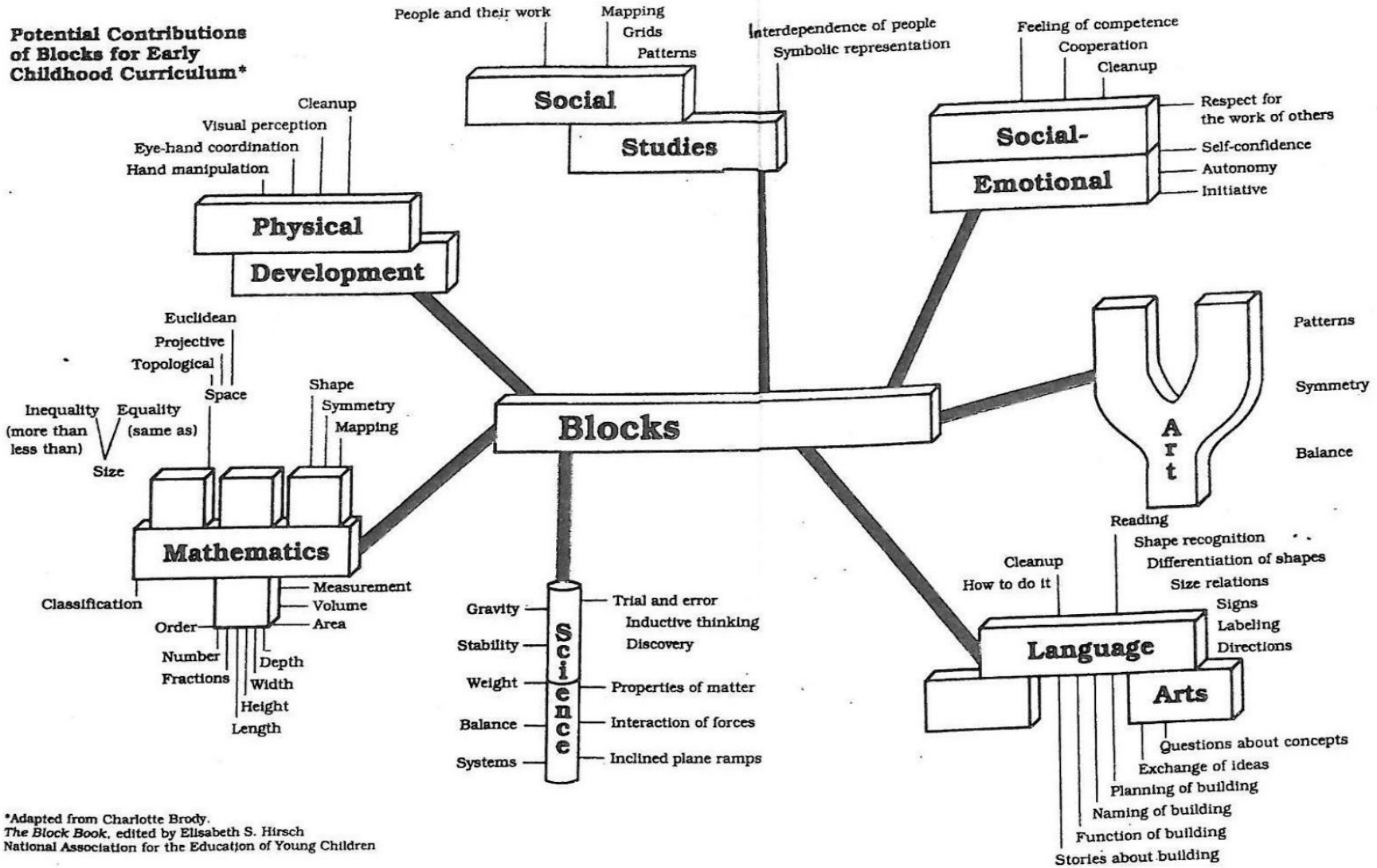
- How does your solution answer the problem? Who are you solving the problem for? Why do they need a solution so much?

LAUNCH— Share it out! Time for students to market what they made with a compelling story. Add feedback and start the cycle again!

Response 23b-105

Unit Blocks | KAPLA Blocks | Lego Bricks

"Block Play involves the whole person—muscles and senses, intellect and emotion, individual growth and social interaction. Learning results from the imaginative activity, from the need to solve and pose problems." —Elisabeth S. Hirsch, The Block Book



Regardless of what kind of blocks children are using to build, they learn to:

- Ask questions and define problems
- Develop and use models, focused on students' prior experiences and the use of concrete events in modeling solutions to problems
- Improve models and new ideas about a real-world problem and solution
- Plan and carry out investigations to formulate probable solution ideas
- Construct explanations and design solutions
- Engage in argument from evidence by sharing ideas and demonstrating proof to others in a group
- Obtain, evaluate, document, and communicate information
- Develop social-emotional strength through a sense of accomplishment and power, as well as an ability to sustain interest and overcome frustration
- Develop cognitively through
    - Math (fractions, counting, symmetry, inequalities, measurement)
    - Science (inductive thinking, interaction of forces, stability)
    - Language Arts (planning, naming, stories, descriptive language)
    - Arts (patterns, creativity, design), Social Studies (people and their work, symbolic representation)
    - Physical Development (eye-hand coordination, spatial awareness, balance, and control)
- Develop social skills through cooperative play, following group rules, the exchange of ideas, negotiating, problem solving, and respecting peers, and a sense of joy in a community accomplishment

Unit Blocks

Unit blocks are based on a proportion: their width is half their length and double their height. All other blocks in the set are based off of this unit size—either fractions or multiples. Children intuitively understand these physical mathematical relationships, and develop an awareness of this knowledge through block play. As they gain increasing familiarity with these blocks and the properties of mass, balance, and gravity, as well as develop their understanding of cause and effect relationships and abilities of prediction, children proceed through predictable and increasingly complex stages of block play.

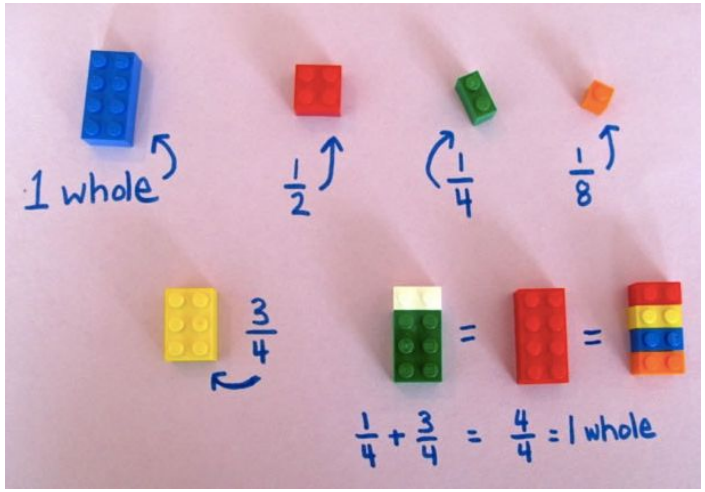
KAPLA Blocks

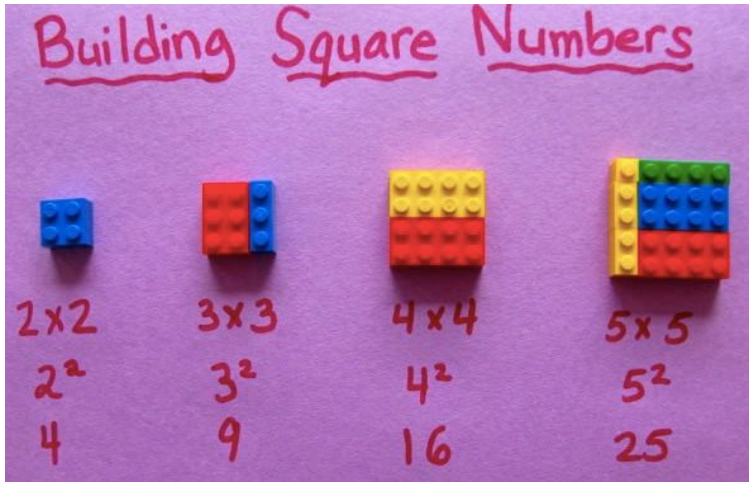
Through the use of identical unfixed pieces, KAPLA develops the child's capacity to organize elements in a three-dimensional way. With KAPLA, children acquire a basic knowledge of geometry, physics and technology. The game enhances their awareness of shape and volume and gives them a good sense of balance while improving manual dexterity. Besides logical thinking, KAPLA stimulates children to think in a different way and to create constructions from their own imagination. KAPLA encourages perseverance, patience and concentration, which are key elements to success at school and beyond. Children work in a concentrated way to build a good, solid construction and achieve the desired result. If the construction does not have a solid base, it will inevitably collapse! This demands perseverance and patience. KAPLA is ideal in a group, as it

stimulates teamwork and cooperation. Children will have to communicate with each other to decide on the subject of their project and work together while building their constructions. Each child will automatically find his/her place within the group, as a leader, assistant or coordinator.

Lego Bricks

Legos can be used at all ages and learning stages. From a very young age, children learn basic concepts like colors and shapes, but they are also excellent for developing fine motor skills, as children twist, turn and manipulate them to fit together. By turning and twisting, they engage the muscles in their fingers, hands, and arms, making them stronger and more flexible. This leads to fluid dexterity and coordination, which is essential for properly holding a pencil for handwriting, dressing independently and fastening buttons, coloring, painting, constructing, and using scissors. Legos also make math relatable. For young children, simply counting bricks as they play makes numbers seem friendly. As children get older, they can add, subtract and figure out what pieces they need, how many, and why. They even learn fractions and exponents by using Legos:





When new discoveries are made, students build especially advanced structures, or a group overcomes a social issue, use that opportunity to highlight what they did during a wrap-up. In the wrap-up, you are strategically choosing students to share and facilitate a discussion so that they are teaching the rest of the class what they learned. This helps the scholars articulate their problem-solving skills at the deepest level.

Behavioral Expectations

You will need to set clear expectations for how scholars will behave in the Z Lab and how the time is structured. However, because this is self-directed and more play-based, it will look different than a typical lesson. The volume level will be higher than normal (restaurant voices), and students are given the freedom to engage in unstructured play and to monitor themselves and problem-solve independently. Here are some routines you will need to plan before stepping into the Z Lab:

- How will students get materials?
- How will you handle noise/voice volume level?
- How will you handle movement between centers?
- Are collaborative groups allowed to talk each other? If yes, how?
- How will you handle students finishing at different times?
- What does clean up look like? Where will students put their prototypes to save them for the next time?
- What behavioral issues might arise? How will you prevent?
- Expectations when building blocks:
    - Builders enter and exit the blocks room in a calm, quiet manner.
    - Builders give full attention to the teacher when directed by putting the materials down next to them and sitting in Magic 5.
    - Builders work in a quiet and peaceful, indoor working voice.
    - Builders treat our materials like precious treasures.
    - Builders call each block by its name.
    - Builders handle no more than two blocks at a time.
    - Builders hug the blocks against their chest.
    - Builders use the walking space to carry blocks to their structures.
    - Builders only build in the building space.
    - Builders only build structures up to their shoulders.
    - Builders wait to get blocks from the shelf until there is enough space.
    - Builders are respectful of others' structures when moving around the room.
    - Builders stop building when time is up and "un-build" from the top.
    - Builders match materials and blocks to their pictures on the shelves when they are un-building.

Some Real-World Problems to Solve

Your best problem-finders are also your best problem solvers… ask your students about the problems we have in our universe, world, country, state, city, borough, neighborhood, school, classroom. THEY HAVE LOTS OF GOOD IDEAS! If you're stumped… here are some ideas:

- Start an awareness campaign: Did you know…?
    - Project Global Inform— students doing something about human rights violations by informing the public

Response 23b-109

- Use the central problem of a Read Aloud as a jumping off point! For example, how would you use the magic purple crayon from Harold and the Purple Crayon or the red crayon from Journey to draw your way to a different land? Build what that land would look like. What would you discover that hasn't yet been discovered?
- How can we reinvent everyday materials and create art? Make a menagerie out of "beautiful junk"— toilet paper + paper towel tubes + paper plates + streamers + pipe cleaners. Have them draw and design, then build.
- How could you build a circus or carnival or theme park that runs on solar power?
- How could you design a vending machine with fresh, healthy choices?
- How could you invent a new or improved transportation system in NYC?
- How could you invent a new backpack that fit "just right" for every size person?
- How could you make sidewalks safer?
- How could you feed your pets while you're away?
- How could you invent a system to convert polluted air to clean air?
- How could you invent a system to convert polluted water to clean water?
- How could we create sustainable gardens in NYC?
- How could we build stronger buildings that withstand natural disasters?

Documenting Z Lab Work

Having your students document their work is one of many ways you can keep track of their work, identify where they need more help, and evaluate their progress. Students will be excited to share their solutions and findings, and documenting and presenting their process and product will be a great opportunity to develop their communication skills. To make this experience even better, have students give one positive comment or ask one question about others' work.

- Take pictures of important steps of their prototypes or final models
- Take pictures of teams working on something important
- Record a video explaining a problem a team is facing
- Record a video of a student or team of students explaining their exploration
- Have students write, draw, or sketch plans on paper and take photos of them
- Have a team of students present their best solution to you, to another team, or in front of the class
- Have an expert (or some parents) come to your class to listen to your students
- Have students record a video to explain their project and post it online
- Create and display posters of the projects in your school
- Email the project document to parents or publish in student portfolios

Response 23b-110

Unit 0: Z Lab Routines & Exploration

OVERVIEW

Students explore the building blocks of the Z Lab and learn the routines, materials, and vocabulary of engineers.

ESSENTIAL QUESTIONS

- What routines are specific to Z Lab?
- How do we explore and work together to solve problems?
- What materials can we use to build and solve problems?
- How do we present our ideas to our classmates?
- How do we ask good questions and give good feedback?
- How do we rework our work to make our ideas better?

ASSESSMENTS OF SUCCESS

Students will be able to independently use their learning to:

- Apply a step by step design process to solve a problem
- Share their work and ask great questions during the design process
- Identify how they can use materials to solve a problem
- Examine how other people have tried to solve a design problem
- Brainstorm possible solutions and select one solution to develop, taking into account strengths and weaknesses of each design
- Build and test a physical model of an improved object or tool designed to meet a human need or want
- Share findings and conclusions with others

LESSON OVERVIEW: There are 3 lessons in this unit. Spend ~2 days on each lesson to complete.

- Lesson 1: Building Centers (Legos, Unit Blocks, Kapla Blocks), Presenting Work and Asking Questions
- Lesson 2: Building Centers (Legos, Unit Blocks, Kapla Blocks), Presenting Work and Getting Feedback
- Lesson 3: Building Centers (Legos, Unit Blocks, Kapla Blocks), Iterating on Ideas (Reworking Work)

Response 23b-111

Unit 1: Structure & Function: Exploring Design

OVERVIEW

Students discover the design process and how engineers influence their lives. Then, in small groups, the students design, build, and test a structure out of available materials to withstand a force. The students also use the design process to sketch, build, test, and reflect on a new paintbrush design.

ESSENTIAL QUESTIONS

- How do you know something has been designed by a person or team of people?
- Why should a step by step process be followed to solve a problem?
- Why is the shape of an object important?
- Why is the structure of an object important?
- Why is the function of an object important?

CONNECTION TO NYS NEXT GENERATION SCIENCE STANDARDS

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
- ETS1.A: Defining and Delimiting an Engineering Problem - Asking questions, making observations, and gathering information are helpful in thinking about problems.
- ETS1.B: Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
- ETS1.C: Optimizing the Design Solution – Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
- Science and Engineering Practice - Asking Questions and Defining Problems -Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.
    - Ask questions based on observations to find more information about the natural and/or designed world(s).
    - Define a simple problem that can be solved through the development of a new or improved object or tool.
- Science and Engineering Practice - Developing and Using Models -Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

Response 23b-112

    - Develop a simple model based on evidence to represent a proposed object or tool.
- Science and Engineering Practice - Analyzing and Interpreting Data - Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.
    - Analyze data from tests of an object or tool to determine if it works as intended.
- Crosscutting Concept – Structure and Function - The shape and stability of structures of natural and designed objects are related to their function(s).

CONNECTION TO NYS NEXT GENERATION ELA STANDARDS

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b Continue a conversation through multiple exchanges.

CONNECTION TO NYS NEXT GENERATION MATH STANDARDS

- K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
- MP.2 Reason abstractly and quantitatively.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.

ASSESSMENTS OF SUCCESS

TRANSFER: Students will be able to independently use their learning to:

- Evaluate a problem in a novel situation.
- Apply a step by step design process to solve a problem.
- Identify the structure and function of real world objects.

UNDERSTANDINGS: Students will understand that:

- The design process is a step by step method used to guide people in developing solutions to problems.

Response 23b-113

- Engineers and designers create new products or improve existing products and technology to meet human needs and wants.
- Engineers ask questions, make observations, and gather information about a situation people want to change.
- The shape of an object can help it perform as needed to solve a given problem.
- Products may be analyzed by comparing objects designed to solve the same problem.
- Engineers keep and organize all of their work in an engineering notebook.
- Engineers share their work and get feedback from others during the design process.

KNOWLEDGE: Students will:

- List products created by engineers and designers that were created to meet a human need or want.
- State questions engineers may ask when gathering information about a situation people want to change.
- Identify the differences between a new object and an improved object.

SKILLS: Students will:

- Follow a step by step method to solve a problem.
- Examine how other people have tried to solve a design problem.
- Gather information about a situation people want to change.
- Describe how the shape of a structure helps it function as needed to meet a human need or want.
- Brainstorm possible solutions and select one solution to develop, taking into account strengths and weaknesses of each design.
- Build and test a physical model of an improved object or tool designed to meet a human need or want.
- Collect and analyze data from two models and compare the strengths and weaknesses of how each performed.
- Organize and maintain an engineering notebook to document work.
- Share findings and conclusions with others.

LESSON OVERVIEW: There are 3 activities, a related project, and a design challenge problem in this unit. Each part takes ~2 days to complete.

- Activity 1: What Are Structure and Function? (1-2 days)
- Activity 2: Build a Beanstalk (2-3 days)
- Activity 3: Structure and Function: Straw, Wood, and Bricks (1-2 days)
- Project: Design a House (2-3 days)
- Problem: Paintbrush Design Challenge (2-3 days)

Response 23b-114

Social Emotional Learning at Zeta

Social-emotional learning is foundational at Zeta and permeates every part of the school day. Zeta uses a modified version of the Valor Collegiate Academies Compass Development Pathways curriculum to foster the development of mindfulness in students.

The Compass is a visual representation and a metaphor for the approach that we take to social-emotional learning with students and adults. At its broadest level, the Compass is comprised of four basic dimensions: mental, emotional, physical, and spiritual. We believe that well-being and excellence depend on balanced and integrated mastery in each of these dimensions. The Compass consists of five outer disciplines (*e.g.*, Big Heart), each with its own habits (*e.g.*, empathy). We aspire for all Zeta community members to have a Sharp Mind, a Big Heart, and to Align their Actions to their Noble Purpose. Achieving this aspiration requires being able to reliably find one's True North, or inner Compass. These outer disciplines correspond with ten habits (curiosity, diversity, joy, identity, courage, kindness, determination, integrity, balance, and presence), which are developed through activities and projects designed to promote their mastery over time.

Through the Compass curriculum, students learn mindfulness and pursue Compass pathways through community circles, where they practice mindfulness meditation / meditative breathing, share their present state of well being, and express appreciation for their peers. During community circle, students also share "badge work," which are projects they have worked on individually to delve into one of the Compass pathways. All adults at Zeta also engage weekly in adult community circles during professional learning days, as it would otherwise be difficult for the adults to lead our students authentically through this practice without having meaningfully engaged with it themselves. Zeta has modified Valor's curriculum, which was developed for middle and high school students, to be developmentally appropriate for elementary students. A sample unit overview, for Compass Phase 1: True North, is enclosed.

Teachers receive professional development to support the Compass curriculum, and a sample training on teaching and monitoring badgework is included the **Appendix**.

Overview

True North is the first unit in Compass Phase 1 for both Kindergarten and First Grade. When teaching this unit, you will be modeling what you want students to do, practice with them and give them feedback, and give them a chance to use what they have learned independently. During Badge Work time, you have a great opportunity to notice and address classroom culture: how are your students connecting with each other? How are they identifying their unique roles within the classroom and developing a sense of belonging? It's also a great time to check in on individual children and offer support so that you're constantly cultivating an environment of learning, relationships, and joy.

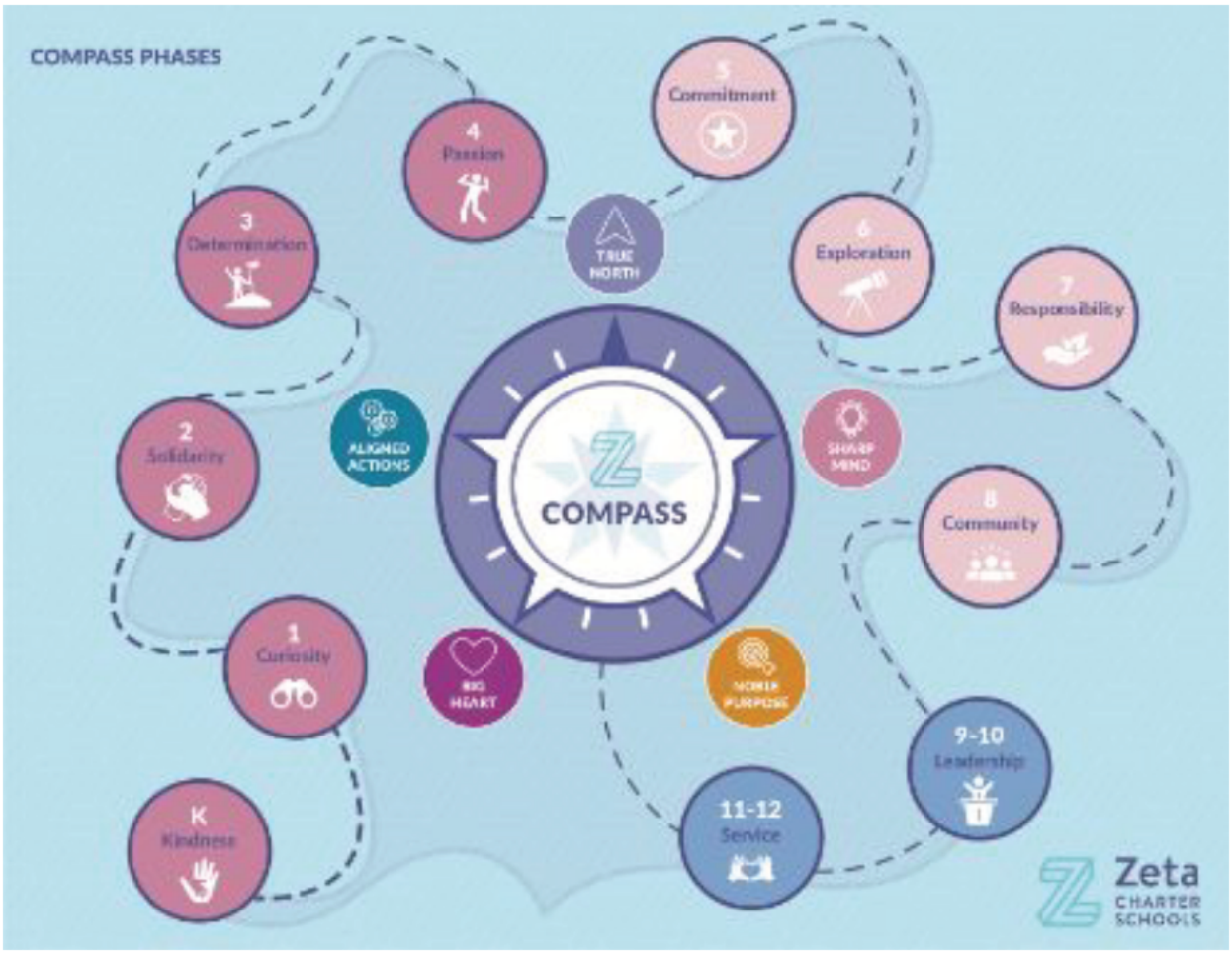
The focus of the True North unit is on **presence** and **balance**. Use these definitions below and incorporate the language throughout the day.

- **Presence**— Really paying attention to what is happening right here and now by noticing how you feel, what you are thinking about, what your surroundings are, and where your attention is, which gives us self-control.
- **Balance**— Having emotional and physical stability by acknowledging and directing our feelings, thoughts, surroundings, and attention, which gives us self-regulation, because we apply the same focus of attention to situations both good and bad.

By giving children the opportunity to notice their presence and balance, and then make choices to regulate their attention, we are teaching them to be mindful. Sometimes the most helpful way to do this is to have them focus on just one sense. Here are some examples:

- Have children close their eyes and listen to a sound, such as a chime. Ask them to raise their hand when they hear it stop.
- Have children eat one bite of their snack, and really focus on the taste and texture. Have them turn and talk to a partner and tell them about what they notice, and how that's different than usual.
- Have children touch 2-3 different objects that feel different (rough, soft, smooth, bumpy, etc.). Have them share out what they noticed.
- Have children watch a short video without sound (use something in nature like trees blowing in the wind, waves crashing, animals running, butterflies among flowers, etc.). Have them turn and talk to a partner and tell them about what they notice.
- Have children close their eyes and smell 2-3 different items by taking deep breaths in and out. Have them share out what they noticed.

They will find that they can learn a lot just by NOTICING! One of the reasons mindfulness in childhood and adolescence can be so effective is that the pathways that foster empathy and impulse control are being used and strengthened, which will serve children throughout their lives.



There are 10 lessons within True North Phase 1; Five of the lessons are taught by the classroom teacher, and five of the lessons are taught by specialists.

1. Learning to Breathe
2. The Power of Breathing
3. Earning Badges
4. The Zeta Compass
5. Setting the Rules & Learning the Circle Components
6. (Art) Painting my Peaceful Place
7. (Taekwondo) Finding My Calm
8. (Music) Circle Song
9. (Sports) Finding Balance
10. (Chess) Practicing Patience

You should review the scripted lessons, the unit overview, and teach each lesson at least once. You (along with your grade team and school leaders) should look at student work and use the work to inform future lessons, and create small group re-teaches when necessary. Incorporate the True North language and routines throughout the day, as it will help students understand that while we set aside special time to practice through Badge Work, we can practice our mindfulness throughout the day.

Purpose of the True North Unit

This unit is integral to student's lifelong success in mindfulness practices.

1. **Implement explicit instruction in the qualities of excellent presence and balance that help children regulate their thoughts, emotions, and actions:** In this unit you are teaching children to notice their thoughts, emotions, surroundings, and attention, and to respond in a positive, productive way. For children to grow in mindfulness, you must know their current level, set clear goals to develop them, and assess when they grow. All children MUST know their goals and have easy-to- implement feedback that will take them to the next level.

2. **Ensure clear management structures to allow for mindfulness to occur:** Setting clear structures for behavior management will allow children to focus and engage in their learning throughout the day. Your lessons must include:
    - Your expectations for community True North practice
    - Your expectations for their independent work and what you will look for as you confer with individual children and meet with children in small groups

Development of True North and Assessments of Success

As this is the first unit, you should assume your students do not have experience with formal mindfulness techniques. Your job is to understand where they are in their development, noticing progress and growth areas in real time. As you circulate during independent work, be sure to have already determined what it will look like if students master the lesson. You should expect that children are applying what you taught previously and what you taught in that day's lesson. Determine who you want to coach or conference with and what approach you should take. You should also think about how you can coach and conference in small groups with children who are working on similar goals.

By the end of this unit

- Students understand how to use their breath to regulate their actions throughout the day
- Students can explain what Badge Work is and why it's important
- Students can explain the parts of the Zeta Compass and name Circle components
- Students can sing the Circle song
- Students can name the presence and balance of their feelings, thoughts, surroundings, and attention, and learn to self-regulate through their actions

Resources:

- Blissful Kids— website with great information about mindfulness practices and online resources
- Chime sounds— good for challenging students to practice mindful listening. There are 3 sounds on this recording, and it is 1 minute long. Challenge students to listen attentively and raise one hand when you notice the chime stops.
- Sample Circle Scripts

Structure/Timing of the Lesson

- **Model:** 2 minutes
- **Guided Practice:** 5 minutes
- **Independent Work:** 5-15 minutes as the unit develops, with both teachers pulling small groups and conferring to purposefully improve mindfulness techniques
- **Wrap-Up:** 5 minutes

Materials/Set-Up for Unit

- Have packets ready to go (and on clipboards if the independent work will be completed on the carpet)
- Update the lesson tracker for all students so that everyone knows which lessons are complete
- Have sharpened pencils ready
- Create anchor charts with True North tips and techniques

Part VI: Specialist Programming at Zeta



Specialist Programming at Zeta

Zeta schools offer robust specialist and enrichment programs, such as chess, sports, Taekwondo, art, and music. These programs allow students to experiment in different areas and develop their interests and passions. In addition, Z Lab, described in **Part IV** above, is central to Zeta's culture of innovation, providing students with the time, space, and materials to explore and absorb engineering concepts.

Zeta Specialist Video (also available at https://youtu.be/ddrBAr6YdQ8):



The following materials provide further insight into our specialist programs, including through photos of our students engaging with various activities and work samples.

Taekwondo at Zeta

Taekwondo at Zeta offers students a chance to strengthen mind, body, soul, and community through the practice of a values-based martial art. Taekwondo promotes physical activity and the principles of courtesy, integrity, self-control, perseverance, and indomitable spirit. These principles align closely with Zeta's values and its vision for its graduates.

The principles of Taekwondo also deeply align with our academic program and our focus on wellness and serving the whole child. We believe that exercise helps children focus in class and improves their academic performance. A 2017 study in the Journal of Physical Therapy Science found that Taekwondo training is correlated with better academic self-efficacy and enhanced cognitive function.

Taekwondo is particularly well suited for a school setting because of its emphasis on respect for teachers and peers. It further helps students to grow in awareness of one's body and its potential. Learning self-defense techniques and the rituals of martial arts help build children's self-confidence. Many children who are introverted and quiet come alive and find their voice while training in Taekwondo.

Zeta Taekwondo Student Creed

Taekwondo for myself. I will learn Taekwondo at my own pace. My journey is not a competition with others. The more effort I put into Taekwondo, the more I will learn from it.

Taekwondo for my school. Inside and outside of Taekwondo class, I am a Zeta representative. I will strive to honor my school and my teachers by working hard on my Taekwondo journey. I will be part of the Zeta learning community.

Taekwondo for my community. My Taekwondo training benefits not only me, but the people around me. I can use my training to enhance the lives of people around me and build peace in my community.

Chess at Zeta

We offer chess at Zeta to help children develop critical-thinking, problem-solving, decision-making, and other life skills through this unique modality. Chess teaches the importance of planning and strategizing to limit (or enhance) the elements of luck. It requires that reason be coordinated with instinct and intuition. Chess further teaches the important concept of "risk vs. reward," equipping students with the tools to make strong, well considered decisions. Chess matches require fast thinking and problem solving on the fly.

Chess aligns closely with Zeta's commitment to forging lifelong learners and serving the whole child. Regular chess practice provides many benefits that help children to be successful in school, and it can develop into a lifelong passion. Chess can improve mathematical problem-solving skills and reading comprehension, self-confidence and self-esteem, concentration, memory, critical thinking, observation skills, analysis, creativity, persistence, self-control, sportsmanship, and respect for others. These skills are developed in a gaming context, so that children may not even be aware of all they are learning.

Students learn the following skills in chess class:

- **Elements of the Game**, including how pieces are moved and captured, which involve memorization, vocabulary development, and graphing/coordinate plotting skills
- **Basic Strategy Approaches**, including checkmate, piece value, and capturing opponents' pieces, which involve critical thinking, big-picture planning around goals, and addition and subtraction skills
- **Checkmate Concepts**, including mates, mate traps, and chess puzzles, which involve problem solving, critical thinking, and memorization

Music at Zeta

We offer music at Zeta because great music can profoundly enhance learning and life. Studies have shown that music can help students with concentration in their studies. Children who receive musical training show a positive difference in brain development, and children participating in music class demonstrate wider vocabularies and more advanced reading skills regardless of their socioeconomic status. They also tend to perform better on memory tests relating to literacy and mathematics. Not surprisingly, music and math have a strong connection. Learning the concept of rhythm and scales in music class helps students when dividing, creating fractions, and recognizing patterns.

The music curriculum at Zeta consists of singing, playing instruments, and reading musical notation. At the start of class, students may participate in a daily hello song, which allows them to sing in different ranges and become comfortable with singing in front of others. Students learn musical concepts through listening to a variety of music genres and responding with their bodies. They demonstrate their musical understanding and express themselves by using instruments. Students are able to build community by interacting with one another and collaborating to create their own songs, both vocal and instrumental. There is no right or wrong answer when it comes to creating or enjoying music class at Zeta. It is a safe place for children to explore and express themselves freely.

Art at Zeta

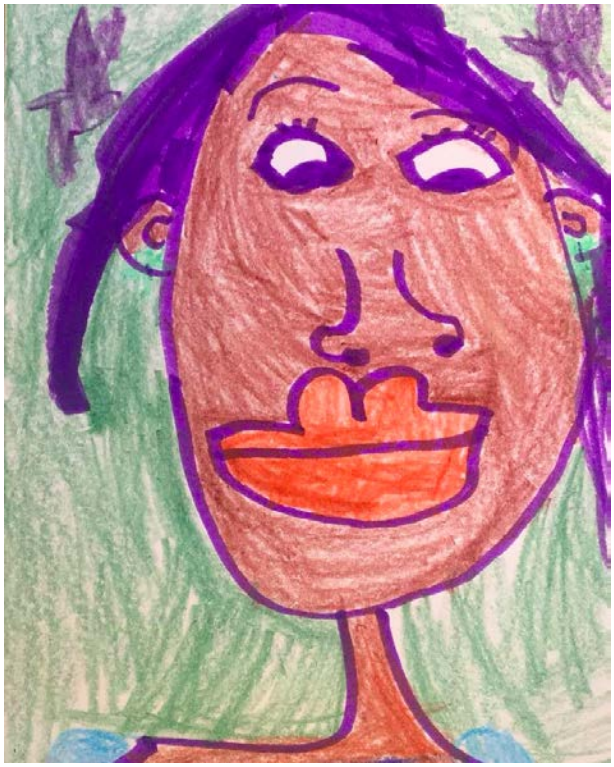
Art is a meaningful tool for children to express themselves. Through art, children develop skills in drawing, painting, collage, mixed-media, and 3D work. Children get to explore different art materials and manifest their individualized artistic self. Art is meditative and healing because it is a way for children to channel their feelings into a healthy outlet. Art teaches life skills like sharing, respect for materials and others, collaboration, and independent thinking.

Art further supports our academic program. Holding tools, like a brush or pencil, promotes fine motor skills. Additionally, learning art vocabulary and using words to explain one's work is essential to language development. Art also strengthens children's problem-solving and decision-making skills. Along with visual learning, art class is an opportunity for students to learn about other cultures. Finally, many students find art to be a healthy psychological outlet that fosters self reflection and focus.

The following student work samples come from units in drawing, watercolor pencils, and painting, which included projects such as self portraits, geometric shape robots, organic shape monsters, my peaceful place, pumpkins, things I love, and mixing colors to make colors. These samples demonstrate how children engage with different media in different ways, expressing the subject matter using their own unique approaches. Student work is frequently displayed in the classroom and hallways to celebrate students' artistic pursuits.

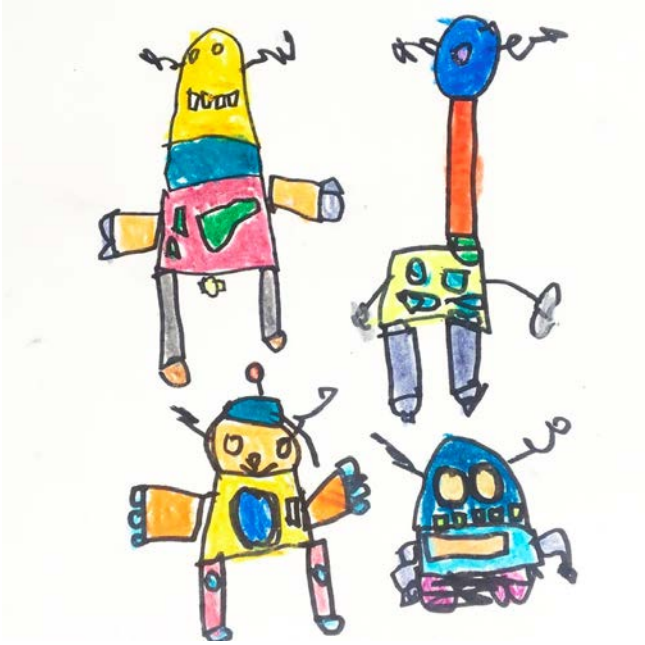
Zeta CHARTER SCHOOLS

Unit 1: Drawing









Zeta CHARTER SCHOOLS







Zeta CHARTER SCHOOLS

Unit 2: Watercolor Pencils









Zeta CHARTER SCHOOLS

Unit 3: Painting





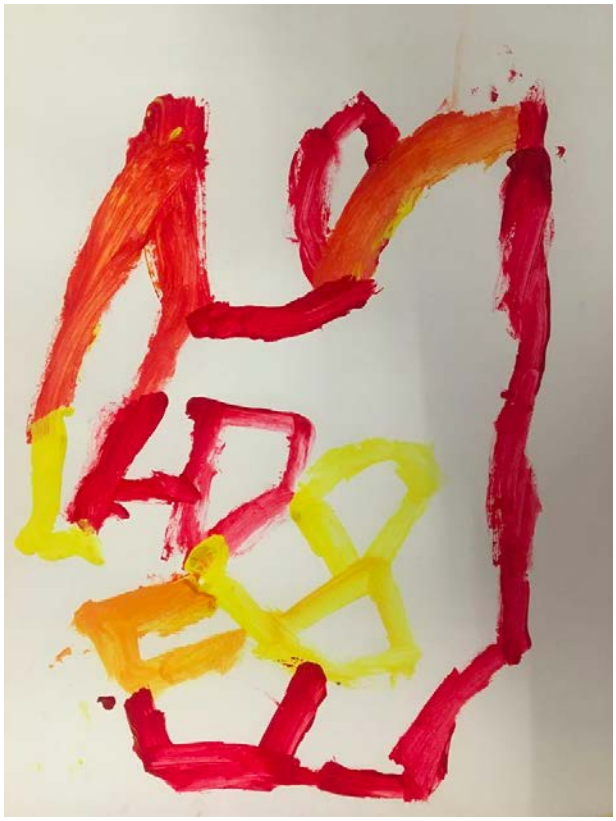


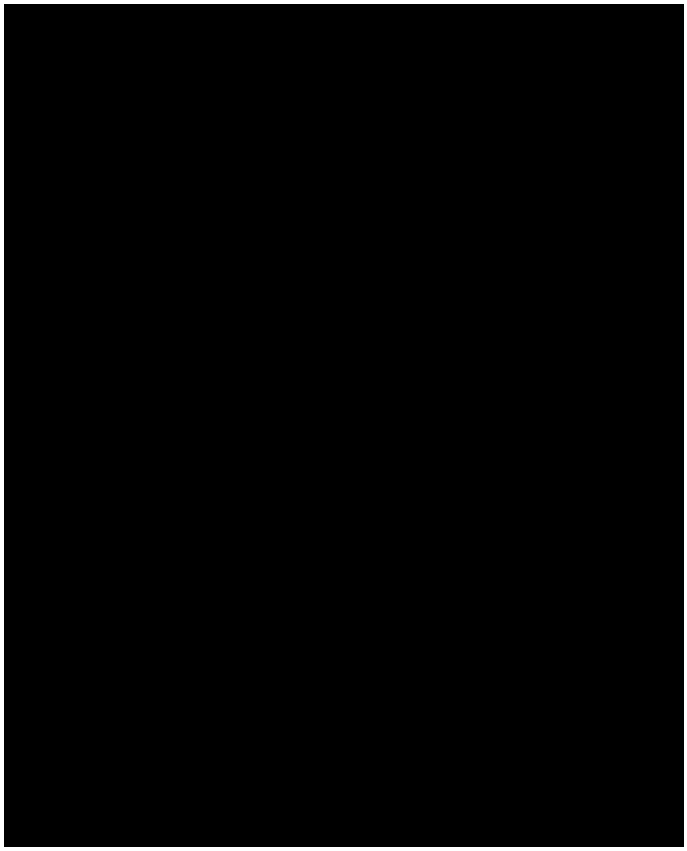


Zeta CHARTER SCHOOLS









Sports at Zeta

Zeta's sports program reflects our commitment to health and wellness. We believe that organized, well structured youth sports and ongoing physical activities provide many benefits for our students. The positive experiences that sports and an active lifestyle bring play a vital role in a young person's life. Physical exercise is good for the mind, body, soul, and connectedness. We believe that students perform better in school when they are involved in sports and physical activity.

In sports class, students are taught the fundamentals of a variety of sports, including proper technique, skill development, and character-building within a fun, safe, and inclusive environment. This requires memorization, repetition, and learning—skill sets that are directly relevant to class work. By exercising and being engaged in sports, Zeta athletes boost the area of the brain that is in charge of verbal memory and learning. Being physically active also enhances the ability to pay attention and stay focused and can be transferred to the classroom. Students learn to translate the same hard work, dedication, teamwork, and patience gained through sports training to the classroom and to interactions with their peers, teachers, and families.

Sports class offers further benefits to students' social-emotional wellbeing. When students reap the rewards of working hard and achieving their health and fitness goals, they build self-confidence and self-esteem, which translates well to successful goal setting and achievement in the classroom. Additionally, words of praise from the sports teacher or coach, high-fives or verbal cheers from fellow teammates after an action, or earning something on their own, such as a trophy or medal, are all ways of building one's own identity and building self-confidence. Students also have the opportunity to make new friends and develop a strong support system with their fellow teammates.

Appendix: Sample Professional Learning Sessions

Zeta CHARTER SCHOOLS

Training 1

Adult Understanding: Excellent Essay Writing
&
Teacher Writing Samples

Professional Learning at Zeta: Excellent Essay Writing and Teacher Writing Samples

Title/Presenter:
Adult Understanding: Excellent Essay Writing: Paola
Time/Date:
July 20th, 10:00-12:00
Goals of the Session:
.. Leaders will understand why writing is integral for our students' long term success as well as making Zeta a next generation charter school. 2. Leaders will understand the process of writing as adults and learn how generate excellent model writing. 3. Leaders will understand how excellent writing permeates all of our components and how excellent models and the writing process should be present in all parts of the students' and teachers' days.
Teach/Share of Information:
1. Share takeaways from the article. What is our charge? 2. Biggest takeaway is that in these articles it is clear that we have TWO main things to tackle: First, kids need to write, and write a lot across components; this cannot simply be free-writing but rather concentrated responses to prompts with many opportunities to revise and refine. Second, ADULTS need to feel great comfort with writing and have confidence in their own capacity to communicate if we want students to improve as writers. 3. What is cracking the code of great writing instruction? For us, as students love reading, they also need to feel inspired and a level of great ownership over writing. They need to feel a sense of ownership and accomplishment. Teachers need to be reading writing, celebrating and giving feedback with the expectation that students will master and grow. 4. Today is about us and our capacity to write excellently. We are going to go through the workshop model that our students experience, have the time to write, edit and revise. Our goal is to leave here having grown as writers and having had the experience of creating an excellent essay. 5. Your focus now is not on the kids or the teachers, but rather on what YOU are learning as a writer today.
Practice:
1. **Determine our starting point:** Share your strengths and struggles as a writer. Where do you excel? Where do you still struggle? 2. Our practice today is going to be somewhat similar and somewhat different than our practice with students. Our goal is that you leave here having experienced the writing cycle as our students do. Our students learn in mini-lessons and either generate new

pieces or add on. We will be doing something similar but on speed.
    a. Generate ideas - Draft - get feedback/revise and edit - final
3. Mini-lesson model: Today I am going to teach you that great writers generate ideas for writing by thinking of a time when we learned something. We include details about what we learned and how we changed. Write: 30 mins to generate an essay about a time in your life that you struggled with something, and how you overcame it to succeed.
4. Share a model
5. Turn and Talk to neighbors - what idea will you write about?
6. Silent writing for 20 mins.
7. Facilitator uses the rubric to confer with all leaders. What is the ONE thing they need to improve in their writing?
8. At 20 mins, group stops and facilitator uses either participant writing or quickly models something the group needs to improve
9. Leaders have 15 more mins to rewrite and finalize their piece.
10. 15 mins: All leaders share their writing for writing celebration.
11. Session takeaways and discussion:
    a. How have you changed as a writer during this session?
    b. What excites you as a writer? What are you still worried about?
    c. How does this connect to what we are doing with our children?

Assessment of Mastery:

Quality of model piece at the end of the session.

Pre-work/Post-Work:

1. **Read this article re: Writing: https://www.nytimes.com/2003/04/26/us/writing-in-schools-is-found-both-dismal-and-neglected.html**
2. **Read this article: https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html**

Technology/Materials/Room Set Up Need:

1. Need to be able to project writing in the moment.

The following writing samples were created by Zeta teachers and leaders as part of the Essay Writing Training above. This process was intended to help adults understand the writing process their students would go through, as well as the components that make up excellent writing.

Sample 1

Today I am going to teach you that great writers generate ideas for writing by thinking of a time when we learned something. We include details about what we learned and how we changed.

All of the eyes of the other moms were on me, judging me silently, as my child exited the pool over and over again. Her eyes dripped with a combination of tears chlorinated and water as she refused to re-enter. Her little body was shaking and her giant brown eyes held a resolute look of what she clearly *would not* do for the rest of the lesson. I know that look intimately - her face is a mirror of my own when I draw my own line in the sand.

I felt the my emotions swinging like a pendulum, in time with my own heartbeat. Anxiety. Swing. Protective instinct. Swing. Paranoia at looking like a bad parent. Swing. My need for her to have a normal, happy childhood. Swing. The tiger mom roared inside me, that voice I never really thought would be me- that I secretly judged the other mothers for- started its ugly angry guttural growl in the back of my head.

It seems so small in retrospect. Who cares whether my preschooler learns to swim now or next year? Who cares how and where she is different from her peers? Clearly I did, more than I understood, more in a way that even now is painful to put in writing. It is these small snippets of moments in parenthood, when you find yourself thinking and feeling a way that is terribly unexpected, that the biggest learning happens.

That evening I presented my case to my husband. Remember when she didn't participate in the summer sports class but instead sat on the side and sucked her thumb? Remember when she sat on my lap and wouldn't participate in the class party? Is it her? Is it my imagination? **Is she not normal?** I am quickly convinced that there is an underlying problem that I have to address. I fire off an email to her teacher asking for a meeting. The questions about who she is, who she is becoming, and our role in shaping her development, are all rushing together and overwhelming me.

My momentum of worry only built as our meeting drew near. I faced her teacher, Ms. Sue, who welcomed me with her, "ah another crazy mom here to be talked off a ledge face." I quickly recognized this face as well. Usually, I'm the one sitting on the other side of the table for these conversations. This time I'm the crazy mom. She launches right away:

> "Your child is the happiest little girl in this class. She plays with anyone, and when the year is over what we will miss most is her open heart and innocent joy."

Three months later, I silently thank Sue often for seeing something in my child that I couldn't see myself. I quietly promised that morning to honor the good and the unique qualities of my baby rather than needing that verification from someone else. Eight weeks of swimming later, after a promise that we would continue to go even if she didn't want to go in, and she could watch and wave to her friends and classmates, I think I learned more about parenting than I ever expected. And one day she'll probably learn to swim!

Sample 2

Sitting on the plane, resting my forehead against the window cover, the enormity of the journey I was about to embark on suddenly became very real. How had I ever thought it was a good idea to move over 5,000 miles away from everything I had ever known? Everything that brought me comfort and made me feel safe. My friends. My family. All of my memories. All of my shoes! And then the panic set in.

"Would you like a drink, sweetie?" The flight attendant asked, snapping me back to the present.

"I'll have a Coke please." As she handed me the plastic cup filled with ice and the cold can of soda my mind started racing again. Would they even have coke where I was going? I doubt it will be safe to drink the ice. How do you even say *ice* in Russian?

Was it too late to turn back? Yes. I was already on the plane, headed toward the unknown. I had made a commitment and now I had to stick with it. Gone were the days of being a happy little co-ed spending mornings in college seminars discussing theories about people and communication and afternoons hanging out on the sunny beaches of Santa Barbara. I was now going to be an American woman living in a foreign place, communicating in a foreign language, navigating a foreign culture, all alone. I was not prepared for this. Nothing in my life had prepared me for this.

This was my first time on a plane by myself. My first time traveling alone without the protection of a parent or teacher or trusted adult. I was supposed to be the adult now. I adjusted in my seat trying to get comfortable. I looked down at my watch. Eight more hours to go before my life would officially change forever.

Sample 3

The scale underneath my toes shows the highest weight I have seen in my whole life. I'm so damn heavy. I'm going to break it. Yep, the scale will no longer exist. There is no ONE feeling. There are too many feelings. Shock. Disappointment. Frustration. Hopelessness. Anger. Shame. Disappointment. Shock. What happened? Who am I?

I drag my feet to my bedroom, lay on my bed in frustration and set a distant goal, trying my hardest to be positive. I google "workout plans for the morbidly obese (I know, I'm so dramatic)." I google, "low carb recipes." I can do this, starting Monday.

Yet, through some divine moment-maybe it was God, or my inner no-nonsense nurturer, I was over it all. Fed up, with myself. "Monday? Nope, you're starting today because that is your problem- you have to have balance."

I go one way or the other way. Black or white. No grey. Mostly in one aspect of my life: dieting. Don't eat bread, rice, pasta, fruit. Workout 6 days a week: run, lift weights, stairmaster, Zumba. Lose 10 pounds, 20 pounds, 30 pounds, 40 pounds, 50 pounds, 60 pounds, 70 pounds.

Then someway, somehow I'm done, before I even hit the ultimate goal. I eat a cookie and gain 5 pounds. Skip day 6 of my workout plan and then I don't workout for 6 months. Then all the weight comes right back. All the discipline, all the restrictions, all the hard work done because of one moment of weakness, no, normalness. It's normal to want a cookie. It's normal to skip a workout. It's normal to want to give up. What's not normal is super strict restrictions that I give up on as soon as I slip up and then the cycle of shock, shame, disappointment.

So, I started on a Thursday night. I ate a salad instead of the chicken alfredo and garlic bread dinner I had planned for that night. One small choice, a lifestyle change. I can do this, I can make many good small choices.

Sample 4

Straight hair. That's what I grew up thinking was beautiful. I carried this same mentality throughout all of my teen years and into my twenties. It wasn't until I was about 23 that I came across a picture that made me think something different. I was scrolling aimlessly through social media on my phone when I stopped at a picture of a group of women at a wedding. I saw a bride with her 4 bridesmaids standing on the beach. Now, it wasn't their beautiful dresses or the striking background of the caribbean beach that stood out to be. No, I was blown away by how all 5 women had big, thick, full afros. These huge afros and nothing but a beautiful white lily at the side of their head. I couldn't stop looking at this picture. I had never stopped to truly look and appreciate

I do not remember a time when my mom's hair was not straight. She has been chemically straightening her hair since before I was born. So for a long time I thought that's how her hair just grew out of her head. One day, I asked her what her hair looked like when she was little and she replied by saying that she had *pelo malo*, or bad hair. I knew that to mean that she had very curly, thick, and sometimes unruly hair - just like me. But I already knew I had *pelo malo* since my mom had been periodically straightening my hair since I was 5 years old.

Everyone woman in my family went through various methods to ensure they had perfectly straight hair. I remember seeing all of my aunts with fresh silky blowouts, and ….. This is what they believed everyone's hair should be like.

Training 2

Project Based Learning Unit Launch: Geography
&
Sample Adult Geography Work

Professional Learning at Zeta: Geography PBL Launch and Teacher Project

Zeta CHARTER SCHOOLS

PBL Unit Launch: Geography



[redacted]

AGENDA

- Vision for PBL [8 min]
- Why & How do I Teach Geography? [12 min]
- Let's Go Somewhere with Google Earth and MapMaker! [30 min]
- Pattern Book Challenge [25 min]
- Topographical Map Project Challenge [60 min]
- Wrap Up & Questions [15 min]

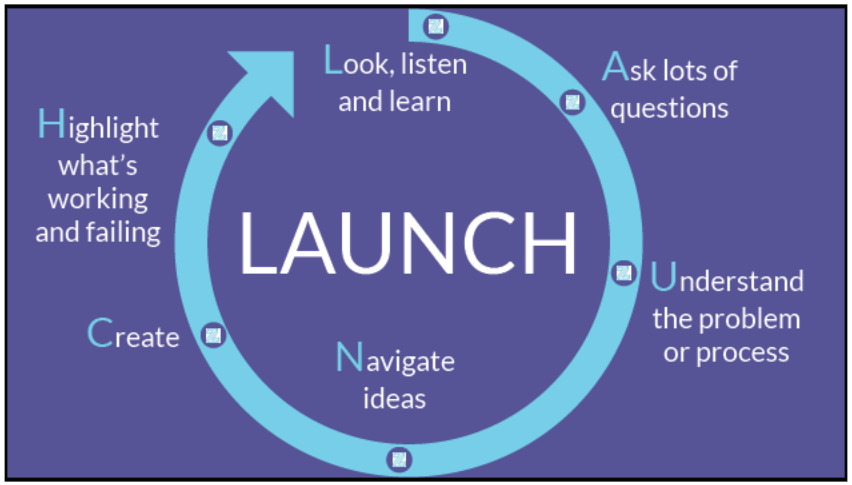
OBJECTIVES

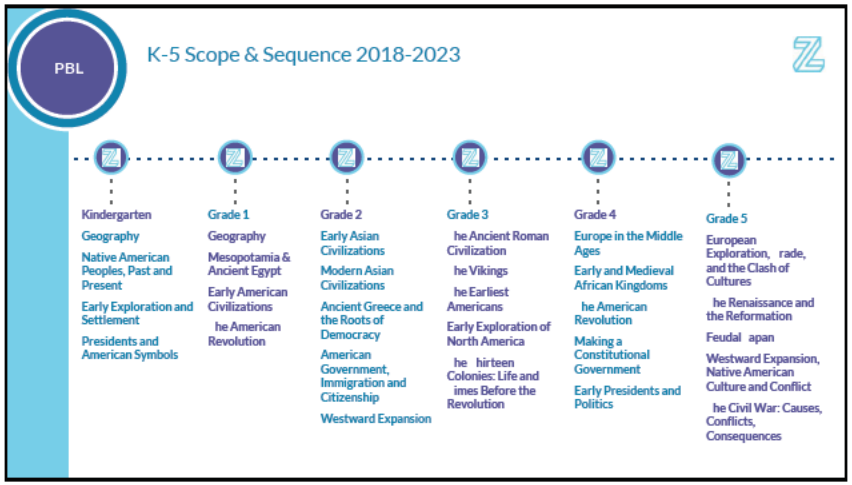
- Par icipan s can explain wha he Projec -Based earning is and why i is in egral o our model and our values
- Par icipan s can explain how key s ruc ures o PB are in egra ed
- Par icipan s experience wha wri ing, projec crea ion, and eaching map skills looks like and wha hey need o do o push s uden hinking
- Par icipan s unders and and can ar icula e goals
- Par icipan s unders and he planning hey will need o do in advance

Vision for Project-Based Learning

Project-Based Learning is centered on the belief that children acquire a deeper knowledge of the world and themselves through the active exploration of real-world challenges.

It combines what a child should know through social-studies based background knowledge and what a child should be able to do through hands-on projects that require research, writing, creating, and presenting.





Response 23b-150

PBL

This Year s Scope & Sequence 2018-2019

12/3-12/21

K&1: Geography and the Seven Continents

2/4-3/1

K: Native American Peoples Past & Present

1: Early World Civilizations: Mesopotamia and Ancient Egypt

4/1-5/3

K: Early Exploration & Settlement

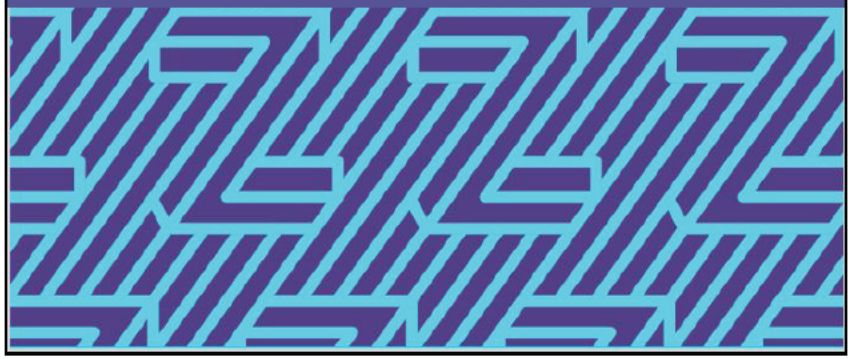
1: Early American Civilizations, Exploration and Settlement

6/3-6/19

K: Presidents & American Symbols

1: From Colonies to ndependence: The American Revolution

Why Teach Geography?



Geography

This Unit s Scope & Sequence 2018-2019

WEEK ONE: 12/3-7

Map Skills

Continents and Oceans

Pattern Book Writing

WEEK TWO: 12/10-14

Map Skills

Continents and Oceans

Pattern Book Writing

Topographic Map Project

WEEK THREE: 12/17-21

Map Skills

Topographic Map Project

PBL Museum

Geography

Unit Objectives

- S uden s can explain wha maps and globes are and how we use hem.
- S uden s can give accura e direc ions, using nor h/sou h/eas /wes .
- S uden s can loca e rivers, lakes, and moun ains on a opographical map.
- S uden s can iden i y and loca e he 5 oceans, he Nor h and Sou h Poles, and he 7 con inen s on a map and globe.
- S uden s can describe unique geographical a ribu es o each con inen including animals, plan s, ci ies, landscape ea ures, people and sigh s.
- S uden s can communica e wha hey learned abou geography in wri ing so ha o hers can learn.
- S uden s unders and how heir wri ing and heir drawings are connec ed.
- S uden s know he s eps o revise in order o publish heir bes work.
- S uden s can crea e compelling projec s ha u ilize wha hey learn by reading and wri ing abou geography, as well as researching using di eren ypes o maps.

What Does This Look Like Day to Day?



Weekly Structure

Week y Structure of Project-Based Learning

READ ALOUD
25 minutes x 4 Days/Week
- nformational Texts

WR T NG/PROJECT T ME
30 minutes x 4 Days/Week
- Day 1: Project Exploration
- Days 2-7: Pattern Books
- Days 8-11: Project Creation
- Day 12: PBL Museum

Z LAB
35 minutes x 1 Day/Week
25 minutes x 1 Day/Week
- Map Skills Mini-Lesson
- Map Exploration

How Do I Teach Students About the World?



Read Aloud

Big Ticket Items to High ight Every Day in Read A oud

- Where the continent is in re ation to where we ive
- Countries within a continent
- Topographica features
- Weather
- Peop e & cu ture, inc uding anguages
- Anima s
- Sights made by humans + natura wonders

How Do I Teach Students to Write Pattern Books?



Writing

Big Ticket Items to High ight Every Day in Writing

- Use what they earned in Read A oud to write their books
- Mode with your own exemp ar
- Use the resources in the room: anchor charts, geography vocabu ary you re adding to the Word Wa , a phabet chart
- Emphasize making their ideas better and doing their best work

How Do I Teach Students to Create Great Projects?



Projects

Big Ticket Items to High ight Every Day in Project Time

- Use what they earned in Read A oud and in Z Lab to p an and create their projects
- Mode with your own exemp ar
- Ensure everyone in the group has a ro e and participates
- Emphasize making their ideas better and doing their best work

How Do I Teach Students Map Skills?

Map Skills

Big Ticket Items to High ight Every Day in Z Lab

- The wor d is an amazing p ace to exp ore!
- Use what they earned about maps to practice and exp ore independent y with puzz es, books, g obes, and maps
- Use the geography terms they are earning
- Ask questions about what they re earning to push their thinking





Map Skills

Expectations of Map Ski s

- The wor d is an amazing p ace to exp ore!
- Use what they earned about maps to practice and exp ore independent y with puzz es, books, g obes, and maps
- Use the geography terms they are earning
- Ask questions about what they re earning to push their thinking

Your Turn: Pattern Book!





Writing

Expectations of Writing Exemp ar

- Use what students wi earn in Read A oud to write exemp ar
- Have a p an to add on to your own exemp ar whi e teaching
- Use the resources in the room: anchor charts, geography vocabu ary you re adding to the Word Wa , a phabet chart
- Emphasize making ideas better and doing your best work

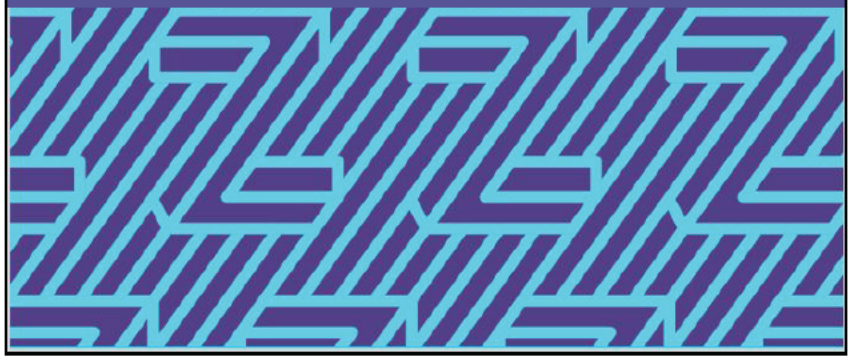


Projects

Expectations of Project Work

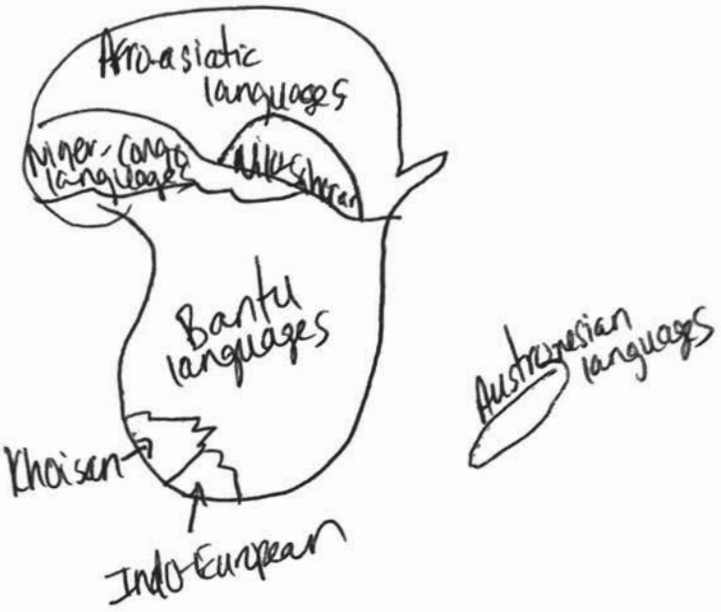
- Exce ent Prob em Deve opment
- Qua ity of Ideas
- Innovative Creation of a Product that So ves the Prob em
- Compe ing Presentation
- Effective Written Exp anation

Wrap-Up



The following work samples were created by Zeta teachers and leaders as part of the PBL training above, allowing them to engage hands on with the content.

Name: Ms. Tretu Date: 11/26/18



Africa is an amazing place!

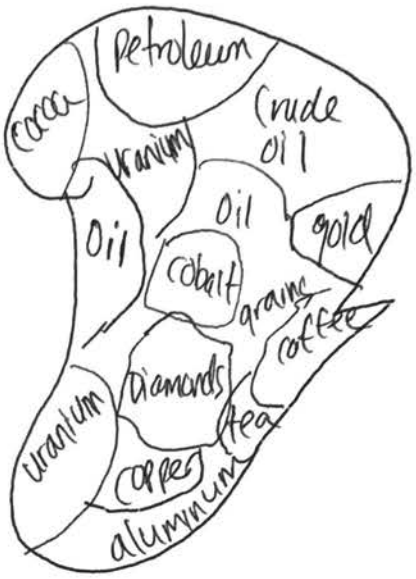
Africa is very diverse - there are over 2000 languages spoken and 54 countries on the continent.

Name: Ms. Tretu Date: 11/26/18



Africa is an amazing place! The topography of Africa is unique. Africa is home to the world's largest desert (The Sahara), the world's longest river (The Nile) and the second longest mountain chain (The Great Escarpment).

Name: Ms. Treta Date: 11/26/18

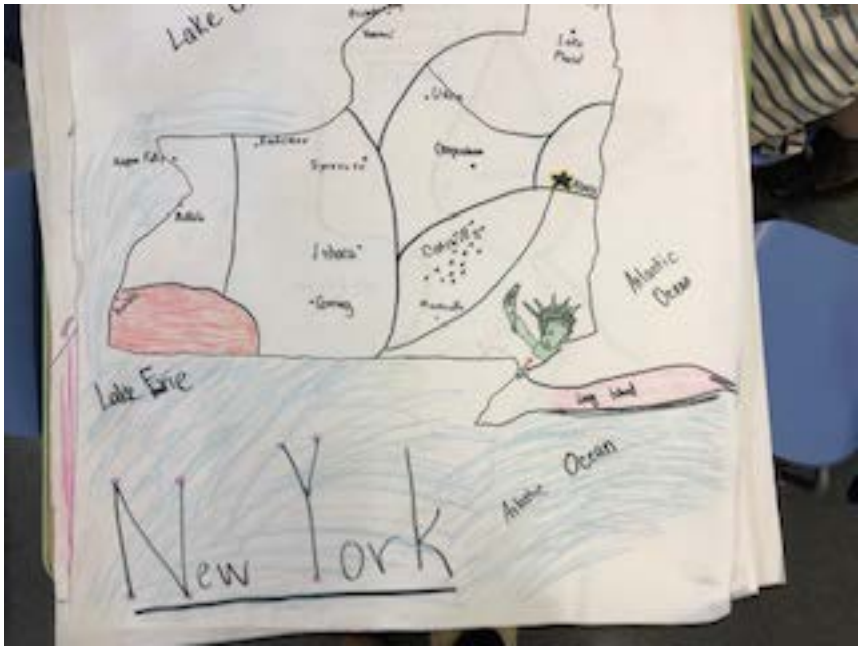


Africa is an amazing place!

Africa is very helpful and useful to the world.

Africa has a large quantity of natural resources like sugar, salt, iron, cobalt, petroleum, cocoa, uranium and bauxite that the world uses.


ANTARCTICA


Lake Erie
Atlantic Ocean
New York
Atlantic Ocean



Zeta CHARTER SCHOOLS

Training 3

Z Lab: Our Vision

Professional Learning at Zeta: Z Lab Training

Zeta CHARTER SCHOOLS

Z Lab: Our Vision

[redacted]

AGENDA

- What is the Z-Lab, Exactly? [10 min]
- Project Lead the Way & Beyond [5 min]
- Let's Problem Solve! [30 min]
- Self-Directed Learning [13 min]
- Wrap Up [2 min]

OBJECTIVES

- Par icipan s can explain wha he Z ab is and why i is in egral o our model and our values in crea ing an NNOVAT ON CU TURE
- Par icipan s can explain key s ruc ures o he Z ab
- Par icipan s experience wha problem solving looks like and wha hey need o do o push s uden hinking
- Par icipan s unders and he rubric and can ar icula e goals
- Par icipan s unders and and can ar icula e he role o Projec ead he Way

Curricu um Content Summer Professiona Learning

Curriculum Content

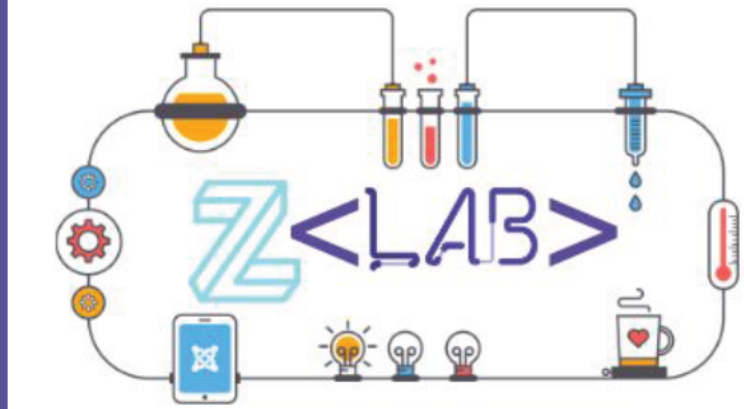
LEADERS

- 7/12 Z-Lab Vision [60 min]
- 7/12 Field rip to New Lab [180 min]
- 7/18 Reading Vision, Components, Planning, Practice [360 min]
- 7/19 Math Vision, Components, Conceptual Math with Stephanie Smith [480 min]
- 7/20 Writing Vision, Components, Excellence [120 min]
- 7/20 Writing and Math Practice and Planning [180 min]
- 8/2 Literacy Vision, Components, Main Idea, Guided Reading, Benchmarks [360 min]
- 8/3 Reading Model Unit, Reading eachbacks [300 min]
- 8/6 Conceptual Math with Stephanie Smith [420 min]
- 8/7 Math Book Discussion, Counting, CGI, eachbacks [270 min]
- 8/7-8/8 Specialists Curriculum Planning [720 min]
- 8/8 Math Vision, Components, Routines, Unit 1, First 6 Weeks [300 min]
- 8/9 Writing Vision, Unit 1 Launch, First 6 Weeks [300 min]
- 8/10 Specialists Curriculum Planning [60 min]
- 8/10 Writing Workshop Book Discussion and SFA Phonics [420 min]
- 8/13 Special Populations Vision, R I Differentiation, First 6 Weeks Planning [240 min]
- 8/14 Special Populations IEP & 504 Review, Students Who Soar, Students Who Struggle [300 min]
- 8/15 First Days Lesson Planning and Practice [120 min]
- 8/15 Psychs R I and Your Role [120 min]

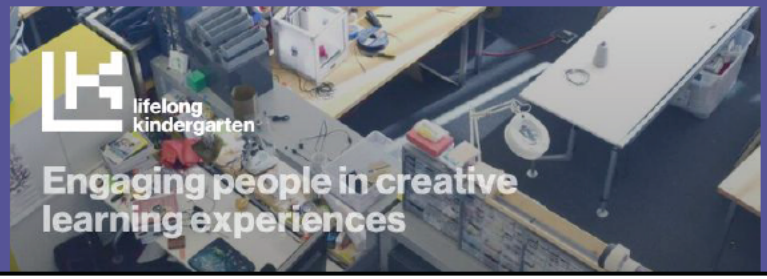
Response 23b-164

What is the Z-Lab, Exactly?

Logic will get you from A to B.
Imagination will take you everywhere.
–Albert Einstein



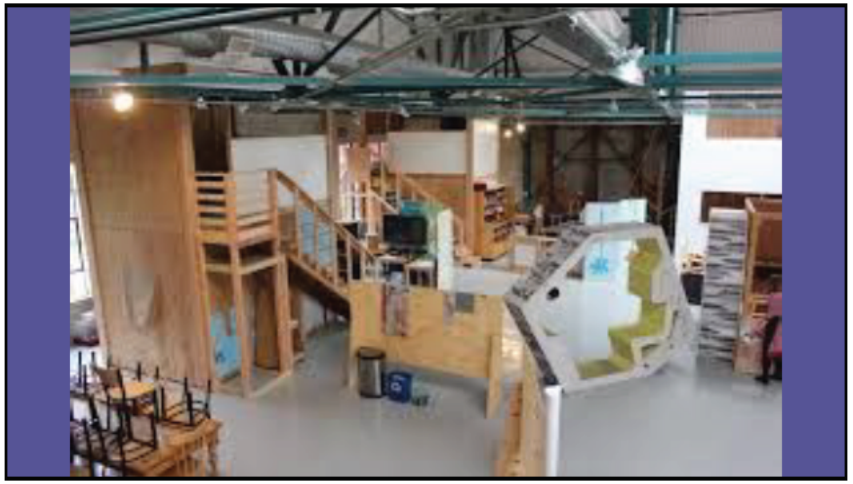
The Lifelong Kindergarten group develops new technologies and activities that, in the spirit of the blocks and finger paint of kindergarten, engage people in creative learning experiences. Our ultimate goal is a world full of playfully creative people, who are constantly inventing new possibilities for themselves and their communities.









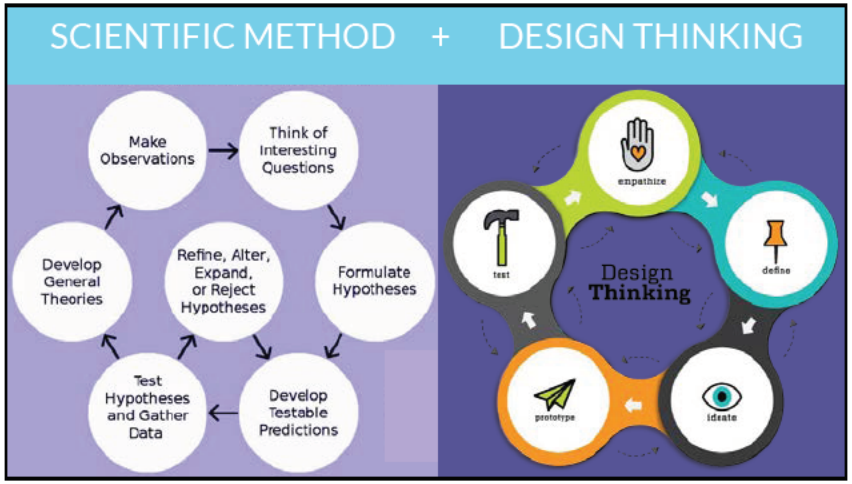






Project Lead the Way & Beyond





Zeta CHARTER SCHOOLS

Training 4

Compass: Intro to Badgework & Monitoring Progress

Professional Learning at Zeta: Compass Badgework Training

Zeta CHARTER SCHOOLS

INTRO TO BADGEWORK & MONITORING PROGRESS

[redacted]

AGENDA



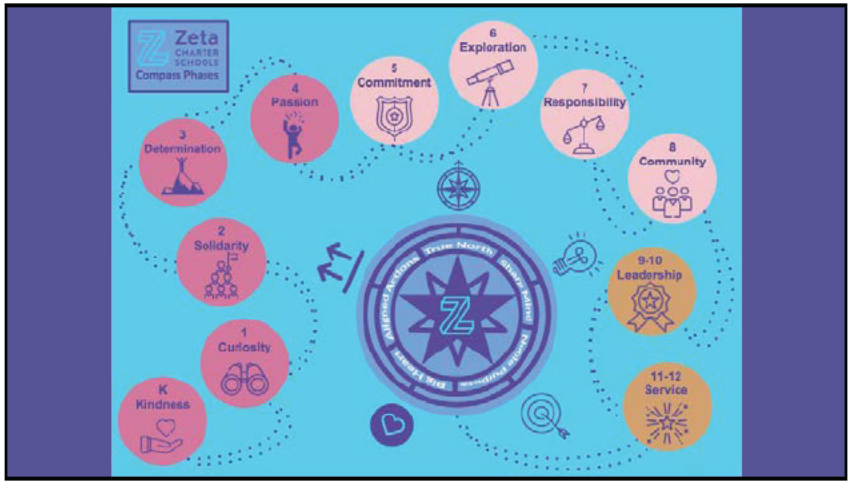
OBJECTIVES

- Par icipan s will learn abou all 5 Ze a Badges and our phases
- Par icipan s will unders and how o u ilize he Badge Work PP
- Par icipan s will unders and he goals o Compass and how we will measure success
- Par icipan s will learn how o conduc a walk hrough o evalua e a circle acili a or

Zeta Badges



Response 23b-169



ZETA COMPASS

Comprised of 5 Badges:

1. True North
2. Sharp Mind
3. Noble Purpose
4. Big Heart
5. Aligned Actions



ZETA Phases & Culminating Experiences

Kindness (K)	Curiosity (Grade 1)	Solidarity (Grade 2)
• **True North** - Practice True North • **Sharp Mind** - Tie Story Artiac • **Big Heart** - Emotions Quadrants Art Piece • **Aligned Actions** - Action Doing • **Noble Purpose** - 1,000 Qs	• **True North** - Practice True North • **Sharp Mind** - Tie Story Artiac • **Big Heart** - Kindness Master Plan • **Aligned Actions** - Action Doing • **Noble Purpose** - 1,000 Qs	• **True North** - Lead True North • **Sharp Mind** - Identity Deck • **Big Heart** - Timeligh • **Aligned Actions** - Action Doing • **Noble Purpose** - 1,000 Qs

Intro to Badge Work IPP

Independent Reflection

What is essential and non-negotiable for teachers in preparing for lessons?

What pre-work must be done before a teacher can facilitate a lesson well?

In the session folder there are three resources...

Two pieces of Badge Work

- Student Badge Work: True North
- Life Story 1.0: Artifact

One Intellectual Preparation Protocol (IPP)

Badge Work Intellectual Preparation Protocol Pre-Work

Directions: In order to prepare for a Badge Work IPP meeting complete steps 1-3, outlined below.

Pre-Work Completed for each Piece of Badge Work	My Notes
Step 1: Get to know the badge work. Understand the big idea(s)/concept(s) at play in the badge work and be able to articulate it clearly and crisply. Action Item: Print the badge work. Read and indicate, in your own words, the purpose of the work (why) and the key concepts students need to understand (what) in the right-hand column.	**Step 1.** **Badge Work Purpose (why):** • **Key Concepts (what):** • • •
Step 2: Do the core tasks of the badge work. Action Item: Do the badge work to internalize it and to create an exemplar for all tasks and questions in the packet.	
Step 3: Get familiar with what it means to master this piece of phase work and to coach towards mastery. Action Item: Identify what you think will allow you to determine whether or not a student has mastered the skill the work is trying to teach. As you review the badge work packet, when possible, identify by writing in a "star" where in the badge work the student will find his/her response to those "mastery markers." •	

STEP: 1

Directions	Notes
Step 1: Get to know the Badge Work. Understand the big idea(s)/concept(s) at play and be able to articulate them clearly and crisply. Action Item: Print the Badge Work. Review the Circle Facilitation Guide to get a sense of what students will be working towards for their Circle Presentation. Read the Badge Work and indicate, in your own words, the purpose of the work (why) and the key concepts students need to understand (what) in the right-hand column.	**Step 1.** **Badge Work Purpose (why):** **Key Concepts (what):** • • •
Step 2: Do the core tasks of the Badge Work. Action Item: Do the Badge Work to internalize it and to create an exemplar for all tasks and questions within.	
Step 3: Get familiar with what it means to master this piece of Badge Work and to coach towards mastery. Action Item: Read the Mastery Markers at the end of each piece of Badge Work. Then, when possible, identify with a "star" where in the Badge Work the student will find his/her response to each Mastery Marker.	

STEP: 2

Directions	Notes
Step 1: Get to know the Badge Work. Understand the big idea(s)/concept(s) at play and be able to articulate them clearly and crisply Action Item: Print the Badge Work Review the Circle Facilitation Guide to get a sense of what students will be working towards for their Circle Presentation Read the Badge Work and indicate, in your own words, the purpose of the work (**why**) and the key concepts students need to understand (**what**) in the right-hand column	**Step 1.** **Badge Work Purpose (why):** **Key Concepts (what):** •
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STEP: 3

Directions	Notes
Step 1: Get to know the Badge Work. Understand the big idea(s)/concept(s) at play and be able to articulate them clearly and crisply Action Item: Print the Badge Work Review the Circle Facilitation Guide to get a sense of what students will be working towards for their Circle Presentation Read the Badge Work and indicate, in your own words, the purpose of the work (**why**) and the key concepts students need to understand (**what**) in the right-hand column	**Step 1.** **Badge Work Purpose (why):** **Key Concepts (what):** •
Step 2: Do the core tasks of the Badge Work. Action Item: Do the Badge Work to internalize it and to create an exemplar for all tasks and questions within	
Step 3: Get familiar with what it means to master this piece of phase work and to coach towards mastery. Action Item: Identify what you think will allow you to determine whether or not a student had "mastered" the skill the work is trying to teach. As you review the badge work packet when possible identify by writing in a "star" where in the badge work the student will find his/her response to those "mastery markers."	



Coaching Badge Work

Badge Work Coaching: What Is It?

Badge work time wi be used consistent y across schoo s to provide a safe space for socia /emotiona earning. During this time:

- Teachers wi guide students through essons that he p them ref ect and deve op important ski s
- Teachers provide individua student support to he p them interna ize their badge work
- A staff promote re ationships and joy

When it Happens: Once a week

Badge Work Coaching: How it works

- Each week teachers shou d have a p an for which students they p an to meet with 1:1
- During 1:1 coaching sessions teachers wi :
  - Review comp eted badge work
  - Provide guidance/scaffo ding if the student is stuck
  - Ask questions to ensure students interna ize/understand the work
  - Write answers on their work (if they are sti earning to write)
  - Prepare/practice with the student what they wi present in Circ e

Coaching Session Guide

Badge Work: _____

Directions. Complete the table below to prepare yourself to coach students on this piece of badge work

End of Badge Work Meeting	How will you do each of these?
Check for Completion	**Look through badge work to check that the student attempted all portions of badge work and sign off at end of badge work.** **Sign-off Page:** ____ If there are any portions of badge work that have not been attempted student reviews portions of badge work not attempted and asks clarifying questions to generate greater clarity and higher likelihood of completion prior to next coaching session. Student can articulate a deadline for when he/she will meet with Pride Leader or Compass Teacher to show completed badge work.
Check for Mastery Action Item. Write in the Mastery Markers and Intended Outcomes in the right-hand column and write out the scaffolded question(s) you would ask to elicit each intended response.	**Scaffolded Questions**
Check for Readiness to Present in Circle *Beyond mastery of the Mastery Markers, how will you know that the student is ready to present in Circle?*	**Increase Comfort for Circle Presentation** (Example Have student practice presenting. Have student answer questions that deepen understanding.)
	Sign off on the Circle Preparation Checklist. **Sign-off Page:** _____

Intro to Measuring Success



What Will We Measure?

The Overview:

1. Badge Work Completion
2. Circle Walkthrough Data
3. Badge Work Coaching Walkthrough Data

Goals of Zeta Compass

- 90% of students meeting badge work goals
- 90% of student circles meet expectations
- 95% of faculty meeting badge work goals
- 95% of faculty circles meet expectations

Support

- Weekly Walkthroughs and Coaching
- Weekly Badge Work completion and Coaching
- Monthly Zeta Team Investment Data
- Monthly Summary Data & Analysis

Measuring Long Term Success (3 Years)

1	BADGE WORK	✓ • Measure 1: Sel direc ion • Measure 2: Sel awareness • Measure 3: Sel regula ion
2	IMPACT OF CIRCLE	✓ • Measure 4: Connec ion • Measure 6: Sense o belonging • Measure 6: Social awareness
3	OVERALL IMPACT	✓ • Measure 7: Organiza ional Heal h / Academic Resul s • Measure 8: Academic

Phase 1 (First 6 Weeks) → Phase 2 (Week 7 - Week 20) → Phase 3 (Week 20 - EOY)

Establish Strong Base

- Physically S rong > 2.5
- Technically Sound > 2.5
- On Track > 95%

Increase Depth and Connection

- Badge + Walk hrough da a > 80%
- On Track > 95%
- 1:1 Connec ion > 2.5
- Presence/Sanc i y > 2.5

Increase Ownership and Engagement

- Physically S rong > 2.75
- Technically Sound > 2.75
- 1:1 Connec ion > 2.5
- Presence/Sanc i y > 2.5
- Badge + Walk hrough Da a > 90%
- On Track > 95%

Walkthroughs



Indicator	Facilitator: _____	Number of pieces of Badge Work vis ble _____	Observer: _____ Date: ____
Circle Fidelity	What to Count	Raw Data	Score: Circle 0, 1, 2, or 3
Physically Strong	Count number of students that are 1) not in the Circle (cannot see another student's face) OR 2) not showing good posture (don't count if posture is corrected by facilitator).	# students not "in" Circle ____ # students with poor posture (that's not corrected) ____ # students without empty hands ____	Score: 0: > 5 (also a zero if sitting on tables etc) 1: 2-4 2: 1 3 0
Technically Sound	During observation does facilitator execute a l basic Circle components in the correct order? Do they know/correctly fac ilitate Badge Work? [True North -> Check-In/back -> Work with Resonance -> Appreciations -> Closing]	**Check one of the following:** ❑ Follows all basic Circle components ❑ Skips or incorrectly fac ilitates one or more basic component of Circle and/or does not know/correctly facilitate Badge Work.	Score: 0: No 3 Yes
Circle Quality	What to Count	Raw Data	Score: Circle 0, 1, 2, or 3
Presence / Sanctity or Circle	Count # of instances any student ta ks out of turn laughs/jokes inappropriately receives an Off-Compass point shows disrespectful body language does not participate in a Circle component respectfully.	# of instances of disruptive/disrespectful behavior (write a 'C' under box if instance was corrected)	Score: count 'non-corrected' instances 0: 4 1: 3 2: 2 3 0-1
Authentic 1:1 Connections	For every 1:1 interaction between two participants (faci itator or student) score as affirming neutral or negative. (*note* facilitator can have several 1:1 interactions in a row with one student)	affirming neutral negative	Score: (# of affirming) - (# of negative) 0: 0-1 1: 2-3 2: 4-5 3 6 or more

Circle Walkthrough Tool

Structure of Walkthrough Tool

Fidelity	Physically Strong
	Technically Sound
Quality	Presence Sanctity
	Affirming nterac ions

Logistics

- Conducted week y - 100% of Circ es
- 5 minutes
- ndividua feedback
- Batch feedback

Physically Strong

Norming notes

- If the Circ e is not *a Circle*, score = 0
- Attentive Posture is sitting up ta or eaning in with a sti body. It counts if posture is corrected.

Technically Sound

Norming notes

- Score is **binary**: 0 or 3
- Looking for basic understanding of Circ e components
- Score 0 if:
  - Resonance acks a 3 e ements (and is not corrected)
  - Any part of Circ e is skipped
  - Faci itator c ear y doesn t know the Badge Work

Presence

Norming notes

- Not a measure of student habits
- Count disruptive behavior (and if corrected)
  - Ta king across Circ e or ta king out
  - Physica behavior that disrupts the Circ e
- Count disrespectfu behavior (and if corrected)
  - Language that is disrespectfu or shaming, inc uding body anguage (ex: eye ro ing)
  - Do not count inattentive posture as "disrespectfu

1:1 Connection

Norming notes

- A interactions between the faci itator and a students are scored as affirming, neutra , or negative
- Nonverba gestures count as affirming during sharing/work if at east **2** participants
- A appreciations and resonance count as "affirming un ess they re way off the mark and negative or hurtfu

Practice

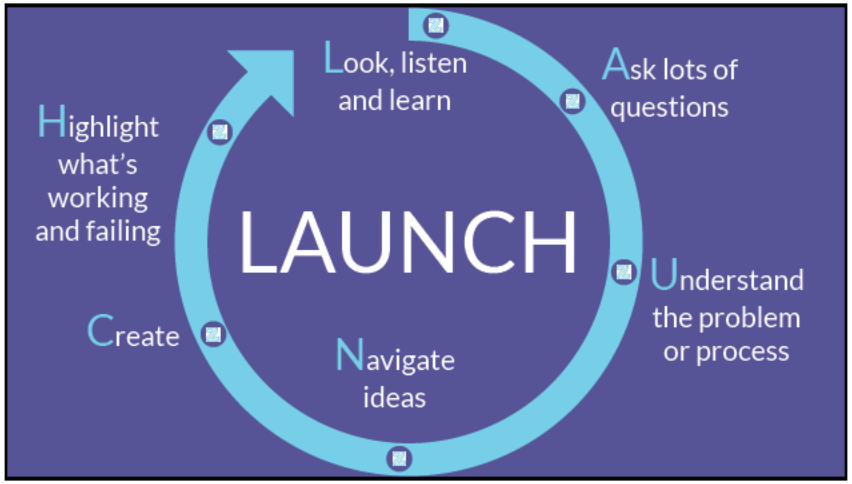
Walkthrough Tool Practice

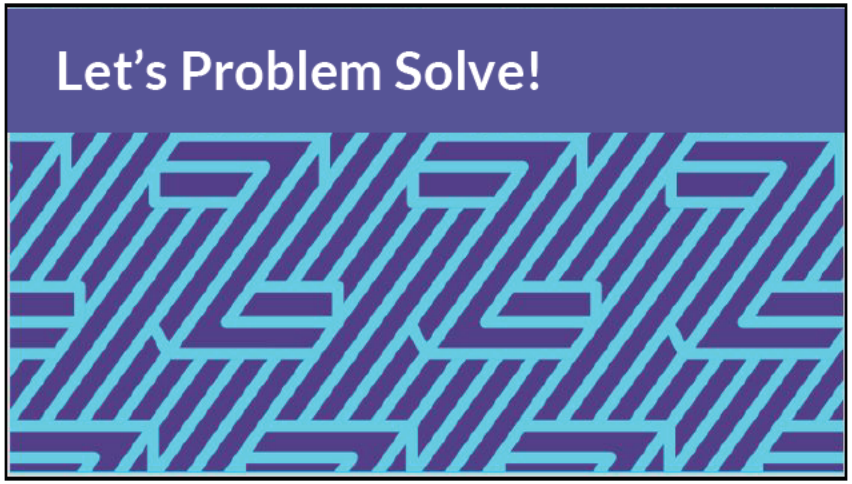
Directions for Walkthrough Tool Practice

1. For each video, use the Walkthrough Tool to score the Circle fidelity and quality.
2. Afterward, share your scores and rationale with a partner.
3. We will norm on scores as a group.

Wrap Up




LAUNCH
Look, listen and learn
Ask lots of questions
Understand the problem or process
Navigate ideas
Create
Highlight what's working and failing


Let's Problem Solve!




Self-Directed Learning

Expectations of Z-Lab: What are the Goa s?

- Exce ent Prob em Deve opment
- Qua ity of Ideas
- Innovative Creation of a Product that So ves the Prob em
- Compe ing Presentation
- Effective Written Exp anation

What good is an idea if it remains an idea?
Try. Experiment. Iterate. Fail. Try again.
Change the world.
– Simon Sinek



Wrap-Up



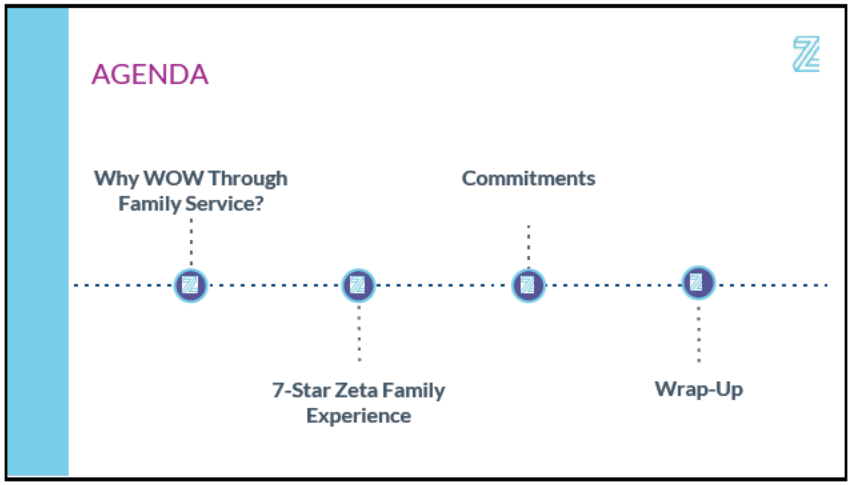
Zeta CHARTER SCHOOLS

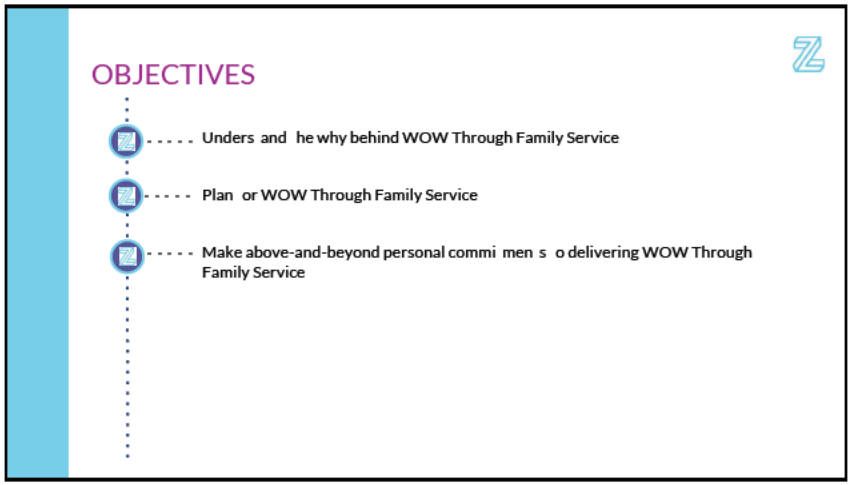
Training 5

Delivering WOW Through Family Service

In addition to training on academics and instructional strategies, Zeta provides trainings in our mission and vision, including this session on delivering WOW through family service. These trainings help align teachers and staff to the broader Zeta vision and ensure that we deliver on our promise of a positive school and community culture.









Response 23b-181

One of Zeta's core values is to deliver WOW through family service.

Zeta CHARTER SCHOOLS

Serving Families and Each Other

Serving Fami ies

- We serve no only children, bu amilies
- we deliver op academic ou comes (which we mus), bu amilies are unhappy wi h our schools, we have no delivered on he promise o Ze a
- This does no mean we change our program whenever a paren complains, bu i does mean ha i amilies have a problem, we have a problem. We mus work oge her o solve i .

Serving Each Other

- "Family" also means he Ze a amily
- Commi o delivering WOW o each o her as well
- YOU have he power o crea e an empowering, suppor ive, posi ive work environmen or yoursel and o hers

What Does This Look Like?

- Walk a mile in others' shoes to try to understand where they are coming from
- Deliver a 7-star experience to everyone we touch
- Go above and beyond for each other - be as responsive to each other as you would be to your boss or the CEO
- Develop a reputation for kindness and a giving and sharing spirit, particularly when it's undeserved or hard to do

7-Star Zeta Family Experience

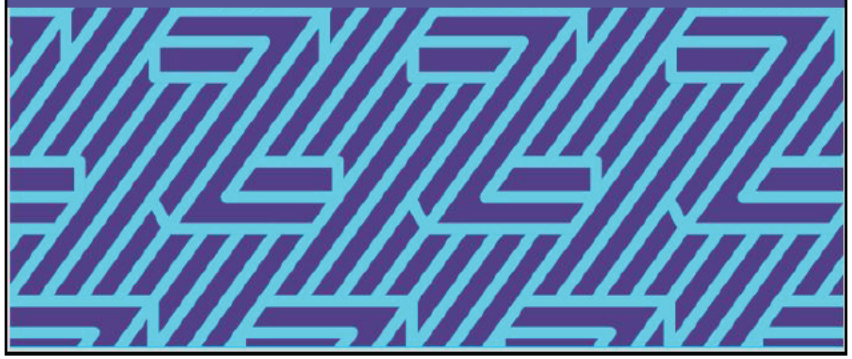


Response 23b-182

Small-Group Activity: Visioning the 7-star Experience

- Turn and Ta k
  - Envision a 10-star experience for a new fami y the first week of schoo
  - Then a 9-star, 8-star, 7-star, a the way to a 1-star experience
  - Use the Airbnb artic e as inspiration and your pre-work exercise
- Who e-Group Discussion
  - Share out examp es of 10-star to 1-star experiences
  - How can we accomp ish 7-star? Is it possib e? What wou d it take?
  - How do we accomp ish this vision of fami y service whi e ba ancing with the rea ity of needing to get chi dren over the academic finish ine and enforcing our schoo cu ture expectations (*i.e.*, attendance, time iness, behavior, persistence/grit, etc.)?
- Cha enging fami y interactions - we wi tack e in a future session

Commitments





Above-and-beyond Personal Commitments

- Above-and-beyond Zeta job description
- Specific and achievab e
- Commit to taking a concrete, specific action to ive out the de ivery of WOW through fami y service toward (tota of 3 commitments):
  - Students
  - Fami ies
  - Each other (Zeta team)

Wrap-Up

