



# PHASE I: Letter of Intent

Created: 06/21/2016

Last updated: 06/22/2016

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 (operates no charter schools to date) or an Existing Education Corporation (operates a least one charter school) is submitting this Round 1 Letter of Intent.**

Applicant Group LOI to establish a single, new charter school

### **Proposed Charter School Name**

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

School Name	Hebrew Language Academy Charter School 2
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	K-5
Max Number of Students During Initial Term	489

### **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
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		(###-###-####)	
Proposed/Current Board Chair	Adam Miller	██████████	██████████ <a href="#">m</a>
Public/Media Contact Person	Mark Fink	██████████	██████████

## List of Key Design Elements

(Integral to the school model, these elements should be reflected throughout the application)

1	Rigorous Common Core Aligned Curriculum
2	Longer School Day and Year (Increased Time on Task)
3	Gradual Release of Responsibility Instructional Model (Workshop Model)
4	Hebrew Language Instruction
5	Proficiency Approach to teach Hebrew
6	Co-teaching Model
7	Comprehensive Intervention Program for At-Risk Students
8	Embedded PD and Career Pathways
9	Socio-Economic Diversity in Student Population
10	Service Learning

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

[www.hlacharterschool2.org](http://www.hlacharterschool2.org)

**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.**

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	Hebrew Charter School Center
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Partner Organization 1	(No response)
Partner Organization 2	(No response)

**Proposed Board Chair Signature**

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



**Date**

2016/06/24

**Thank you for completing this form.**

## 1. Applicant Group

a. **Name, contact information and current employment:** See Table 1

b. **The role that each member has or will hold:** See Table 1

c. **Public Contact:** Mark Fink, Phone: [REDACTED]

d. **Application History:** Members of our current applicant group have previously applied to the NYS Board of Regents and SUNY Charter Schools Institute to open Hebrew Language Academy Charter School 2 (HLA 2) in 2015 and 2016, respectively. In both cases, the application was withdrawn. In deciding to now re-submit the HLA 2 application to the Board of Regents, we carefully reviewed feedback we received from NYSED in 2015 and from CSI earlier this year. NYSED had two overarching considerations for us to examine if we re-applied. The first was that at that time reviewers felt there was not enough student assessment data available to support the efficacy of the proposed instructional model and core curriculum. While not a true replication<sup>1</sup>, HLA 2 is replicating the academic and operational model of both Hebrew Language Academy Charter School (HLA) in CSD 22 and Harlem Hebrew Language Academy Charter School (Harlem Hebrew) in CSD 3. HLA now has three years of NYS ELA, math and science testing data. Both schools also have internal assessment data in ELA, math and Hebrew language. These data demonstrate significant growth and achievement of students over time. Our full application, if invited to submit one, will *convincingly support* the effectiveness of our educational program based on HLA's and Harlem Hebrew's strong academic data.

NYSED also indicated a need for a greater degree of community outreach and input to assess community support and to determine the needs of CSD 21 students and more clarity around how the information gathered contributed to the shape of the proposed school. The depth and breadth of our community outreach and engagement efforts that were described in our most recent application to CSI and our continued outreach in the community demonstrate the seriousness and commitment with which we responded to this feedback (indeed, in oral feedback we received, CSI was impressed with our deep presence in the community). In particular, we more fully engaged with two important constituencies of our proposed K-5 school: parents of preschool children and preschool directors. Much of the outreach that took place since the fall of 2015 and the feedback received and solicited through surveys have been to and from these CSD 21 constituencies. It is important to emphasize the fact that we are presenting to the community a well-honed educational model that has been modified over several years of HLA's operation in CSD 22 (which has a community demographic similar to CSD 21) and Harlem Hebrew in CSD 3 and that continues to be reflected upon, fine-tuned and improved in response to student assessment data and the needs expressed by parents and teachers. As such, parents and preschool directors felt HLA 2's key design elements were already responsive to the needs of CSD 21. Where there were recommendations (chess, music, instructional strategies and staffing for ELLs, a school community that promoted cultural diversity, tolerance and mutual understanding), they were already elements of our school model and expected culture. Other recommendations offered were elements we would be open to incorporating in the first charter term (e.g. after school programs to help working parents) while others (e.g. study of a second foreign language in addition to Hebrew) we planned to incorporate when the school grew to middle school.

CSI's overarching consideration for us was the human capital strategy of our proposed CMO, Hebrew Charter School Center<sup>2</sup> (HCSC), and to present more concrete evidence that it can

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<sup>1</sup> As defined on p. 18 of the 2016 *Board of Regents New Charter School Application*,

<sup>2</sup> HCSC is currently undergoing a name change to Hebrew Public. However, throughout this LOI, the CMO is still referred to as HCSC.

support the hiring of teachers and school leaders, as well as supporting their growth and ongoing development. We believe we can adequately address this concern as HCSC has since expanded its staff to include the Director of Recruitment and Talent who is already deeply engaged in the recruitment of school leadership and teachers for both HLA and Harlem Hebrew for the upcoming school year and for HLA 2 should it be authorized.

**Attachments:** Table 1: *Application Group Information* and Attachment 5a: *New Applicant and Prospective School Trustee Background Information*.

**II. Proposed Charter School Information**

- a. **Proposed school name:** Hebrew Language Academy Charter School 2 (HLA 2)
- b. **Proposed school location:** Brooklyn, NYC, CSD 21. We will request to be sited in a NYCDOE facility while also actively exploring private facility options.
- c. **Planned grades and enrollment:** The following table takes into account student attrition.

Grade	2017-18	2018-29	2019-20	2020-21	2021-22
K	87	87	87	87	87
1	75	87	87	87	87
2		75	87	87	87
3			72	83	83
4				69	79
5					66
<b>Total</b>	<b>162</b>	<b>249</b>	<b>333</b>	<b>413</b>	<b>489</b>

- d. **Proposed management and/or partner organization(s):** Hebrew Charter School Center
- e. **Proposed school mission:** Hebrew Language Academy Charter School 2 will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, Hebrew Language Academy Charter School 2 will offer an academically rigorous K-5 curriculum, which includes intensive instruction in the Hebrew language. Students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.
- f. **School overview:** HLA 2 is a proposed K-5 charter school that will be located in CSD 21 and modeled after HLA and Harlem Hebrew. Core to HLA 2's mission is to create a school that is racially and economically integrated. There is significant evidence that all students, especially low-income students, benefit academically from attending schools that are diverse. In addition, there is an array of additional benefits for all students from attending diverse schools in terms of social capital, cross-cultural communication, empathy and appreciation of difference and exposure to multiple learning and communication styles, all of which will provide tangible benefits in college, the workplace, and society for all of our students.

HLA 2 will devote significant instructional time to core academic subjects to ensure student mastery of NYS Common Core Learning Standards (CCLS) and will set high standards for and expect high levels of achievement from all its students. Each week, students will receive 10 hours of ELA, 5 hours of Math, 3 hours of Social Studies, 2¼ hours of Science and 5 hours of Hebrew instruction. In addition, students will participate in 3 hours of gym, 3 hours of the arts and 1 hour of chess weekly. HLA 2 will have a longer school day (8 am-3:30 pm) and school year (185 days) than district schools. Increased learning time will benefit all students, especially those who are identified as being at risk of academic failure.

HLA 2 will use the Gradual Release of Responsibility instructional model (more familiarly known as the workshop model), which is highly effective in working with heterogeneous

classrooms of students, including students with disabilities (SWD), English language learners (ELLs) and Title I students. The workshop model is consistent with our commitment to a balanced instructional approach and builds capacity in teachers to differentiate instruction through the use of assessment data to identify students' needs. HLA 2's comprehensive assessment program will include a variety of formative and summative tools.

An integral part of HLA 2's mission is the study of the Hebrew language. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual, bi-literate, and cross-culturally competent, better preparing them to be active participants in the global community. Hebrew is taught using the Proficiency Approach, considered by the American Council on the Teaching of Foreign Languages as the gold standard for teaching foreign language. Like the workshop model, the Proficiency Approach is an assessment-driven approach with instruction constantly informed by an on-going assessment of the learners' abilities to function in the target language.

A unique instructional element will be HLA 2's co-teaching model allowing students to benefit from the instructional intensity that is derived from having two teachers in the classroom. Co-teaching will manifest itself through two general studies teachers co-teaching in Readers Workshop and Math. In Hebrew, students will benefit from a Hebrew instructional team supporting differentiated instruction in diverse Hebrew language abilities. As often as possible, co-teaching will be evident in other content areas, such as science and social studies, and will consist of the general studies and Hebrew teachers so as to integrate Hebrew into these subjects.

As our mission statement attests, we seek to imbue students with values of understanding and respect for others. Through the integration of an experiential service-learning curriculum that promotes social responsibility through a cycle of action and reflection, students will work collaboratively through a process of applying what they are learning to community problems.

We will invest in strong leadership and highly qualified and experienced teachers. Our approach emphasizes embedded professional development as reflected in full-time Directors of Curriculum and Instruction, for both the General Studies and Hebrew programs, in addition to the Head of School who acts as educational leader. Embedded staff development ensures teachers are fully supported and their instructional capacity is strengthened and deepened as the school continues to grow and develop. Our organizational structure will be further bolstered by our planned engagement of HCSC as our CMO. We believe that with CMO support in both the educational and operational realms, HLA 2's leadership will be better able to direct its focus on continual improvement of student performance.

HLA's 2015 NYS test results demonstrate that students have benefited academically from the proposed HLA 2 model. In ELA, 42% of HLA students met proficiency standards, compared with only 32% in CSD 22 and 31% in NYS. In math, 64% of HLA students met proficiency standards, compared with only 44% in CSD 22 and 38% in NYS. Not only did greater percentages of HLA students earn a Level 3 or 4 on the NYS ELA and math tests, fewer of them earned a Level 1 across the board. 20% of HLA students earned a Level 1 in ELA, compared to 34%, 40% and 41% in CSD 22, NYC and NYS respectively. In math, only 17% of HLA students earned a Level 1, compared to 29%, 36% and 36% in CSD 22, NYC and NYS, respectively.

g. **Target Population:** CSD 21 is an ideal district to site HLA 2 as it reflects the racial, economic and language diversity we seek. According to the 2014-15 NYS District Report Card, CSD 21 was comprised of 17% Black, 25% Hispanic, 25% Asian/Native Hawaiian/Other Pacific Islander and 32% White students; 70% qualified for free- or reduced-priced lunch (FRL); 16%

were ELLs, and 16% were designated as SWD. The *2013-14 Student Demographic Report* from the NYCDOE Office of English Language Learners indicates the top five home languages for CSD 21 students for the K-5 grade span were Spanish, Chinese, Russian, Urdu and Uzbek. HLA 2 students will reflect this diversity. CSD 21 is also in need of strong public school options as is evident by student performance on the 2015 NYS ELA and math assessments<sup>3</sup>. On the ELA assessment, only 34% of Grade 3-5 students were proficient and the achievement gap between at-risk groups and their non-at-risk peers is wide. Only 7% of ELLs were proficient versus 38% of English proficient (EP) students; 8% of SWD versus 42% of general education students (GE); 29% of FRL students versus 47% of non-FRL students and 14% of black and 21% of Hispanic students versus 47% of Asian and 41% of white students. The results on the 2015 NYS Math assessment was similar—47% of all students were proficient while the disaggregated data shows the achievement gap persists: 20% of ELLs, 52% of EP, 22% of SWD, 53% of GE, 41% of FRL students, 60% of non-FRL, and 19% of black, 30% of Hispanic, 64% of Asian and 54% of white students were proficient. Based on a model that supports student achievement, HLA 2 will be an important CSD 21 charter school option where only two K-5 charter schools currently exist.

**h. Replication of high quality school models:** HLA 2 is not a replication as defined in the *2016 Board of Regents New Charter School Application* kit. However, it is important to emphasize that while not meeting this technical definition, HLA 2 is *modeled* after both HLA and Harlem Hebrew and shares the academic model and organizational design of both schools. Similar to HLA, HLA 2 proposes to have HCSC as its CMO. Thus, HLA 2's model will be discussed in relation to that of these two schools. We will demonstrate its potential for success through an analysis of existing student achievement data and other non-academic data.

**III. Enrollment and Retention:** *Enrollment:* To meet enrollment targets, we will engage in a focused effort to attract and recruit ELLs, SWD and FRL. Outreach to these families will continue to stress our ability to serve their children with our supportive academic model that has the staffing, programs and interventions in place to meet their individual needs. We will market HLA 2 heavily to neighborhoods in CSD 21 where low-income/poverty-level families and non-English speaking/immigrant families reside. To support our efforts, we will utilize our community-based contacts and the many community leaders we have engaged and will continue to engage, including clergy, elected officials, nonprofit administrators, directors of preschools programs who serve immigrant/non-English speaking and/or economically disadvantaged constituencies. All recruitment and application materials will be available in the dominant languages of the community just as all marketing and community outreach material that we have developed and utilized thus far have been made available in multiple languages. We will host family information sessions in such venues as houses of worship and local CBOs (especially those that have preschool programs serving low-income children, ELLs and SWD). We will highlight the academic program, inclusive school culture, intervention services and instructional specialists specifically focused on ELLs, SWD and Title I students. We will also target preschools which serve SWD and network with early intervention providers to reach parents of SWD. We will conduct mass mailings of our marketing materials and applications to targeted zip codes and will place ads in local papers, including those targeting immigrants and minorities.

*Retention:* Our commitment to parental support and engagement will help us retain at-risk students. We will ensure all parents of at-risk students feel welcomed as an integral part of the community. We will be sensitive to the needs of parents (for instance who may have work or have childcare constraints due to their socioeconomic circumstances) by offering a flexible

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<sup>3</sup> <http://data.nysed.gov/profile.php?instid=800000044121>

schedule for parents to attend parent teacher conferences, PTA meetings and other events that are necessary to support their child's education and engage them in the school community. We will ensure these meetings and events are accessible to non-English speaking parents through translators. Parents will keep their children in HLA 2 because they will be confident we can meet their needs through our comprehensive academic intervention program designed to support SWD, ELLs and Title I students. HLA 2 will have a strong Response to Intervention process to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education staff, ELL and reading specialists, and social workers. For SWD, we intend to provide resource room, SETSS and potentially ICT classrooms within a particular grade and will also contract with outside providers for related services not provided by HLA 2 staff. For ELLs, we will have at least one ELL Specialist who will provide direct support to ELLs as well as work with classroom teachers in incorporating specific strategies like sheltered instruction in their classrooms to support ELLs (and former ELLs) in reading and math skills and in acquiring content knowledge. Title I students will benefit from a reading specialist who will work directly with them while supporting their classroom teachers in incorporating research-based interventions in their classroom teaching.

#### **IV. Public Outreach and Community Support**

a. **Public Outreach:** See Table 2 and Table 2a.

b. **Initial Assessment of Parent Interest:** Our initial assessment of interest indicates that there is sufficient demand to meet planned enrollment. We have been engaged in community outreach for HLA 2 since 2013. Throughout this time, we have received overwhelming feedback from the community through surveys, community meetings, day care meetings, open houses at HLA, and meetings with elected officials that parents of prospective HLA 2 students and a diverse cross section of community stakeholders desired our school. Over 200 respondents completed our survey. Almost 75% of respondents were parents of K-5 students. We assertively sought feedback from a diverse constituency, to reflect the community we will serve and confirm that considerable interest exists across families of varied ethnicities. Fifty-nine percent (59%) of the survey respondents identified as black, 33% as white, 20% Hispanic and 5% Asian/Pacific Islander (respondents could choose more than one category).

Our Hebrew dual language program resonates with CSD 21: 70% of survey respondents ranked this aspect as "important" or "very important" to them. This is consistent with NYCDOE's assessment of CSD 21's interest in Hebrew as it implemented in 2015-16 a middle school Hebrew dual language program in CSD 21's IS 228. The vast majority of respondents indicated additional HLA 2 elements were "important" or "very important": extended day and year, 2 teachers in each classroom, 2 hours of daily literacy, a strong ELL intervention program, promotion of community involvement and citizenship, a diverse school community that promotes tolerance and mutual understanding, arts programs, a community that welcomes students of all backgrounds. These responses echo the feedback received in our meetings with CSD 21 stakeholders. Further evidence of CSD 21 parental demand is the fact that although it is located in CSD 22, HLA received 56 applicants for Grade K and 20 applicants for Grade 1 from CSD 21 for the 2016-17 school year even though there was no possibility of out of district applicants gaining enrollment in the school and all recruitment efforts were limited to CSD 22.

#### **V. Proposed Board Chair Signature and Date**

  
\_\_\_\_\_  
Adam Miller, Esq.

June 24, 2016

\_\_\_\_\_  
Date

**TABLE 1: /****\*Minimum o**

APPLICANT GROUP MEMBER NAME	PHONE NUMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)
Stella Binkevich	[REDACTED]	[REDACTED]	Chief of Staff to Chief Operating Officer, Liazon Benefits	Community Relations and Engagement, Operational Management, Fundraising
Susan Fox	[REDACTED]	[REDACTED]	Executive Director, Shorefront Y	Community Relations and Engagement, Nonprofit Administration and Management, Student Recruitment, Nonprofit Governance, Education
Aaron Listhaus	[REDACTED]	[REDACTED]	Executive Director for Education, Hebrew Charter School Center	K-12 Curriculum and Instruction, Community Relations and Engagement, Charter School Governance, Charter School Management, Compliance, Board and School Leader Development
Adam Miller, Esq.	[REDACTED]	[REDACTED]	Partner, Kauff, Laton & Miller LLP	Legal, Charter School Governance

Michael Tobman	718-915-6460	[REDACTED]	Principal, Tobman Strategies	Community Relations and Engagement, Public and Media Relations
Ella Zalkind, Esq.	917-796-1046	[REDACTED]	Associate, Siller, Wilk LLP	Legal, Charter School Governance, Community Relations and Engagement

**APPLICANT GROUP INFORMATION**

f 5 members must be designated as Trustees

PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Trustee	Treasurer	2	Yes
Trustee	Secretary	3	Yes
Trustee	Trustee	1	Yes
Trustee	Chair	3	Yes

Trustee	Trustee	1	Yes
Trustee	Trustee	2	Yes

**Table 2: Public Outreach Information**

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
December 2015- January 2016	Community volunteers went door to door at housing projects asking for survey responses from diverse families.	The following New York City Housing Authority housing projects in Coney Island:  <b>Carey Gardens</b> - 2946 W 23rd St <b>Coney Island Houses</b> - 2007 Surf Ave <b>Gravesend Houses</b> - 2793 West 33rd Street <b>O'Dwyer Gardens Houses</b> - 2950 W 33rd St	Residents of NYCHA housing projects (low income families)	Survey Responses indicated support of HLA 2 key design elements. Survey respondents indicated a need for after school programs at HLA 2. Were interested in an opportunity for children to study another language beyond Hebrew	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to offer after school programs to families at the school who desire this. HLA 2 has a robust intervention model that is proposed. HLA 2's plan would be to add a 2 <sup>nd</sup> foreign language of study in the middle school.	120 survey responses from predominantly African-American families
12/8/15	Families from Shorefront Y who had expressed interest in HLA 2 came to HLA for information visit and tour	HLA 1340 East 29 <sup>th</sup> Street, Brooklyn 11210	Families of prospective students	Happy with current HLA 2 planned offerings. Hopeful that HLA 2 will open in time for children to enroll.	NA	2 families attended and brought information back to community of Shorefront Y families

12/6/2015, 12/7/2015	Set up information table at Kings Bay Y during day long holiday celebration and evening afterschool pickup. Handed out flyers, had families complete surveys	3495 Nostrand Avenue, Brooklyn 11222	Community members, families of prospective students	Wanted after school programs as part of school.	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to offer after school programs to families in the school that desire it.	Over 100+ families of preschool children and school age children and preschool staff received information through this outreach.
Throughout November 2015	Direct outreach to 35 preschools in CSD 21 (see list that follows). Dropped off brochures and surveys.	See List A for names and addresses of preschools.	Parents of preschool age children and preschool directors and teachers.	Survey responses in general supported key design elements of HLA 2. Survey respondents indicated need for afterschool program, ensuring school will serve a diverse student body, wanted to know more about support services in place for ELLs and special education students.	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to offer after school programs to families in the school that desire it. HLA 2 has a robust intervention program planned.	Over 100+ families of preschool children and staff at 35 preschools received information through this outreach.
November 19, 2015	Left brochures and surveys in	1029 Brighton Beach Avenue,	Families in CSD 21	NA	NA	NA

	local grocery store	Brooklyn 11235				
November 19, 2015	Left brochures and surveys at St. Petersburg Bookstore	230 Brighton Beach Avenue, Brooklyn 11225	Families in CSD 21	NA	NA	NA
November 19, 2015	Went door to door at a housing complex, dispensed brochures and surveys, spoke to families in the community.	Amalgamated Warbasse Housing 2800 West 5 <sup>th</sup> Street Brooklyn 11224	Families residing in housing complex	Parents were interested in after school programs. Wanted to know more about enrichment programs available. They were interested in high quality public school choices.	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to offer after school programs to families in the school that desire it. HLA 2's schedule includes chess and STEAM.	This outreach reached the 100+ families that reside in the complex.
12/15/2015	Meeting elected officials to discuss Hebrew language charter schools' goal to effectively integrate public schools and embrace full diversity.	10 Murray Street, Manhattan 10007	NYC Councilman Rafael Espinal, Chairman of the Consumer Affairs Committee	Interested and supportive	NA	1
11/25/2015 11/19/2015	Information sessions held at the Shorefront Y in conjunction	3300 Coney Island Ave, Brooklyn, 11235	Families participating in Shorefront Y programs,	Wanted to know more about support programs available for	We explained our intervention programs and staffing model.	30+ families over course of two dates.

	with the Y's Thanksgiving celebrations. Open to both Shorefront Y families and the greater CSD 21 community. We presented information, handed out brochures and surveys and fielded questions, comments and suggestions		families from the greater CSD 21 community	ELLs. Wanted to know if there would be extra help (tutoring) for students who needed support. Families wanted to be kept informed on progress on HLA 2 application. They supported the Hebrew language component and longer school day and year.	We agreed to keep parents informed of the progress of our application and process for applying if approved.	
11/24/2015	Informing CEC 21 about HLA 2	PS 225/PS 771 1075 Oceanview Avenue, Brooklyn	Spoke about HLA 2 at CEC 21 during public comment portion of meeting.	CEC made a public comment that they were not supportive of charter schools.	We expressed our desire to be good neighbors to our traditional public school counterparts should our school be authorized.	Approximately 100 people.
11/24/2015	Meeting with the Brooklyn Diocese to inform them of HLA 2 plans and to secure their support and input	856 Pacific Street, Brooklyn 11238	Monsignor Kieran Harrington, Public Affairs Chairman and Vincent Levien, Political and Public Affairs Director	They recalled the Diocese's support of HLA previously at the time of its application for a charter. Continue	NA	2

				to be supportive.		
11/24/2015	Meeting with elected official to provide information on HLA 2, seek support and comment		Assemblyman Felix Ortiz-51 <sup>st</sup> Assembly District and Co-Founder of the National Hispanic Caucus of State Legislators	Interested in student diversity in charter schools.	Discussed HLA 2 interest in reversing patterns of school segregation.	1
10/19/2015	Meeting with elected official to provide information on HLA 2, seek support and comment	Kings Highway, Brooklyn	Assemblyman Bill Colton, Majority Whip.	His priority is traditional district schools and is not a proponent of co-location. But he is a proponent of community organizing and appreciates our efforts and will keep an open mind about HLA 2.	Will keep him abreast of charter school application progress	1
10/16/2015	Meeting with Representatives of Asian American community	136-17 39 <sup>th</sup> Avenue, Flushing 11354	Congresswoman Grace Meng and John Chan, Chairman of the Brooklyn Asian Communities Empowerment organization	Chan: Supportive and interested in HLA 2 proposal  Meng: Generally not supportive of public charter schools but appreciates the need for	Will keep him abreast of charter school application progress	2

				innovative school options. Prefers models that do not co-locate.		
9/3/2015	Meeting with elected official to provide information on HLA 2, seek support and comment	11 Maplewood Place, Staten Island	NYS Assemblywoman Nicole Malliotakis	Strong proponent of educational options for parents and families. Supportive.	NA	1
3/18/2015	General Community Information Session at Shorefront Y	3300 Coney Island Avenue, Brooklyn 11235	All community stakeholders, General community meeting was broadly advertised	Interest in knowing if an additional language other than Hebrew would be offered. Wanted to know how would children get in the school. Would HLA 2 be open to all children in the district? Would the school get its own building?	Fielded questions. Let families know that a second language would be offered in addition to Hebrew in the middle school but not in the elementary school	42 people (including parents of school age children)
2/3/2015	Community Information Session at Shorefront Y	3300 Coney Island Ave, Brooklyn 11235	All community stakeholders. General community meeting was broadly advertised	Interested in knowing there would be computers in the school. Liked the Hebrew language study. Would	Fielded questions, discussed the plans for STEAM education. Would be open to exploring partnerships with	24 people (included parents of school-age children)

				there be after school?	CBOs to offer after school to parents who desired that.	
1/28/2015	Information Session at HLA Event marketed in CSD 21 but held at HLA in CSD 22 so that families could visit the school upon which HLA 2 is modeled and meet school leader and instructional staff.	1340 East 29 <sup>th</sup> Street, Brooklyn 11210	Parents of children who would be age-eligible to attend HLA 2.	Parents were excited about having two teachers in the classroom. Parents wanted to know what the facility plan was for HLA 2 in CSD 21 and where the school would be located.	NA	30 parents of preschool age children.
2/3/2015	Distribution of Flyers, Brochures and Surveys at housing complexes	Amalgamated Warbasse Housing 2800 West 5 <sup>th</sup> Street, Brooklyn 11224 Trump Village 3 458 Neptune Avenue, Brooklyn 11224	Residents of the housing complexes with children	NA	NA	Materials were left under over 100 doors at each housing complex.
1/22/2015	Outreach to elected officials representing the community	209 Joralemon Street, Brooklyn 11201	Borough President Eric Adams	Supportive. Encourages not to co-locate	While HLA 2 prefers to have its own facility, it is exploring both co-location and a private facility as it must find a	1

					cost-effective facility solution in order to best be able to devote the majority of its financial resources on the educational program.	
1/22/2015 And 11/25/2015	Outreach to elected officials representing the community	7408 5 <sup>th</sup> Avenue, Brooklyn, 11209	NYS Senator Martin Golden	Golden continues to support HLA 2	NA	1
1/15/2015 And 10/27/2015	Outreach to elected officials representing the community	55 Hansen Place, Brooklyn 11217	U.S. Representative Hakeem Jeffries and Jeffries' staff member Tasia Jackson	Jeffries continues to support HLA 2	NA	1
1/30/2015	E-mail and postal mail outreach to preschool directors and preschool families, including brochures and surveys	The list of preschools in CSD 21 was secured from the NYCDOE website by filtering for all preschools in CSD 21 through the school search tool.	Preschool directors and their preschool families through turnkeying of information.	NA	NA	25 Preschool directors directly and indirectly to over 100 families who are in their preschool communities
12/2/2014	Distribution of brochures and surveys to	2904 Neptune Avenue, Brooklyn 11224	Elected officials, parents of participants in	Elected officials asked if HLA 2 would co-locate,	While HLA 2 prefers to have its own facility, it is	100+ attendees

	attendees of the Coney Island Generation Gap Masquerade Ball Fundraiser		Coney Island Generation Gap, community members	they preferred no co-location.	exploring both co-location and a private facility as it must find a cost-effective facility solution in order to best be able to devote the majority of its financial resources on the educational program.	
10/15/14, 9/21/2015 And 11/30/2015	Outreach to elected officials representing the community	36 Richmond Terrace, Staten Island, 10301	NYS Senator Diane Savino	Savino continues to be supported of HLA 2 as long as no co-location	While HLA 2 prefers to have its own facility, it is exploring both co-location and a private facility as it must find a cost-effective facility solution in order to best be able to devote the majority of its financial resources on the educational program.	1
10/20/2015 And 11/17/2014	Outreach to elected officials representing the community	445 Neptune Avenue, Brooklyn 11224	NYC Councilman Mark Treyger	Treyger continued to express interest as long as HLA 2 is not co-located	While HLA 2 prefers to have its own facility, it is exploring both co-	1

					location and a private facility as it must find a cost-effective facility solution in order to best be able to devote the majority of its financial resources on the educational program.	
11/25/2014	Outreach to elected officials representing the community	2823 West 12 Street, Brooklyn 11224	Then (now former) NYS Assemblyman Alec Brook-Krasny	NA	NA	1

LIST A Preschools		
Name	Type	Address
Bambi Day Care (KACI)	Pre-K Center	1981 Homecrest Avenue, Brooklyn, NY 11229
LIFE- Coney Island (KBWG)	Pre-K Center	2757 West 33rd Street, Brooklyn, NY 11224
M.S. SUNSHINE DAY CARE CENTER	Pre-K Center	3096 Brighton 6th Street, Brooklyn, NY 11235
Sunshine Center of Coney Island (KCED)	Pre-K Center	2929 W31st Street, Brooklyn, NY 11224
WARBASSE NURSERY SCHOOL	Pre-K Center	2785 West 5th Street, Brooklyn, NY 11224
BURATINO INTERNATIONAL DAY CARE	Pre-K Center	2962 Brighton 1st Street, Brooklyn, NY 11235
YMCA Coney Island	Community Center with PreK	2980 W 29th St, Brooklyn, NY 11224
Red Hat Day Care Center, Inc. (KBQI)	Pre-K Center	1317 East 15th Street, Brooklyn, NY 11230
Block Institute (KBAE)	Pre-K Center	133 27th Avenue, Brooklyn, NY 11214
BUTTERFLY Child CARE CENTER	Pre-K Center	2770 East 16th Street, Brooklyn, NY 11235
Shore Parkway Head Start (KBQP)	Pre-K Center	8885 26th Avenue, Brooklyn, NY 11214
PAL Carey gardens (KBBE)	Pre-K Center	2964 West 23rd Street, Brooklyn, NY 11224
SEPHARDIC COMMUNITY EARLY CHILDHOOD CENTER (KBQK)	Pre-K Center	1901 Ocean Parkway, Brooklyn, NY 11223
PAL La Puerta Abierta (KAYF)	Pre-K Center	3001 West 37th Street, Brooklyn, NY 11224
Dezzenterprise LLC (KCHX)	Pre-K Center	3524 Neptune Avenue, 1st Floor, Brooklyn, NY 11224
Yeled V'Yalda 1200 (KBXU)	Pre-K Center	1200 Ocean Parkway, Brooklyn, NY 11230
BUTTERFLY DAY CARE CENTER	Pre-K Center	2810 Nostrand Ave, Brooklyn, NY 11229
Cinderella Day Care (KBQF)	Pre-K Center	130 Brighton 11th Street, Brooklyn, NY 11235
Ronomoza, Inc. / The Learning Experience (KCIY)	Pre-K Center	412 Kings Highway, Brooklyn, NY 11223
YWCA-NYC Roberta Bright Early Learning Center (KBYC)	Pre-K Center	3001 West 37th Street, Brooklyn, NY 11224
Family Head Start Coney Island (KBWQ)	Pre-K Center	2960 West 27th Street, Brooklyn, NY 11224
Friends of Crown Heights 6 (KBQN)	Pre-K Center	49 Avenue W, Brooklyn, NY 11223

Name	Type	Address
Neptune Avenue Head Start (KATZ)	Pre-K Center	293 Neptune Avenue, Brooklyn, NY 11235
Madeline Jones Head Start	Pre-K Center	3415 Neptune Ave # 2, Brooklyn, NY 11224
NYL/WOC Bay Ridge	Pre-K Center	420 95th Street, Brooklyn, NY 11209
NYL/WOC Midwood	Pre-K Center	1520 East 13th Street, Brooklyn, NY 11230
Yeled V'Yalda ECC, Inc. (KBVO)	Pre-K Center	2166 Coney Island Avenue, Brooklyn, NY 11223
Circle, Triangle, Square Daycare, Inc. (KCJM)	Pre-K Center	2720 86th Street, Brooklyn, NY 11223
IP Kids (KCIX)	Pre-K Center	2631 86 Street, Brooklyn, NY 11223
Yam Hatorah	Early Years Program	1573 East 10th Street Brooklyn, NY 11230
Prospect Park Early Childhood	Early Years Program	1784 E 17th St
Kings Way Early Childhood Center	Early Years Program	1742 E 18th St
Yeshiva Torah Umidos	Early Years Program	1358 E 13th St, Brooklyn, NY 11230
Be'er Mordechai Elementary School	Early Years Program	1670 Ocean Ave Brooklyn, New York 11230
Yeshiva Bais Ephraim	Early Years Program	2802 Avenue J Brooklyn, NY 11210

**Attachment 2a: Initial Samples of Public Outreach: Provide ONE sample of evidence from EACH of the following categories that supports the applicant group’s outreach attempts:**

- 1. The group has informed the community about the proposed charter school including the intended location, the target student population, the grades to be served, and a description of the educational programs to be offered.**

In addition to the following brochure (which is available in English, Arabic, Mandarin, Cantonese, Urdu, Russian, Hebrew and Spanish), that was distributed throughout the community through mass mailings as well as through door to door at local business establishments, preschools, libraries and housing developments, HLA 2 had an online presence through a website and a Facebook page:

[www.hlacharterschool2.org](http://www.hlacharterschool2.org)

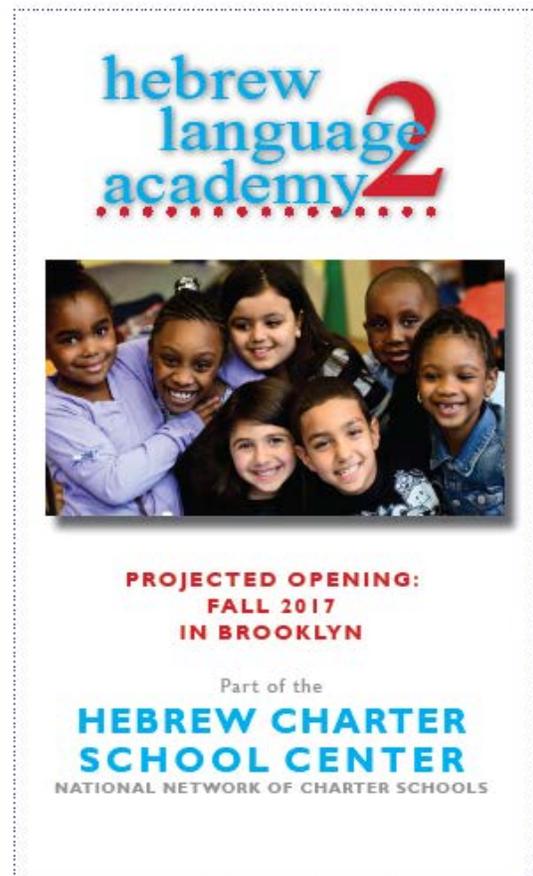
<https://www.facebook.com/HebrewLanguageAcademy2/?fref=ts>.

The website contained electronic versions of all HLA 2’s marketing materials and surveys and was a repository, along with its Facebook page, for all notices of public meetings.



Please complete our survey, which will provide you with an opportunity to help us design a school that meets your child’s needs.

To take the survey, go to:  
[www.hlacharterschool2.org](http://www.hlacharterschool2.org)



**THE HEBREW LANGUAGE ACADEMY**

**CHARTER SCHOOL 2** will offer an academically rigorous elementary and middle school curriculum that includes intensive instruction in the Hebrew language, and where students of all backgrounds will develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.



- HLA2 is being explored to potentially open in Community School District (CSD) 21 in Brooklyn. If approved for a charter, HLA2 will be a free public charter school serving students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching Fifth Grade, permission to expand to Eighth Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School (HLA), which opened in neighboring CSD 22 in 2009, currently serves 565 students in Grades K-6.

- HLA2 will be open to all age- and grade-eligible children. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school. Students will be admitted to the school through a random lottery process.

- HLA2 will have 26-28 students in each class.
- HLA2 will have an extended day (8:00 a.m. to 3:30 p.m.) and extended year (190 days of school).
- Every day, each student at HLA2 will receive:
  - ✓ 2 hours of instruction in English Language Arts
  - ✓ 1 hour of instruction in math
  - ✓ 1 hour of instruction exclusively in Hebrew.
- During the week, each student will receive:
  - ✓ 180 minutes of social studies instruction
  - ✓ 135 minutes weekly of science instruction.
- In addition to the stand-alone Hebrew class, all subjects (with the exception of English language arts) will be conducted in English with the Hebrew language integrated, so that students are able to be immersed in Hebrew to the greatest extent possible. Each child will have regular instruction in music, physical education, art and technology each week.
- Our curriculum will incorporate the study of Israel with the study of world geography, culture and history. As our children learn the continents of the world, they will come to know stories of people who have immigrated to Israel from each continent. When they learn about holidays and cultural celebrations around the world, teachers will explain how different countries celebrate their culture and compare these events with similar celebrations in the U.S. and Israel.
- HLA2 will have a student-centered approach to instruction to promote individualized instruction to meet the needs of all learners.
- HLA2's academic program will welcome and be well prepared to serve students with special needs and students who are English Language Learners.
- HLA2 will arrange yellow school bus transportation for eligible students through the NYC DOE's Office of Pupil Transportation.

**2. The group has had a public meeting with stakeholders in the school district(s) the proposed charter school may be located.**

As is evident from Table 2 Public Outreach Information, there have been a number of public meetings with stakeholders held in CSD 21 in order to inform the community about HLA 2 and seek their input regarding the proposed design of the school. We are continuing to schedule additional public meetings throughout the summer. The following is a flyer advertising two of the meetings held in November 2015.

## **A NEW HEBREW LANGUAGE PUBLIC CHARTER SCHOOL**



**is being planned  
for the children  
of South Brooklyn!**

**Come show your  
support for HLA2  
in CSD 21!**

A public hearing is being held to solicit comments regarding Hebrew Language Academy Charter School 2.

**DATES: Thursday, Nov. 19 at 8:30 a.m.  
or Wednesday, Nov. 25 at 12:30 p.m.**

**WHERE: Shorefront Y, 3300 Coney Island Avenue, Brooklyn**

Hebrew Language Academy 2 is being planned to potentially open in Community School District (CSD) 21 in South Brooklyn. If approved HLA 2 will be a free public charter school serving students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching Fifth Grade, permission to expand to Eighth Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School (HLA), which opened in neighboring CSD 22 in 2009 and currently serves 565 students in Grades K-6.

The new school will be open to all children eligible for Kindergarten and First Grade in 2016. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school.

For more information: 212-729-6234  
[www.hlacharterschool2.org](http://www.hlacharterschool2.org)

  
**HEBREW CHARTER SCHOOL CENTER**

### **3. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school.**

An interest survey was developed in order to solicit interest and feedback from community stakeholders. Please click on the following link to view the HLA 2 Survey.

<http://hlaucharterschool2.org/home/survey/>

The survey is available in English, Arabic, Mandarin, Cantonese, Urdu, Russian, Hebrew and Spanish. At the time of this submission, 210 people had completed the survey online or completed and submitted a hard copy.

**4. Comments received from the impacted community or communities concerning the educational and programmatic needs of students were addressed.**

Given that we are presenting to the community a well-honed educational model that has been modified over several years of operation in CSD 22 (which has a community demographic similar to CSD 21) and CSD 3 and continues to be reflected upon, fine-tuned and improved in response to student assessment data and the needs expressed by our parents and teachers, CSD 21 stakeholders, including importantly parents and preschool directors felt the key design elements of the school were already responsive to the needs of children in the community as the following table reveals:

<b>Community Feedback Survey Items</b>	<b>Important/ Very Important</b>
Length of school year (190 days)	78%
Length of school day (8:00am to 3:30pm)	82%
At least 2 teachers in every classroom (13:1 student to teacher ratio)	84%
Two hours of literacy each day	81%
A school community in which students of all backgrounds feel comfortable	76%
A school community that explores cultural diversity and promotes tolerance and mutual understanding	72%
Two languages taught (English and Hebrew)	69%
Instructional strategies and appropriate staffing to address the needs of English language learners	69%
A school that promotes helping others, community involvement and citizenship	76%
Art and music programs	86%
Instructional strategies and appropriate staffing to address the needs of students with special needs	74%
Curriculum that teaches about cultures around the world	81%
A community made up of children and families from diverse ethnic backgrounds and diverse economic status	74%
An academically rigorous charter school focusing on the elementary school grades	80%

The survey also contains open ended questions where respondents can provide us with their recommendations as well as concerns regarding our model. Where there were recommendations (chess, music, instructional strategies and staffing for ELLs, a school community that promoted cultural diversity, tolerance and mutual understanding), they were already elements of our school model and expected culture. There were very few suggestions about modifications or additions to the HLA 2 educational program. Among the comments of note were an interest in having us offer (1) an after school program after regular school dismissal, (2) middle school grades with the dual language Hebrew focus and (3) an additional foreign language choice (French, Russian, Spanish). We recognize the importance for parents to have quality after school options for their children and for children to be engaged in enrichment and academic activities after school.

Therefore, in response to this desire of parents, we will look to identify after school partners, like the Shorefront Y, which could partner with HLA 2 if chartered and provide high quality programming for the children of families who are interested in this opportunity and seek public funding streams such as 21<sup>st</sup> Community Learning Centers and NYCDOE Out of School Time funding.

With regard to the latter two suggestions, while we value this input from those parents who expressed these interests, our model would not be able to support these modifications in our first charter term. We seek to begin at the Kindergarten and not the middle school grades because we are committed to building Hebrew language proficiency in our students and thus need to start with language instruction at the beginning of students' academic careers. And given, we are a Hebrew language charter school our focus is on Hebrew language instruction as opposed to other language instruction in the K-5 grade span. However, upon renewal it is our desire to expand to include the middle school grades and at that stage offer students not only a continuation of their Hebrew language studies but an opportunity to explore a second language in addition to Hebrew. HLA's middle school offers Spanish to students interested in pursuing a language in addition to Hebrew. Likewise HLA 2 would be open to offering a second language should it be given the opportunity to expand to middle school and would be responsive to the interest of our parents and students as to what that second language would be. Thus, while we cannot adjust our model in the first charter term to meet this input, we hope we can eventually do so if we are approved for expansion to middle school in our second charter term.

One concern that was evident among respondents who identified themselves as black or Hispanic was that while they were overwhelmingly supportive of and eager for HLA 2 to be available in their community, there was a misperception on their part that HLA 2 would not be a diverse community that would include their children. We were deeply dismayed by this misperception particularly since the importance of creating racially and economically diverse schools, and of reversing patterns of school segregation, is core to our mission. (In fact, HCSC is a member of the National Coalition of Diverse Charter Schools and HCSC's President serves as the Chair of the Coalition's Board of Directors). The demographics of HLA and Harlem Hebrew bear this out. Harlem Hebrew's population is 36% black, 20% Hispanic, 40% white and 4% multi-racial. HLA's population is 38% black, 4% Hispanic and 56% white. Thus, our ongoing community efforts will include focused outreach to the black and Hispanic communities as well as to the Asian community to ensure that there is a clear understanding that they will be an important part of the HLA 2 school community. Our desire for diversity in our student body will also inform our school location selection. We will engage black and Hispanic families from HLA in our efforts in CSD 21 to share their and their children's experiences at HLA and its welcoming and diverse community in order to ensure minority families in CSD 21 that HLA 2 is a school for *all* children who reside in CSD 21.