



PHASE I: Letter of Intent

Last updated: 06/22/2015

Basic Contact and Application Information

Page 1

Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

School Name	Central Avenue Charter School for Academic Leadership
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	k-7
Number of Students During Initial Term	400

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Clentine Fenner	917-971-9707	friendsofcasal@gmail.com
Public/Media Contact Person	Clentine Fenner	917-971-9707	friendsofcasal@gmail.com

If available, please provide the URL to the website established for the proposed school or existing education corporation.

(No response)

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	n/a
Partner Organization 1	n/a
Partner Organization 2	n/a

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

A handwritten signature in black ink on a light gray background. The signature reads "Valentine Fenner" in a cursive script. The first name "Valentine" is written in a fluid, connected style, and the last name "Fenner" is also cursive but more distinct, ending with a long horizontal flourish.

Date

2015/06/22

Thank you for completing this form.

Central Avenue Charter School for Academic Leadership (CASAL)

Letter of Intent: Contact Information Form

June 22, 2015

I. Applicant Group Information: Identify and present background information pertaining to the applicant group, initial board of trustees, and any proposed school employees.

- a. Provide the name, contact information, and current employment for all members of the applicant group, which includes initial proposed board of trustees, and any proposed school employees using **Table 1**;
- b. Specify the current or prospective role that each member has or will hold in relation to the proposed charter school; identify the relevant experience, skills, and/or qualifications each member possesses using **Table 1**;
- c. **Public contact:** Please provide a phone number and/or email address to which public inquiries about the proposed charter school may be addressed. This information will be public and available on the NYSED Charter School Office website.

The lead applicant, Clentine Fenner, will serve as the primary contact for any inquiries. She can be reached at [REDACTED]

- d. **Application History:** If you or another member of the current or a previous applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State, please indicate the date the application(s) was/were submitted and to which charter entity, and briefly describe the outcome of the charter entity's decision.

Not Applicable

II. Proposed Charter School Information

- a. **Proposed school name** (include the words "charter" and "school" in the name);

Central Avenue Charter School for Academic Leadership ("CASAL")

- b. **Proposed school location** (school district or community school district in New York City). Indicate whether the applicant group has requested to be sited in school district facilities;

CASAL will be located in Community School District 32; Brooklyn Community Board 4. CASAL would request public space from the NYC Department of Education, however we are aware of space limitations within the existing NYCDOE portfolio and have engaged private facilities search, which includes Diocese, Real-estate Developers and Real Estate Brokers. Currently CASAL has identified a space in CSD32 located on Central Avenue and Schaeffer Street in Bushwick. We are currently engaged in prospective discussions for the space. We estimate the cost to be between \$17 - \$25 per square foot.

- c. **Planned grades and enrollment** in each of the year of the proposed charter term;

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Sections	Students	Sections	Students	Sections	Students	Sections	Students	Sections	Students
K	2	50	2	50	2	50	2	50	2	50
1	2	50	2	50	2	50	2	50	2	50
2	2	50	2	50	2	50	2	50	2	50
3			2	50	2	50	2	50	2	50
4					2	50	2	50	2	50
5					2	50	2	50	2	50
6							2	50	2	50
7									2	50
8										
Total	6	150	8	200	12	300	14	350	16	400
Revenue		\$2,066,550		\$2,755,400		\$4,133,100		\$4,821,950		\$5,510,800
Title I		\$73,000		\$97,500		\$146,250		\$170,625		\$195,000
SPED		\$225,000		\$300,000		\$450,000		\$525,000		\$600,000
Total Estimate		\$2,139,775		\$3,152,900		\$4,729,350		\$5,517,575		\$6,305,800

d. **Proposed Management and/or Partner Organization(s)**, such as a charter or educational management company or a university, academic program partner, or whole school change partner;
Not Applicable

e. **Proposed school mission;**

At the CASAL Charter School students will be prepared to succeed academically, as well as become critical thinkers and responsible citizens of the global community as families, educators and community members join together to create a supportive and rigorous academic environment through the creation of a balanced strategy that combines 21st century, experiential and traditional coursework strategies. Students will become academically proficient, intellectually curious, civic minded & leadership driven

f. **School Overview:** A brief description of the design of the proposed school, including any innovative design elements that might require specific expertise to evaluate during the review process. For replications, please also discuss the extent to which school the design elements vary from the model school. Do not duplicate the overview in section (h) below;

Approach: CASAL will adopt and heighten its capacity of modeling the core principles, which involve the following elements:

- A belief that all students can learn and achieve as a result of effective teaching and collaborative, systemic interactions.
- A culture and climate that clearly defines, models, and teaches behavioral expectations while providing systematic positive reinforcement.
- Universal access to rigorous, standards-based curriculum and research-based instruction available to each and every child coupled with targeted and intensive interventions for those who have additional needs as evidenced through data.
- A comprehensive assessment system that allows schools to intervene at the early stages of need, inform instruction, and monitor the ongoing progress of student learning.
- A collaborative problem-solving process that uses data to determine and select evidence-based interventions that accelerate student progress toward targeted goals.
- A system that involves parents and families early, consistently, and in meaningful ways to ensure student success.
- Strong building leadership that visualizes, plans, implements, and refines systemic practices that lead to continuous improvement and increased student learning.

Key Design Elements:

Our education program will be marked by:

- Rigorous Academics with Intensive Focus on Core Subjects. CASAL will focus intensively on a reading program that builds fluency, phonics, decoding and comprehension, which gives students opportunities to demonstrate those skills in a separate writing and speaking class from our internally developed curriculum. We will create math confidence and competence at the middle school level through direct instruction of basic skills, repeated assessment of those skills and later in the high school challenging them with college level math.
- Smaller School Size Within a Seamless Elementary & Middle School. CASAL plans to provide a small school size with 300 students at the ES level and 150 at the middle school level for nine years of seamless education in an optimal environment. We will maintain a class size of 25 students or fewer across the years with co-teaching model with subject matter and special needs learning specialist reducing the staffing ratio to approximately 10:1
- Responsive Academic Program. CASAL addresses academic and developmental needs of each child at each grade level each year, by intentionally increasing the level of independence, autonomy and academic accountability. We support this by training our staff on instructional methods that are responsive to student academic, social and emotional development.
- 21 Century Blended/Hybrid Learning Environment that meets students in their digital eco-system. CASAL will implement various styles of learning including traditional methods, blended, experiential, project-based and digital. The NYCDOE defines digital literacy as “having the knowledge and ability to use a range of technology tools for varied purposes.” Digitally literate people are those who “can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, and use the Internet and technology tools to achieve many academic, professional, and personal goals.” Like traditional literacy, students and adults alike benefit

from guidance, instruction, and practice. CASAL believes it's also important to take appropriate steps toward digital literacy based on children's stage of development to ensure relevant and responsible usage of these tools to their lives and its greater impact, whether on peers, their communities or the global marketplace. Development of a scope and sequence curriculum to help teachers formalize digital literacy instruction will be key. Additionally, CASAL students will engage in two non-native English languages: Foreign language (i.e. Spanish, French, Chinese) and the emerging language of CODE. Our children are growing up in a radically different world to the one we knew when we were children. Why is it so vital that we teach our children to code? We are already living in a world dominated by software – our telephone calls go over software-controlled networks; our television is delivered over the internet; people don't buy maps anymore, they use the web; we all shop online. The next generation's world will be increasingly online and digital. Our homes will be controlled with software, our medical care is being delivered over the web and our cars even drive themselves. All this is rooted in the achievement and excelling in math, language and higher order critical thinking skills.

At the heart of CASAL's mission to meet the needs of all learners is an effective Response to Intervention (RTI) framework. This framework informs our morning tutoring and intervention program and supports the model that is practiced in CASAL's classrooms. RTI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important instructional decisions. (Batsche et al., 2005). RTI is a process by which individual classroom Learning Coaches and collective school systems meet student needs. The RTI framework includes multi-tiered prevention strategies, universal screening, progress monitoring, and data-based decision-making. Many mistakenly believe that RTI is a special education initiative when in fact it is a general education initiative.

- Strong School Culture. We will create a purposefully structured environment marked by rules, rituals and routines. In order for learning to take place, the school environment needs to be equitable and safe for both staff and students alike. There will be clear expectations for behavior and a consistent approach to school discipline. Our students will be in school more time in the day and more weeks in the year. The instructional day will begin at 8:00 A.M. and continue until 4:00 P.M. Students will be in school an average of 495 minutes per day, compared to 367 minutes per day for students in NYCDOE middle schools. The School will operate for 190 days per academic year, two full weeks longer than the traditional schools, where a 180 day year is required.
- More Time on Task. In addition to extending the school year 10 days beyond NYCDOE schools, CASAL begins the school day begins at 8:00 a.m. and ends at 4:00 p.m. to accommodate extended literacy and mathematics periods and student enrichment and to facilitate academic progress for all students. Our extended afternoon hours, after 4:00 p.m., will allow educators to support students in remedial activities as well as enrichment and academic acceleration experiences for higher performing students.
- Frequent Assessment and Data-Driven Instruction. Assessment begins the curriculum development process, informs instructional practices, determines student placement and promotion and sets the instructional pace at CASAL. We will use a variety of assessment methods and instruments to generate data that determine how our academic program can best meet the needs of students to guarantee academic preparedness in all students. Our instructional staff, leadership and board all require training on interpreting this academic data to tightly tailor each student's academic program to their current academic levels.
- Comprehensive and Intensive Student Support System. CASAL is aware of the social and emotional development that marks the onset of adolescence. Students will also develop a supportive relationship with an academic advisor who assists with student academic and social growth. Our staff, is therefore, trained on identifying and addressing issues in adolescence that may hinder academic success.

g. Target Population/Community Served: Briefly describe the school's target population and the community that the school intends to serve;

CASAL students will reflect the community of Bushwick, Brooklyn (Community District 4) and Community School District 32. CSD32 is located in Northern Brooklyn. The total population of those under the age of 18 in CD4 was 28,402 in 2010 or 25.3% of the total population. According to the most recent City Data numbers, CSD32 student population is predominately African-American and Hispanic (20.1% and 65.4% respectively). On 2014 ELA assessments, the District aggregate for students in grade 3-8 who scored as proficient was 18% and the number of proficient students in Mathematics at levels 3 and 4 are 20%.

- h. **Replication of High Quality School Models:** Replication implies the establishment of a new school that uses the educational model, corporate and governance structure, and financial and operational processes that have been effective in a replication model school and where there is an ongoing relationship between the schools. A replication may take the form of adding one or more schools to an existing Board of Regents-authorized education corporation or consolidating one or more schools operated by separate education corporations into a new education corporation.

Not Applicable

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. (For replication applications, please explain the extent to which strategies may vary from those used by the model school).

Describe the school's strategies to attract and recruit its students, specifically:

- a. Those identified in the school's mission,
- b. Students with disabilities,
- c. English language learners, and
- d. Students who are eligible applicants for the free and reduced price lunch program.

Describe the school's strategies to retain its students, specifically:

- a. Those identified in the school's mission,
- b. Students with disabilities,
- c. English language learners, and
- d. Students who are eligible applicants for the free and reduced price lunch program.

CASAL will meet with and give marketing materials to personnel on the Committee for Special Education and CBOs serving Special Ed or ELL students in the neighborhood and vicinity, as well as local organizations serving non English speakers and immigrants. To reach families who are traditionally less informed about educational choice options, the planning team will contact local child welfare services, organizations that provide services for new immigrants, English language schools, homeless shelters, foster care centers, and organizations that provide basic educational services for adults. As part of the outreach plan, the planning team will issue Public Service Announcements (PSAs) on local radio stations and Spanish language channels; organize free, public information sessions, and approach local newspapers, in both English and Spanish, to arrange interviews about the school. The school will build a website and utilize social media as well as traditional means to reach the public.

CASAL will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. CASAL's core application process will run from January – April and then accept on a rolling basis. Before January, CASAL will advertise open registration. All applications must be received by April 1 to be included in the lottery. If the number of applications received exceeds the number of available seats, an individual unaffiliated with the school will conduct a random lottery selection process. Applicants, who are not selected through the lottery, will have their name placed on a waitlist. Homeless youth, or youth who may be unaccompanied, may submit an enrollment application. Within two weeks of the admission lottery, admitted students will receive an enrollment packet. CASAL will encourage parents, caregivers and students who need or want assistance to meet with faculty to review and complete the required enrollment papers.

Targeting “At-risk” Student Population and Lottery Process: The Academy will conduct additional outreach to ensure that sufficient numbers of special needs students are aware of the lottery and participate. CASAL defines “at-risk” students as those who are or have ever been enrolled in the child welfare system, are homeless, or are graduating from a middle school where over 50% of students perform below grade level on the state ELA exam. If a lottery is necessary, admission preference will be granted to applicants in the following order:

- First preference will be given to returning students, who will automatically be assigned a space within CASAL.
- Second preference will be given to siblings of students already enrolled in CASAL. For definition purposes, “siblings” are two or more children that are related either by birth, the same father or mother, by legal adoption or guardianship.

- Third preference will be given to students who fall within the school's definition for risk of academic failure, regardless of residential school district.
- Fourth preference will be given to students who reside in CSD 32.
- Remaining slots will be available to non at-risk applicants residing outside of CSD 32.

Retention: CASAL Personal Learning Plans will provide highly customized programming for each student. The program and curriculum structures allow the faculty to customize the pace of learning and accommodate different learning styles, providing extra support and thus preventing failure. Moreover, many students struggling with traditional academics often have extraordinary talent and skills. CASAL will focus and build on those talents and strengths to achieve academic success for all students. The advisor for each student will serve as the primary point of contact for retention by collaboratively designing and implementing the Personal Learning Plan with and for said student, tapping subject matter and learning specialists as required. Finally, CASAL will focus on advisory and mentorship framework helps students mitigate the challenges and will allow for greater accountability and deeper learning.

The planning team will also meet with the Superintendent of Community Education Council 32 (CEC 32), to discuss plans for the school and determine how best to add value to the Community's education portfolio.

IV. Public Outreach and Community Support

- a. Describe the public outreach conducted to date to solicit community input regarding the proposed school. This may include public meetings held, discussions with community parents, stakeholders or organizations, public awareness campaigns, media coverage or results from surveys conducted.**

CASAL has conduct local community outreach through info session conducted at Pilgrim Baptist Church located on Central Avenue & Schaeffer Street in Bushwick. The result of which can be realized in the parent interest petitions provided in this LOI. CASAL has also been in dialogue with and has received the Support of Elected Officials, Community Based Institutions and Local Religious Groups. Included in this Letter of Intent are samples of this support, which includes US Congressman Hakeem Jeffries, NYS Senator Martin Dilan, NYS Senator John Sampson, NYC Councilman Raphael Espinal, Brooklyn Borough President Eric Adams, Good Samaritan Gates Child Development Center, Bushwick United Development Fund Early Learn, Brooklyn Community Parents Head Start Program, Friends of Crown Heights Educational Center, Concourse House Day Care, Child Care Smarts, Pilgrim Baptist Church & St. Paul Community BC. We are awaiting other letters from similar constituencies and will include with the full application. We are also in the process of establishing additional Information sessions as well as a public outreach campaign, which will include social media, focus groups, press releases to city-borough-community news outlets, and traditional word of mouth outreach to local community members and constituencies.

- b. Describe your initial assessment of parent interest in your proposed charter school to allow the school to reach its anticipated enrollment. Include in your response a description/analysis of any data you have collected to support the initial assessment of interest.**

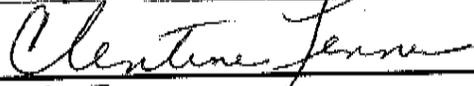
CASAL has engaged the parent and family constituency of Bushwich (CSD32) and its neighboring CSD 16 (Bedford-Stuyvesant) to gauge interest in a new public school option. To date CASAL has collected over 230 signatures demonstrating overwhelming interest in our vision. Please reference these parent petitions in attachment 3.

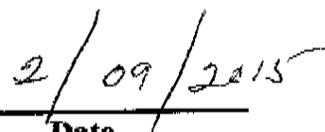
V. Proposed Board Chair Signature and Date

The last page of the Letter of Intent must be signed and dated by the proposed board chair of the new school (or the current board chair of an existing Board of Regents-authorized education corporation that seeks to replicate an existing school) before uploading the document into the portal.

Lead Applicant(s) Signature and Date:

Lead Applicant(s) Signature and Date:





Clentine Fenner

Date

Attachment 1

Central Avenue Charter School for Academic Leadership Proposed Founding Board of Trustees

Table 1: Applicant Group Information

Table 1 is not counted toward the page limits
*Minimum of 5 members must be designated as Trustees

Applicant Group Member Name/Email Address	Current employment	Relevant experience/skills and role on applicant group (Key Words)	Proposed role(s) if any (Trustee, Employee, or None)	Proposed Position on the board (e.g., officer, trustee, or constituent representative)	Length of initial term	Voting Member Y/N
John Smith email@gmail.edu	NYU Education Professor	Curriculum Development Education Plan Committee	Trustee	President	1 year	Y
Clentine Fenner [REDACTED]	Director, McDonough Street Community Center	Academic, Administrative Managerial, Non-Profit,	Academic, Governance	Board Chair	2 years	Yes
Maureen Johnson [REDACTED]	Early Childhood Trainer, NY Works for Children	Academic, Early Childhood, Education	Academic, Curriculum, Special Needs	Trustee	2 years	Yes
Shenna Buie [REDACTED]	School Counselor, NYCDOE	Social Services, Student Support Services, Counseling	School Support Services & Ancillary Services	Trustee	2 years	Yes
Melissa Neal-Washington [REDACTED]	Specialist, NYC Department of Social Services	Social Services, Africana Studies	Support Services, Special Needs	Trustee	2 Years	Yes
Tosha Miller [REDACTED]	Vice President, Citigroup Global Markets	Financial, Administrative, Operations, Compliance, Analytics, Project Mgmt.	Finance, Operations	Trustee	2 Years	Yes
Andre Lake [REDACTED]	Executive Director, Brooklyn Empowerment Neighborhood Initiative	Community Development, Youth Services, Finance, Administration, Operations, Psychology Non-Profit	Support Services, Ancillary Services, Finance, Operations	Trustee	2 Years	Yes