

Corporation. The Corporation’s policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 1.2. Records of ProceedingsThe minutes of the Board and all committees with Board-delegated powers shall contain:

- (a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board’s decision as to whether a conflict of interest in fact existed.
- (b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 1.3. Periodic ReviewsTo ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

## **ARTICLE XII OTHER PROVISIONS**

Section 12.1 Rights of Inspection. Every trustee shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws or by law or charter agreement, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

**ARTICLE XIII  
AMENDMENTS**

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board, material amendments being subject to the approval of the State University of New York Board of Trustees or its designee.

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**CERTIFICATE OF SECRETARY**

I, \_\_\_\_\_, hereby certify:

That I am duly elected and acting Secretary of Brilla College Preparatory Charter School, and that the foregoing Bylaws constitute Bylaws of Brilla College Preparatory Charter School, as duly adopted at the meeting of the Board held on \_\_\_\_\_.

IN WITNESS WHEREOF, I have hereunder subscribed my name this \_\_\_\_\_ day of \_\_\_\_\_, 2016.

\_\_\_\_\_  
\_\_\_\_\_, Secretary

## Response 13 Governance

### (e) Code of Ethics

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees and senior staff of Brilla College Preparatory Charter Schools must conduct their affairs in the best interests of the schools; avoid conflict, or the appearance of conflict, between their personal interests and those of Brilla College Prep; and ensure that they do not receive improper personal benefit from their positions.

Accordingly, the Brilla College Prep Board of Trustees (the “Board”) has adopted the following procedures to govern Brilla College Prep’s decision-making processes. Moreover, Board Members, experts, advisors, and Brilla College Prep staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Schools’ Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
  - Student records
  - Financial information
  - Personnel records
  - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
  - Theft or inappropriate removal or possession of property
  - Falsification of documents
  - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
  - Use of tobacco or tobacco products on schools’ grounds
  - Insubordination or other disrespectful conduct
  - Violation of safety or health rules
  - Sexual or other unlawful or unwelcome harassment
  - Excessive absenteeism or any absence without notice

## **Conflict of Interest Procedures and Definitions**

1. Board Members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board Member has an Interest if the Board Member or, to the Board Member's knowledge, the Board Member's Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which Brilla College Prep is considering a transaction. Unless the Board requests their presences, Board Members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom Brilla College Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Brilla College Prep is considering a transaction.
  
2. Brilla College Prep senior staff (including, but not limited to, the Head of School or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School (or Head of School's designee), orally or in writing, any Interest as defined above, and shall, unless the Head of School (or Head of School's designee) determines otherwise, recuse her- or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an Interest in a transaction being considered by Brilla College Prep below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Brilla College Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Brilla College Prep is considering a transaction.
  
3. No Board Member or staff member shall accept or solicit payments for expenses associated with Brilla College Prep-related travel, meals, or other professional activity from actual or potential suppliers of Brilla College Prep. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for Brilla College Prep, except (a) gifts presented to Brilla College Prep where the recipient is representing Brilla College Prep and thereafter presents the gift to Brilla College Prep, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Brilla College Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Brilla College Prep, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Brilla College Prep.
  
4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees
  - a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805,

805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.

b. No trustee, officer or employee shall:

i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;

iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;

iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;

c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.

d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the schools will be given a copy of the code of ethics upon their employment of association with the schools.

## Response 13f – Complaint Policy

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Faculty, staff, and other members of the school community should always try to resolve their difficulties among themselves first. Informal consultation with the Head of School is encouraged if efforts among parties involved are not fruitful. When this is not sufficient to resolve an issue, Brilla has adopted the following policy for informal and formal complaints. Nothing in this policy shall be interpreted to interfere with a person's right to file a formal complaint under NY Education Law § 2855(4) alleging a violation of law or charter.

### **Informal Complaints**

Complaints that do not involve violations of law or the charter are defined as informal complaints. Brilla has a multi-step process for resolving informal complaints. If a member of the Brilla community believes that an issue has not been resolved through discussion with involved parties and/or school leaders, the following additional procedures are available.

1. Complainant submits an informal complaint in writing to the Head of School. Complaint forms are available at the main office and included in staff and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, and the requested remedy. A complainant shall not be limited as to the amount of text he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one.
2. A delegate from the Leadership Team will make all reasonable efforts to investigate the complaint. The investigation shall include, but not be limited to: interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint.
3. Appropriate Leadership Team member(s) shall respond to and, if necessary, remedy a valid complaint within ten (10) working days from the date the complaint was received. The appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in the appropriate teacher/student file, if applicable. The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law. The response will inform the complainant of the right to appeal to Brilla's Network Executive Director.
4. If the complainant is not satisfied with the response and remedy provided by school leadership, the complainant may appeal to Brilla's Network Executive Director within fifteen (15) days of receiving a written response/report from school leadership. The Head of School shall provide a copy of the disposition to the Executive Director if and when a complaint resolution/decision has not satisfied the complainant and an appeals

- process has been initiated. All complaints must be submitted to the Executive Director in writing, who will acknowledge receipt of said complaint within five business days.
5. The Executive Director or a delegate from the Charter Management Organization (CMO) will make all reasonable efforts to investigate the complaint. The investigation shall include, but not be limited to: interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint.
  6. The Executive Director and/or appropriate CMO member(s) shall respond to and, if necessary, remedy a valid complaint within ten (10) working days from the date the complaint was received. The Executive Director or appropriate CMO member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in the appropriate teacher/student file, if applicable. The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law. The response will inform the complainant of the right to appeal to Brilla's Board of Directors.
  7. If the complainant is not satisfied with the response and remedy provided by the Executive Director and/or CMO member(s), the complainant may appeal to the school's Board of Directors within fifteen (15) days of receiving a written response/report from school leadership. The Superintendent and Executive Director shall provide a copy of the disposition to the Board of Directors if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. All complaints must be submitted to the Board in writing, which will acknowledge receipt of said complaint within five business days.
  8. The Chair of the Board will appoint a Grievance Committee composed solely of board members to investigate the complaint. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint and present its findings and recommendations to the Board at the next regularly scheduled Board meeting. The Board will affirm or amend the Grievance Committee recommendation and shall, as necessary, direct the Superintendent and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary. The decision of the Board regarding informal complaints is final and cannot be appealed to the SUNY Board of Directors.

### **Formal Complaints**

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint directly to the Brilla Board of Directors alleging a violation of the provisions of the New York Charter Schools Act of 1998 (as amended), the charter, or any other provision of law relating to the management or operation of the school. This is defined as a formal complaint.

Brilla prefers that complainants voluntarily first use the informal complaint process described above to attempt to try to resolve their concerns with school management before bringing it to

the attention of the Brilla Board of Directors. However, nothing in this policy should be interpreted as preventing the submission of a formal complaint directly to the Brilla Board of Directors. The formal complaint process should follow these steps:

1. Complainant submits a formal complaint to the Chair of the Brilla Board of Directors. Complaints should be addressed to:

Brilla Board Chair  
Brilla College Prep  
413 East 144<sup>th</sup> St  
Bronx, NY 10454.

Complaint forms are available at the main office and included in staff and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, and the requested remedy. A complainant shall not be limited as to the amount of text he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of a complaint form and this complaint policy and procedure if complainant has not already received one. All complaints must be submitted to the Board in writing, which will acknowledge receipt of said complaint within five (5) business days.

2. The Chair of the Board will appoint a Grievance Committee comprised solely of board members to investigate the complaint. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint and present its findings and recommendations to the Board at the next regularly scheduled Board meeting.
3. The Board will affirm or amend the Grievance Committee recommendation and shall, as necessary, direct the Head of School and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing and clearly set forth the reasoning of the Board's decision and any remedial actions to be taken. Complainant will also be informed of the right to appeal the Brilla Board's decision to the Board of Directors of SUNY if the complaint involves a violation of law or charter. Complainant will also be provided a copy of the complaint information on the SUNY Charter Schools Institute's website at: <http://www.newyorkcharters.org/contact/>.
4. Any individual dissatisfied with the response of the Brilla Board of Directors may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of Brilla to the SUNY Charter Schools Institute at:

41 State Street, Suite 700  
Albany, NY 12207  
[charters@suny.edu](mailto:charters@suny.edu).

5. Any individual dissatisfied with the response of the SUNY Charter Schools Institute may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of Brilla to the Board of Regents via the New York State Education Department at:

Charter Schools Office  
Room #5N EB  
Mezzanine



89 Washington Avenue  
Albany, NY 12234.

The complainant's right to a prompt and equitable resolution of a complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

## Response 14 District and School Relations

### **(a) District relations**

As Brilla Pax and Caritas are going to be located in CSD7 - the District currently home to our existing Brilla Schools, our strategy for continuing to enjoy good relationship with the District and community include deepening our existing activities and inviting elected officials to visit the School.

We are pleased to report that as we have solicited public comment during our community outreach to date, we have received nothing but support and positive responses. We have yet to receive any negative comments and no district or private school representatives have attempted to block our progress from opening two more schools in CSD7. Rather, after writing to a long list of local elected officials, we have interfaced with community leaders at District meetings including New York State Assembly member Marcos A. Crespo and have a forthcoming meeting with NY State Senator Gustavo Rivera. Response has been very appreciative of our commitment to serve the educational needs of children and families.

Of note, the Executive Director of the Brilla Schools Network, Luanne Zurlo, assumed the role in January of this year and has spent months learning about Brilla's place in the community. It is a stated goal of Luanne at Brilla's most recent board meeting in May to extend more invitations to elected officials to visit our schools. She values their support of the results we achieve for our families and looks to their feedback to constantly improve our ability to drive quality outcomes - academic and non-academic - for all.

### **(b) School relations**

All Brilla Schools including Pax and Caritas are genuinely dedicated to being a strong and collaborative partners with both our district, charter, and private school neighbors in order to do whatever it takes to serve the children and families of our community best. As evidence of this commitment, we offer the following examples from our experience at Brilla College Prep in Mott Haven.

*Responding to the biggest need: a quality South Bronx high school*

While not the primary focus of our community outreach, we heard an overwhelming response from our parents to provide a quality option for our middle schoolers entering high school by 2020. We are proud that we are partnering with Public Prep and Mott Haven Academy to create a partnership high school so that we can provide a high-quality academic, character-building option to our middle school students. Earlier this year, we considered opening our own high school but determined that we did not have the capacity. We then learned from other community schools that they were facing the same limitations. Through further discussions around mission alignment, we are delighted to be doing the school - such a high need for parents - in partnership with like-minded school leaders and school communities.

The Network Office also takes an active role in engaging with public and private high schools to ensure our students are on the right track towards successful admissions. Network and school staff will provide support to scholars and families to help navigate the admissions process, while also coaching parents on how to successfully support their academic achievement beyond middle school.

*Relationship with charter school ecosystem in South Bronx, in NY and in the USA*

Brilla has maintained a close relationship with the New York City Charter School Center, welcoming their staff to visit often and allowing them to refer us to others who may benefit from collaborating with us. Additionally, we are involved with the Northeast Charter Schools Network and have helped our parents participate in email and postcard writing campaigns to their elected representatives and are actually seeking to become even more active with this organization. Lastly, we are in conversations with Great Hearts School among others about joining together to form an association that helps charter schools to improve their best practices around classical instruction.

Brilla recognizes there we have much to learn from others, and have therefore made it a policy to send various staff members to visits other local schools and even schools in other states. In NYC, Brilla staff and leadership have visited Success Academy Harlem Middle School East, attended the Success Academy Middle School Redesign program, and visited South Bronx Classical I. In addition, we have visited the Mustard Seed School in New Jersey to learn more about their character education and the Great Hearts Academy in Arizona to learn more about their classical education.

Brilla has also been a magnet for schools seeking to learn more about how to implement a successful blended learning program and we have therefore maintained an open door policy towards any visitor interested in touring our school, as we believe transparency and best practice sharing is the best way to help students at other schools. As such, we have welcomed teams from organizations such as the Archdiocese of New York, the Archdiocese of Newark, and Educate LLC for professional development around blended learning. We would be honored to share what we've learned with local district schools if they are also interested in piloted blended learning programs.

*Community practices*

Brilla enjoys a close relationship with daycare providers and local houses of worship in CSD 7. The substance of our activities with both daycare providers and houses of worship are both leadership conversations with pastors and directors of these centers to constantly monitor community needs. We also collaborate together to hold information sessions about topics of relevance to the community. Our trusted list of daycare providers includes: Sunshine Day Care, South Bronx Head Start, the Episcopal Social Services Head Start, Betances Early Childhood Center, Sunshine LC, Harriet Tubman Sheltering Arms, A House on Beekman Preschool, HCC Children's Center, Concord Head Start, Anna Leflowitz DCC, Salvation Army - Bronx Citadel, Iola Jordan Day Care, Tender Tot's, Starts of Tomorrow, multiple Brightside Academy centers, multiple East Side Houses, Children's Pride and Learning Through Play Pre-K. We are closest to the following houses of worship: St. Rita's Church, Immaculate Conception Church and St. Jerome's. Our parents and future parents consider our relationships with these community centers as an extension of their missions and a bridge from the home to the school community.

Brilla has also been a meaningful support to the Everyday is a Miracle food pantry at Almond Tree Church on 143rd Street. In its three years of existence, Brilla has donated 10,000, 12,000, and 14,000+ canned goods to the program, respectively and many of our third grade students have volunteered at the program regularly. This year Brilla came together with 5 other local schools to make the holiday season giving even more significant.

Brilla routinely invites neighboring schools for tours of our schools and to explore conversations around developing relationships between schools that could be mutually supportive. Since we are five-years old as a network of schools, we experience high-levels of visibility in the community and support from our parents for our model. We anticipate that - as we open more schools in the South Bronx - our scope for collaboration in the community is going to widen. We look forward to sharing that responsibility as it is part of our mission to go the extra mile not only for our students but also to improve educational outcomes for all public students.

## Response 15 Student Demand, Community Support, Recruitment and Retention

### (a) General Student Population

As described in Response 1, Brilla Pax and Caritas will serve residents of CSD 7 as well as residents from Districts 8 and 9. Each school will have 90 open Kindergarten seats in year 1 and then continue to add 90 new seats a year as we grow by one grade a year. We do not anticipate filling this number of seats each year to pose a problem for the following reasons: excessive demand for charter school seats in the Bronx and in CSD 7 / 8 / 9 in particular; excessive demand for seats at our flagship Brilla College Prep; the poor quality of choices currently available to South Bronx residents; and the excitement and support experienced during our community outreach efforts.

We summarize the following conclusions drawn from analysis of community outreach:

- There are three tiers of quality educational options for families in CSD 7 / 8 / 9
  - District - The basic option for South Bronx families is to attend a District school. Typically only 1-in-4 students at these schools reach academic proficiency.
  - Niche - An alternative option consisting of charter schools such as KIPP, Icahn, Brilla, Academic Leadership and Family Life Academies. Each of these schools has an academic model directed towards student achievement but also targets a distinct school demographic and has differing measures of academic quality.
  - Highest-Performing - The highest-performing academic charter schools in the South Bronx are four Success Academies and South Bronx Classical II.
- Of all high-performing and niche South Bronx charters schools, Brilla serves the greatest number of Latino families.
- Brilla is second only to Family Life Academy in its non-academic, school quality scores among those with a majority Latino enrollment.
- Brilla Pax and Caritas fulfill a unique need for high-engagement, character education for children in the South Bronx.

To demonstrate demand for the school, we first provide our wait list data by district. It shows that there are more families coming to us from CSD 8 and 9 than CSD 7. Our sample survey of 23 participants of our waitlist reported that 96% indicated that the South Bronx needs more Brilla schools and 78% were interested in having their son / daughter attend a Brilla school.

Please see our waitlist data below:

Brilla Waitlist Numbers for 2017-2018

<b>Grade</b>	<b>Number of Applications</b>	<b>Number of Students Accepted in Lottery</b>	<b>Current Waitlist</b>
K	614	90	331
1	181	0	172
2	179	0	190
3	186	0	199
4	159	0	171
5	103	0	106
<b>Total</b>	<b>1,422</b>	<b>90</b>	<b>1,169</b>

Brilla Waitlist Numbers for 2018-2019

<b>CSD</b>	<b>Number of Applications</b>
1-6	51
7	399
8	171
9	281
10 - 12	609
Other	60
<b>TOTAL</b>	<b>1,571</b>

For evidence of our survey results, please see R-15c Evidence of Demand and find the title, "Report for Spring 2018 Brilla Waitlisted Families Survey."

**(b) Target Population Enrollment***Enrollment targets from SUNY's Charter Schools Institute Calculator*

We acknowledge the state's preliminary enrollment and retention targets as calculated by the Enrollment Targets and Retention Targets Calculators. We have also stated our conclusion that residents from CSD 7 / 8 / 9 are going to be the future student population of the school. Additionally, we are aware that we are replicating two schools. As such, our state enrollment targets reflect one for CSD 8 and one for CSD 9 (see below). In practice, both schools will have a mix from both CSDs 8 and 9 and CSD7.

## Enrollment Targets for CSD 8

	Comparable District Percentages	Enrollment Target
Economically Disadvantaged	88.9%	403
English Language Learners	12.8%	58
Students with Disabilities	18.9%	86

## Retention Targets for CSD 8 - Brilla Pax

	Comparable District Percentages	Enrollment Target
Economically Disadvantaged	93.1%	375
English Language Learners	92.9%	54
Students with Disabilities	93.9%	80

## Enrollment Targets for CSD 9

	Comparable District Percentages	Enrollment Target
Economically Disadvantaged	96.2%	436
English Language Learners	26.9%	122
Students with Disabilities	17.5%	80

## Retention Targets for CSD 9

	Comparable District Percentages	Enrollment Target
Economically Disadvantaged	92.5%	403
English Language Learners	93.6%	114
Students with Disabilities	92.9%	74

*Recruitment of target population*

Based on our recruitment strategies and past performance at Brilla College Prep in Mott Haven, we believe the school should attain both enrollment and retention targets. We will monitor our enrollment data carefully and consider incorporating additional preferences in our admissions policy and/or changes to our intervention programs if necessary. In the past our strategy has been to engage in extensive efforts to inform families in the South Bronx and its neighboring communities about a new school. We will knock on doors and recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes and public housing. We will reach out to community-based organizations, local businesses and religious organizations to raise awareness in the community. We will conduct open houses at the location of the new schools and disseminate materials and host information sessions at day care centers, Head Start programs, public and private elementary schools, afterschool programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. We will work closely with community organizations and affordable housing projects to heavily promote and recruit among their families, hosting events in the community rooms.

Because of the increased entry of charter schools and charter operators in the South Bronx, we anticipate the need to engage in deeper recruitment than with previous school launches. In addition to having a larger network / ops team able to provide support one-year before the lottery, we will partner with daycare providers in the CSD 7 / 8 / 9 to offer free parent seminars to our future families. These seminars are a way to impart valuable parenting skills to young mothers and fathers in the community as well as to begin to build the habit of parent engagement at an early age. Seminars will be held monthly and use content from educational experts and selected texts helping parents to become involved in their child's education. They will be done by a Brilla staff member. We are interested in providing these seminars because it will help parents in the South Bronx to have more success raising their children and it will build awareness for the new schools. We anticipate that once parents experience the seminars and successfully engage their children, that they will be even more keen to enroll in Brilla.

*At-risk admission factors, set-asides and/or preferences*

As a school of choice, parents must indicate their desire to enroll their child by submitting an application. Applications will be as simple as possible, only requesting information necessary to ascertain eligibility and preference criteria, and will be available in multiple languages. We will enroll a new kindergarten class each year, fill all empty seats up through the 2<sup>nd</sup> grade, and fill up to 4 seats per grades in grades 3-5. If more students apply than the school has seats, a random lottery will be held to select students. Preference will be given to low-income students, siblings, and employees of the Brilla College Prep Education Corporation or their CMO, Seton Education Partners (no more than 15% of total enrollment for employees' children) as described further in Response 15(f) – Admissions Policy. Please note that at previous Brilla schools, we have a preference for those who live within CSD 7. However, based on our community outreach, more students from CSD 8 and 9 are likely to enroll in the school. As such, we are removing our preference for students who reside in CSD 7. Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in the school if any become available.

We will conduct a thorough recruitment process that demonstrates to parents our commitment to serving students with disabilities, English language learners and low-income students. Our marketing materials will describe our special education and ELL programs as well as our approach to individualizing instruction so all students can succeed. To ensure our program is accessible to low-income students, our admissions policy will include a preference for students eligible for free and reduced price meals. Once admitted, all students will be screened to identify special needs and our robust Response to Intervention (RTI) process will ensure all struggling students are quickly provided targeted support. We will have a full-time Special Education & Learning Support Coordinator, certified special education teachers, and a coordinated program for English language learners.

This includes offering an adequate amount of intervention and support from Brilla taking specific measures for each population. We staff each school with dedicated special education experts to assist students with disabilities. We translate all communications for parents into Spanish so that Spanish-speaking parents of ELL children may have the information and opportunity to engage with the school in an equitable way compared to native English speakers. Furthermore, the co-teacher model we employ gives us the ability to put extra time into students enabling us to respond more effectively to those students from backgrounds of economic disadvantage.

Below are Brilla's current enrollment numbers as compared to NY State and CSD 7 (site of our current schools). Brilla has outperformed its home district in enrolling ELL students. We believe these numbers demonstrate our commitment to serving all of these target populations and we will continue to strive to welcome and serve these populations using every resource at our disposal.



Student Category	NY State	District 7	Brilla
Students with Disabilities	17%	26%	20%
Economically Disadvantaged	55%	93%	93%
English Language Learners	9%	18%	32%

As evidence of our commitment to these populations and also to the effectiveness of our ability to attract and retain these special populations, we offer our track record from our flagship Brilla. We are incredibly proud to have retained 99% of ELL students, 98% of our students with disabilities, and 92% of our economically disadvantaged students.

**(d) Community Support**

Brilla’s current ability to meet demand stems from great relationships with daycare providers, business owners and community partners in CSD 7. Our outreach in CSD 8 and 9 confirmed that there is a high-level of need for replicated Brilla schools. We received this response both from the community meetings that we attended on June 14 and June 18 as well as the results we received from a telephone survey of daycare providers in those Districts.

Lastly, there is a substantial amount of community outreach done from our previous application in 2016, which we include as evidence of demand in this application. It demonstrated the need and demand for Brilla in CSD 9 as of 2016. Our outreach confirms that need and demand is relatively unchanged.

Please see R-15e Evidence of Support for details on our attendance at community meetings, results of our telephone survey of daycare providers and outreach done in CSD 9 in 2016.

Please also refer to R-15e for letters of support that Brilla received for its replication efforts from the Archdiocese of NY, Senator Serrano, the Hunts Point Alliance, St. Rita’s Church and other community partners and potential partners. Do note that some of these letters are duplicates from our 2016 application.

As a closing note about community support, we draw further attention to the results of our community meetings and survey of daycare providers in CSD 8 and 9. Both community boards and these providers have asked us to provide information sessions this fall so that parents may learn about Brilla and have the ability to sign their child up when applications open.

## Analysis of Brilla Projected Enrollment and Level of Community Support against Demand

School	Max Enrollment at End of Charter-term	Location of School	Districts Where Majority of Enrolled Students Reside	Demand Pool - (Number of Latinos in Relevant CSDs, Grades K-4)	Share of Brilla Projected Enrollment against CSD Demand Pool	Level of Community Support	Source of Claim
BCPE	450	CSD 7	CSD 7	4,950	9%	HIGH	Parent Satisfaction Surveys
Veritas	450	CSD 7	CSD 7	4,950	9%	HIGH	Parent Satisfaction Surveys
Pax	450	CSD 7	CSD 8, 9	15,630	3%	HIGH	CSD 8 and 9 community meetings CSD 8 and 9 daycare provider telephone survey
Caritas	450	CSD 7	CSD 8,9	15,630	3%	HIGH	

Response 15abd - 7

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[1] <http://www.nyccharterschools.org/sites/default/files/resources/Charter-Enrollment-Trends.pdf>

[2] <http://www.nyccharterschools.org/sites/default/files/resources/NYC-CSC-growth-15-16.pdf>

[3] <http://www.nyccharterschools.org/sites/default/files/resources/EnrollmentLottery2013ReportFINAL.pdf>

[4] <http://www.nyccharterschools.org/sites/default/files/resources/EnrollmentLottery2013ReportFINAL.pdf>.

[5] <http://www.nyccej.org/wp-content/uploads/2014/01/Download-PDF-.pdf>

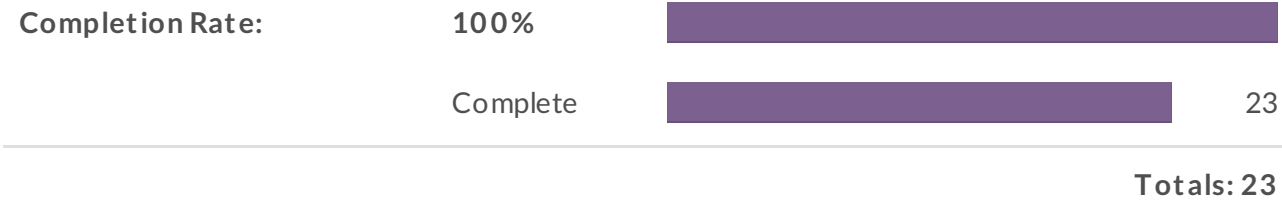
[6] <http://www.newyorkcharters.org/enrollment-retention-targets/>

## Response 15c Evidence of Student Demand

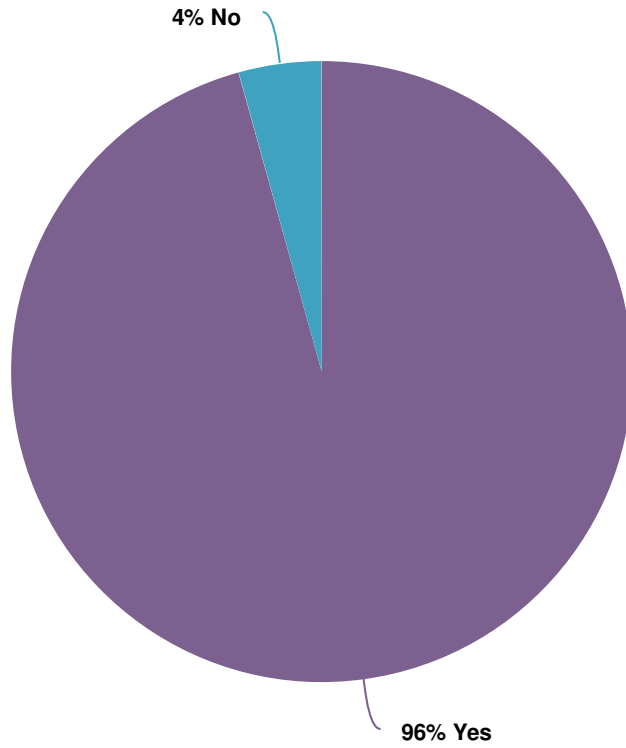
As evidence of demand, we submit a **summary report of a sample survey sent out to our wait list**. We provide documentation of **our attendance at community meetings in District 8 and 9**. We give **highlights from our telephone survey with daycare providers in District 8 and 9**. We further **incorporate specific support for a new Brilla school from the residents of District 9 dating back to 2016** when we last applied for a charter. Though our goal is to have the school located in District 7, we have evidence that families from Districts 8 and 9 are interested in a Brilla education.



# Report for Spring 2018 Brilla Waitlisted Families Survey

## Response Counts

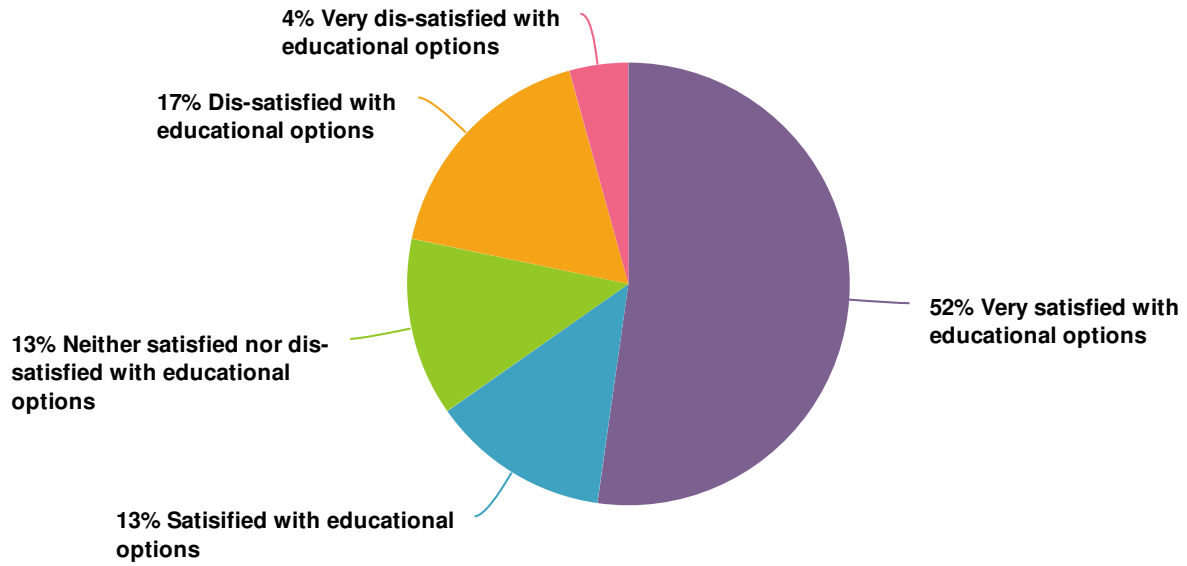







1. Do you think the South Bronx would benefit from having more Brilla Public Charter Schools?



Value		Percent	Responses
Yes		95.7%	22
No		4.3%	1
			<b>Totals: 23</b>

2. To what extent are you currently satisfied with educational options for your child?



Value		Percent	Responses
Very satisfied with educational options		52.2%	12
Satisfied with educational options		13.0%	3
Neither satisfied nor dis-satisfied with educational options		13.0%	3
Dis-satisfied with educational options		17.4%	4
Very dis-satisfied with educational options		4.3%	1

Totals: 23

3. On a scale of 1-10 with 10 being the most interested, how interested are you in your child attending a Brilla Public Charter School?

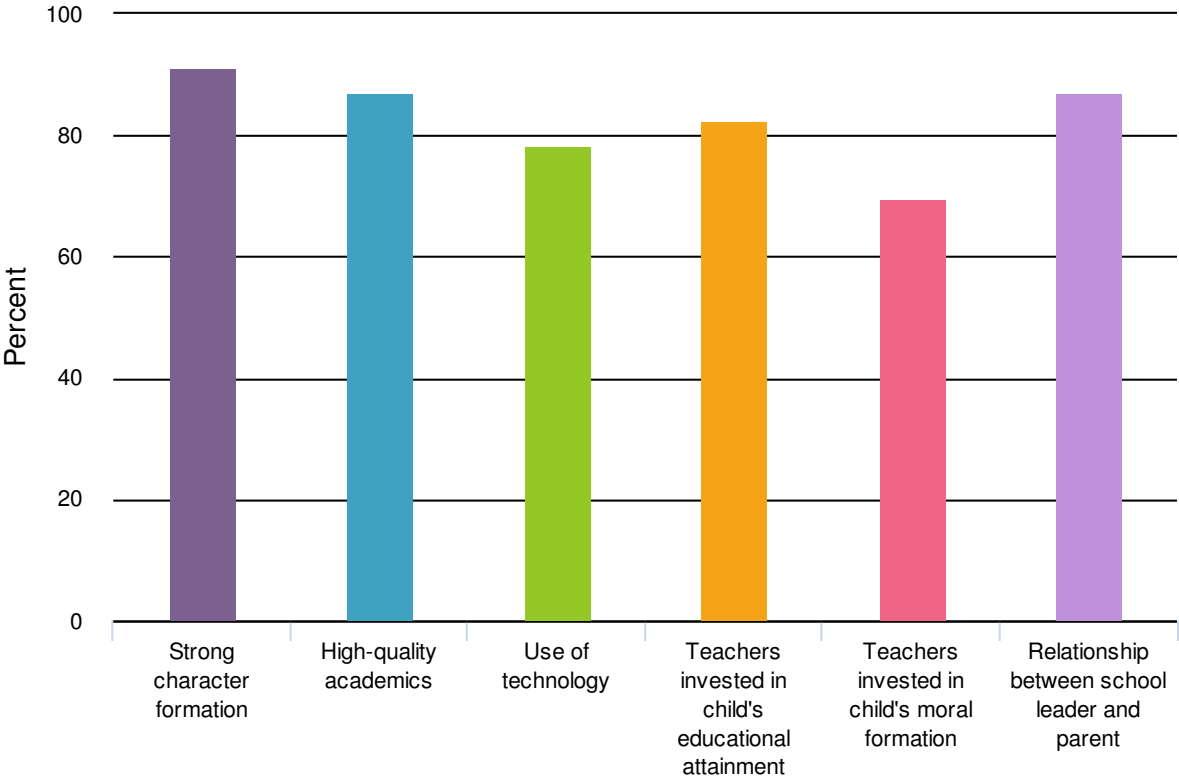
NPS Score: 69.6









Category	Percentage	Count
Promoters	78.3%	18
Passives	13%	3
Detractors	8.7%	2

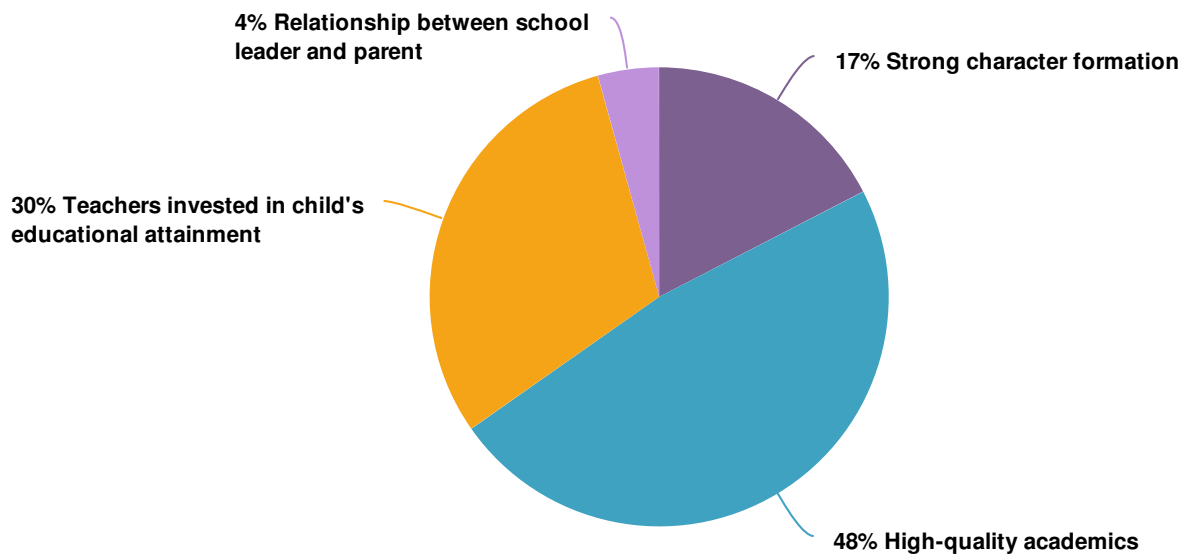
Totals: 23

4. Which of the following features is important to you regarding your child's education? Please check all that apply.







Value		Percent	Responses
Strong character formation		91.3%	21
High-quality academics		87.0%	20
Use of technology		78.3%	18
Teachers invested in child's educational attainment		82.6%	19
Teachers invested in child's moral formation		69.6%	16
Relationship between school leader and parent		87.0%	20

5. Which of the following features of your child's education is most important to you?





Value		Percent	Responses
Strong character formation		17.4%	4
High-quality academics		47.8%	11
Teachers invested in child's educational attainment		30.4%	7
Relationship between school leader and parent		4.3%	1

Totals: 23

6. If you could describe Brilla using one word, which word would you choose



7. Is there any other feedback that you would like to share about Brilla Public Charter Schools' expansion in the South Bronx?

opportunity  
experience  
education other  
options chance attending educational  
means bronx  
borough apply son  
brilla  
lacking  
classes school  
held give meet  
excellence  
standards programs



Bruno,

I spoke with our architects today and they would be excited to take a look at the plans you currently have for ArtsBridge. They actually did a job very similar to this not long ago. When you get a chance, can you send the plans?

Many thanks,

Seth

--

Seth Whetzel  
Director of New School Growth  
SETON EDUCATION PARTNERS

[REDACTED]

From: Bruno Casolari

[REDACTED]

Date: Tuesday, January 13, 2015 at 4:27 PM

To: Seth Whetzel

[REDACTED]

Subject: Thanks for visiting Highbridge CDC

Seth-

Thanks again for coming by Highbridge today. As I am sure you could tell we are very proud of our community and quite excited about the ArtsBridge project.

Seth, I also want to make an email introduction to Monsignor Donald Sakano, the President of HCDC. It might be interesting for you to have a conversation with him; I know he is interested in learning more about the vision of Seton Education Partners. His number at the [REDACTED]  
[REDACTED]

Regards,

Bruno

Bruno Casolari  
Vice-President, Program & Project Development  
Highbridge Community Development Corporation  
[REDACTED]  
[REDACTED]

• [REDACTED]  
[REDACTED]  
[REDACTED]

**From:** Donald Sakano [REDACTED]  
**Date:** Thursday, January 15, 2015 at 8:08 AM  
**To:** Seth Whetzel [REDACTED]  
**Subject:** RE: Thanks for visiting Highbridge CDC

Seth,

I am looking to meeting you. Friday, between 1:30 and 2:30 PM works for me. Will you launch a call at 1:30 pm?

Monsignor Donald Sakano



**The Basilica of St. Patrick's Old Cathedral**

263 Mulberry Street  
New York, NY 10012

**The Church of the Most Precious Blood**

109 Mulberry Street  
New York, NY 10013

**My Office:**



**From:** Seth Whetzel [REDACTED] **Sent:** Wednesday,  
January 14, 2015 3:32 PM **To:** Bruno Casolari **Cc:** [REDACTED]  
[REDACTED] **Subject:** Re: Thanks for visiting Highbridge CDC

Bruno,

It was an absolute pleasure meeting you and Mr. Batista yesterday. It was most inspiring walking around the neighborhood and dreaming with you. As a hero of mine wrote, "if you dream, then dream out loud." What is most exciting is that we share a dream of a better life for our children at highest risk and of greatest need. I am so grateful for and humbled by your invitation to come see the good work that Highbridge CDC has birthed and for your forward and creative thinking about what could be by partnering with a group such as ours.

Monsignor Sakano,

I would be thrilled by the opportunity to speak with you. Might you have any time in your schedule Thursday (tomorrow) or Friday? I am free any time besides 10:30-11am and 3-4pm Thursday and any time before noon or between 1:30-2:30pm Friday.

Very much looking forward to continuing the conversation with all of you. Let's pray for Providential guidance and wisdom as we discern a potential partnership.

All the very best,

Seth

--

**Seth Whetzel**

Director of New School Growth SETON EDUCATION  
PARTNERS

[REDACTED]

[REDACTED]

[SetonPartners.org](http://SetonPartners.org)

**From:** Bruno Casolari [REDACTED] **Date:** Tuesday,  
January 13, 2015 at 4:27 PM **To:** Seth Whetzel

[REDACTED]

[REDACTED]

[REDACTED]

**Subject:** Thanks for visiting Highbridge CDC

Seth-

Thanks again for coming by Highbridge today. As I am sure you could tell we are very proud of our community and quite excited about the ArtsBridge project.

Seth, I also want to make an email introduction to Monsignor Donald Sakano, the President of HCDC. It might be interesting for you to have a conversation with him; I know he is interested in learning more about the vision of Seton Education Partners. His number at [REDACTED]

[REDACTED]

Regards,

Bruno

**Bruno Casolari**

*Vice-President, Program & Project Development*

**Highbridge Community Development Corporation**

[REDACTED]

[Redacted]

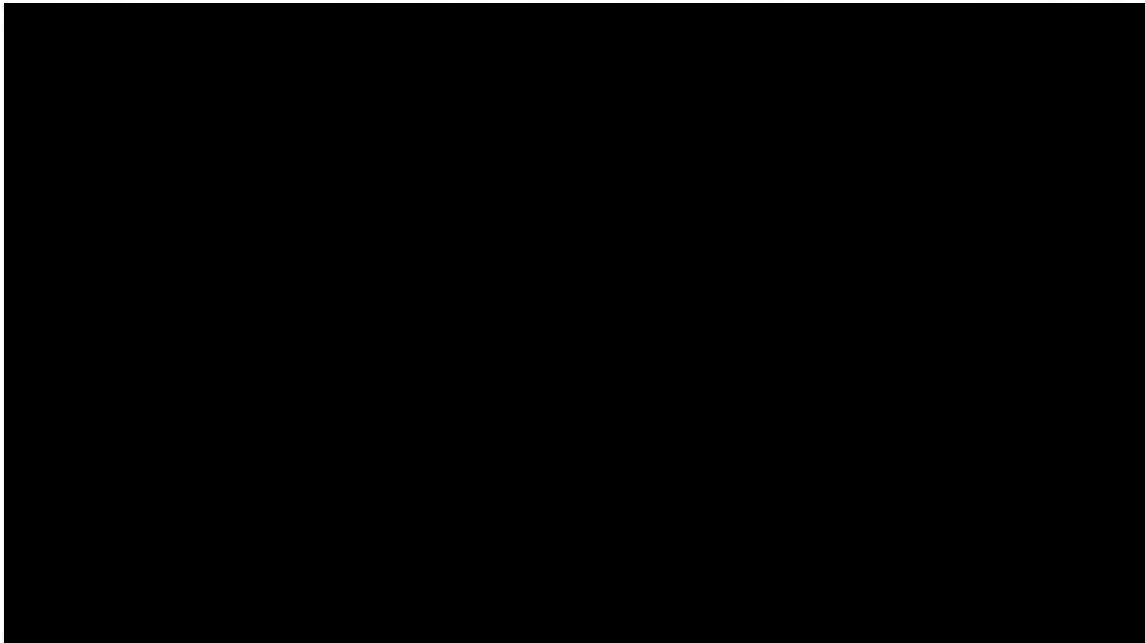
[Redacted]

**2) Posters/Fliers for our four Community Chat/Info Sessions:**





# Brilla College Prep: Shine On



## WHAT IS BRILLA?

**Brilla College Prep** seeks to provide K-8 education in the classical tradition and to help students grow intellectually, socially, and physically into young men and women of good character and spirit who are prepared for excellence in high school, college, and beyond.

Brilla scholars *shine* by living the **Brilla Core Values** of *wisdom, courage, justice, and self-control*.

Brilla's first school opened in 2013 in Mott Haven and is achieving amazing results. We hope to open our next schools in the Highbridge community.

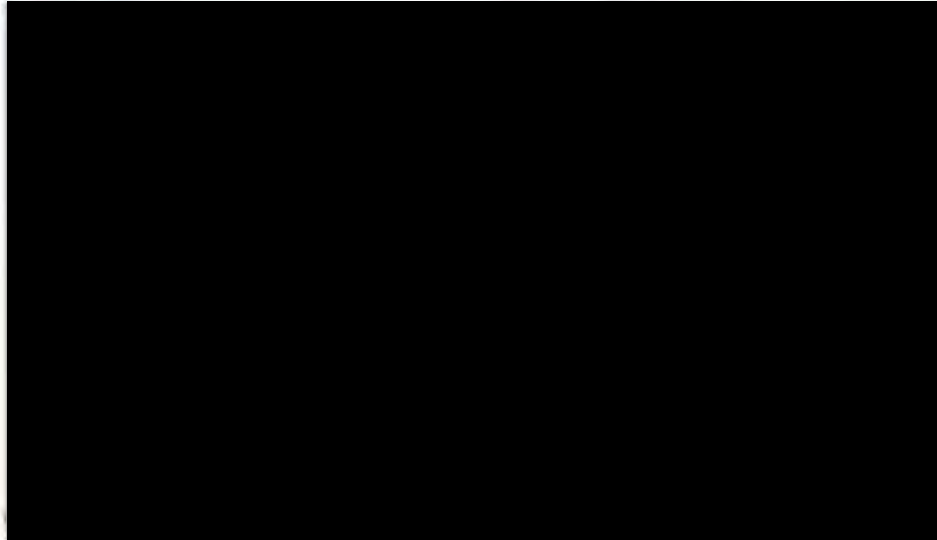
- **Possible opening: August 2017**
- **Year 1: Kindergarten and 1<sup>st</sup> Grade only**
- **Grow one grade per year to a K-8 school**

## WHY CHOOSE US?

- **FREE**
- **NO ENTRANCE EXAM (ADMISSION BY LOTTERY)**
- **FOCUS ON THE WHOLE CHILD: MIND, BODY, & SOUL**
- **GREAT ACADEMIC RESULTS**
- **CHARACTER DEVELOPMENT**
- **LOVING CULTURE**
- **FAMILY ENGAGEMENT**
- **EXTENDED SCHOOL YEAR**



# Brilla College Prep: Shine On



## WHAT IS BRILLA?

Brilla College Prep seeks to provide K-8 education in the classical tradition and to help students grow intellectually, socially, and physically into young men and women of good character and spirit who are prepared for excellence in high school, college, and beyond.

Brilla scholars strive by living the **Brilla Core Values** of wisdom, courage, justice, and self-control.

Brilla's first school opened in 2015 in Mooresville and is achieving amazing results. We hope to open our next schools in the HighRidge community.

- Possible opening: August 2017
- Year 1: Kindergarten and 1<sup>st</sup> Grade only
- Grow one grade per year to a K-8 school

## WHY CHOOSE US?

- FREE
- NO ENTRANCE EXAM (ADMISSION BY LOTTERY)
- FOCUS ON THE WHOLE CHILD: MIND, BODY, & SOUL
- GREAT ACADEMIC RESULTS
- CHARACTER DEVELOPMENT
- LOVING CULTURE
- FAMILY ENGAGEMENT
- EXTENDED SCHOOL YEAR



## Brilla College Prep: Shine On

### ¿ QUÉ ES BRILLA?

Brilla College Prep provee una educación K a 8 en la tradición clásica y apoya a los estudiantes para crecer intelectualmente, socialmente, y físicamente a hombres y mujeres de buen carácter y espíritu, preparados para excelencia en el colegio, la universidad, y la vida.

Excellens de Brilla brillan de una manera diversa los valores principales de Brilla: *subtilidad, valentía, justicia, y amorosa.*

La primera escuela de Brilla abrió en 2017 en Altona Haven y está logrando resultados increíbles. Esperamos que abra nuestra próxima escuela en la comunidad de Highfield.

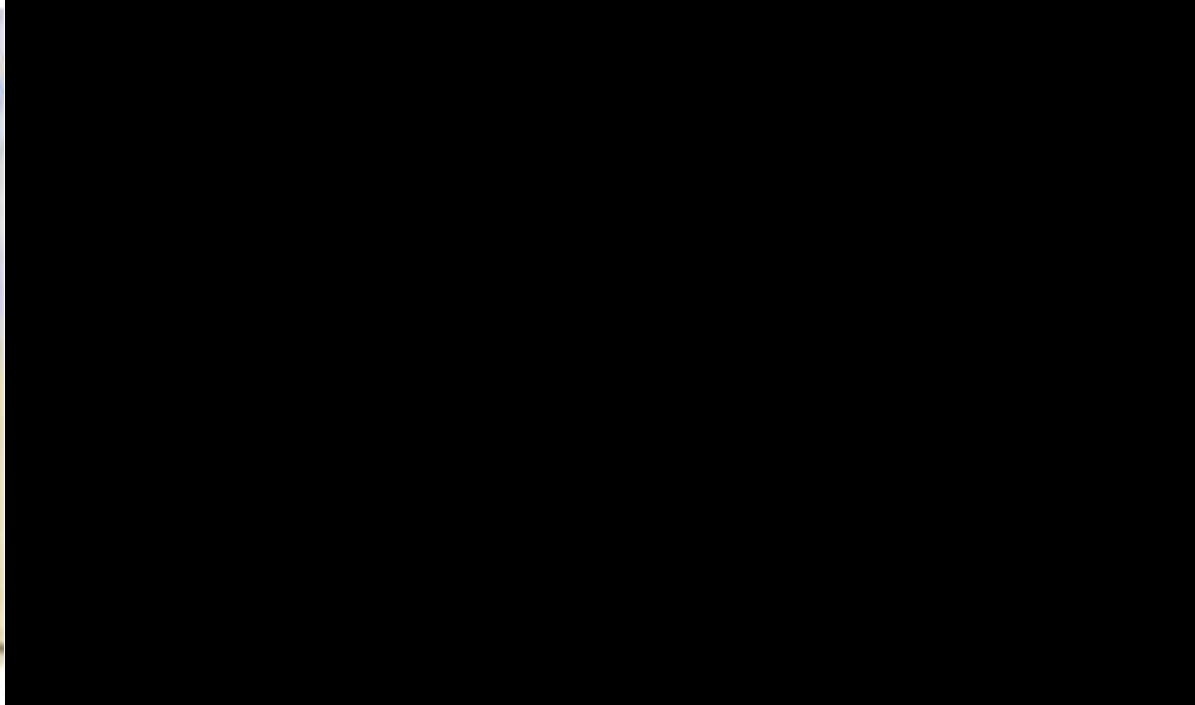
- Inauguración posible: Agosto 2017
- Año 1: Kindergarten y 1º Grado
- Crecimiento de un grado cada año hasta una escuela K a 8.

### ¿POR QUÉ NOSOTROS?

- GRATIS
- NO EXAMEN DE ENTRADA (POR SORTERO)
- ENFOQUE EN EL NIÑO COMPLETO: MENTE, CUERPO, Y ALMA
- RESULTADOS ACADÉMICOS EXCELENTES
- DESARROLLO PERSONAL DE CARÁCTER
- AMBIENTE CARIÑOSO
- COMPROMISO FAMILIAR
- AÑO ESCOLAR EXTENDIDO.



# Brilla College Prep - Highbridge Proposal for a New Public Charter School



## WHAT IS BRILLA?

Brilla College Prep seeks to provide K-8 education in the classical tradition and to help students grow intellectually, socially, and physically into young men and women of good character and spirit who are prepared for excellence in high school, college, and beyond.

Brilla scholars *shine* by living the **Brilla Core Values** of *wisdom, courage, justice, and self-control*.

Brilla's first school opened in 2013 in Mott Haven and is achieving amazing results. We hope to open our next school in the Highbridge community.

- **Proposed opening: August 2017**
- **Proposed location: 1450 Plimpton Ave**
- **Year 1: Kindergarten and 1<sup>st</sup> Grade only**
- **Grow one grade per year to a K-8 school**

## WHY CHOOSE US?

- **FREE**
- **NO ENTRANCE EXAM (ADMISSION BY LOTTERY)**
- **FOCUS ON THE WHOLE CHILD: MIND, BODY, & SOUL**
- **GREAT ACADEMIC RESULTS**
- **CHARACTER DEVELOPMENT**
- **LOVING CULTURE**
- **FAMILY ENGAGEMENT**
- **EXTENDED SCHOOL YEAR**

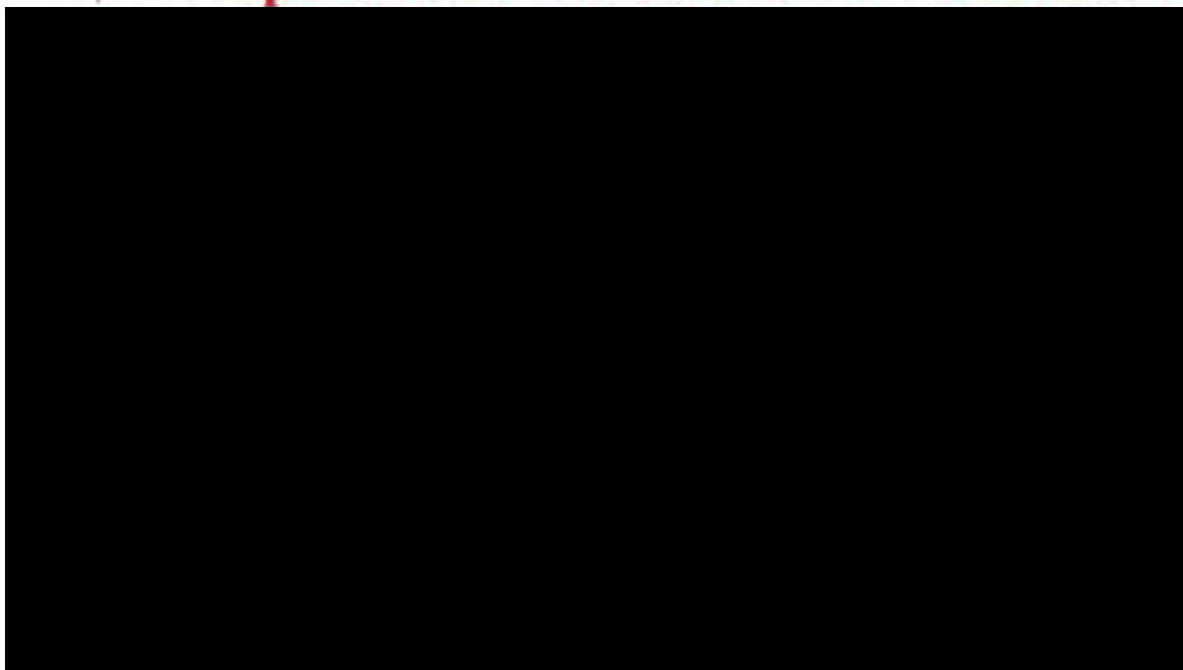
Learn more at [www.brillacollegeprep.org](http://www.brillacollegeprep.org)  
Send us feedback at [info@brillacollegeprep.org](mailto:info@brillacollegeprep.org)





# Brilla College Prep - Highbridge

## Propuesta de la Escuela Nueva Carta Pública



### QUE ES BRILLA?

**Brilla College Prep** procura proveer una educación de K-8o grado en la tradición clásica para ayudar a que nuestros estudiantes crezcan académicamente, socialmente, y físicamente. Nuestra meta es que sean exitosos en el bachillerato, la Universidad, y como adultos.

Nuestros estudiantes brillan siendo ejemplos de nuestro valores: *coraje, justicia, sabiduría, auto control.*

La primera escuela de Brilla abrió en el 2013 en Mott Haven y dio excelentes resultados. Esperamos abrir nuestra próxima escuela en Highbridge.

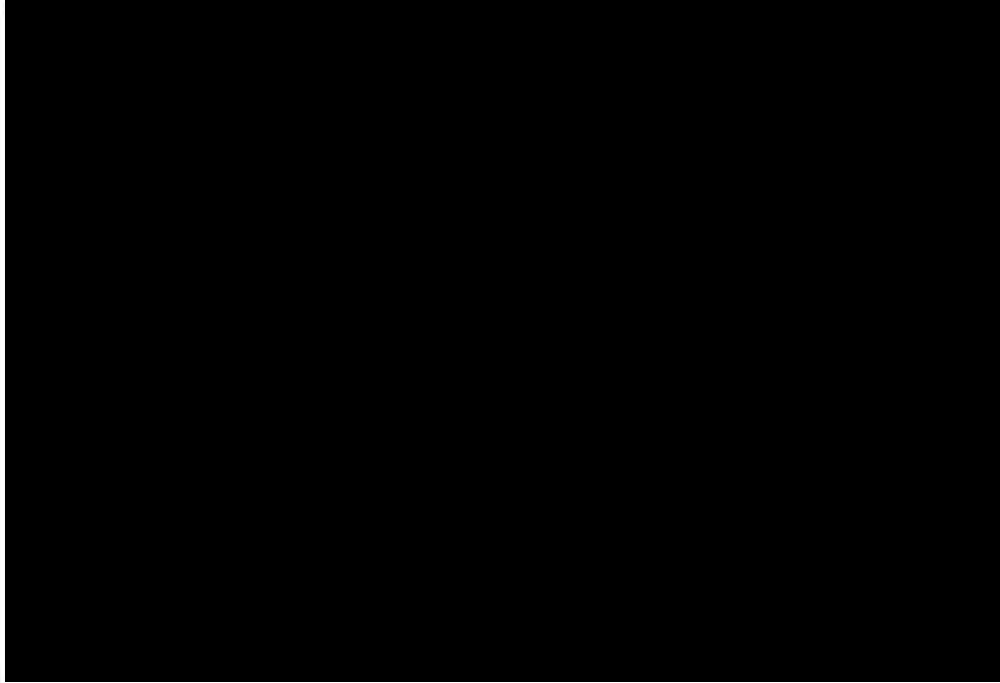
- Fecha de Inicio: Agosto 2017
- Local Propuesto: 1450 Plimpton Ave
- Grados en 2017: Kinder y 1<sup>er</sup> grado
- Creceremos por un grado cada año

### PORQUE ELEGIRNOS?

- GRATIS
- ADMISION POR LOTERIA
- ENFOQUE EN EL ESTUDIANTE ENTER (MENTE, CUERPO, ALMA)
- EXCELENTES RESULTADOS ACADEMICOS
- DESARROLLO DE CARACTER
- CULTURA AMOROSA
- PARTICIPACION FAMILIAR
- CALENDARIO EXTENDIDO

Aprenda más en [www.brillacollegeprep.org](http://www.brillacollegeprep.org)  
Mandemos sus ideas a [info@brillacollegeprep.org](mailto:info@brillacollegeprep.org)

### 3) Postcards sent to all Brilla waitlisted families



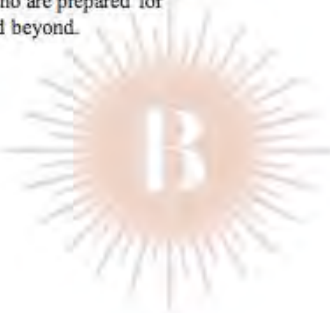
#### WHAT IS BRILLA?

**Brilla College Prep** is a high-performing **free** public charter school located in the the South Bronx. Our mission is to provide K-8 education in the classical tradition and to help students grow intellectually, socially, and physically into young men and women of good character and spirit who are prepared for excellence in high school, college, and beyond.

PRESORTED  
FIRST CLASS MAIL  
U.S. POSTAGE  
**PAID**  
WATERBURY, CT  
PERMIT NO. 186

#### WHY CHOOSE US?

- Focus on the whole child: mind, body, and soul
- Great academic results
- Character development
- Loving culture
- Family engagement
- Extended school year



#### OUR NEXT SCHOOL

- Proposed opening: August 2017
- Location: Plimpton Ave & W. 172 St, Bronx
- Year 1: Kindergarten and 1<sup>st</sup> Grade only
- Grow one grade per year to a K-8 school

#### 4) Letter to Elected Officials



**BRILLA COLLEGE PREP**  
Public Charter School

November 10, 2015

Name

Address

Address

City, ST ZIP

Dear \_\_\_\_\_:

I am excited to inform you that Brilla College Prep Public Charter School is submitting a proposal to the SUNY Trustees to open a new charter school in the Highbridge neighborhood of the South Bronx. We are actively soliciting comments on our charter proposal, educational program, and student programmatic needs, and we would be grateful for your feedback on how to better serve Community School District 9.

Our first school, opened in Mott Haven in 2013, serves 350 children in grades K-3, growing one grade each year. Brilla was founded to be a character-building, opportunity-equalizing force for South Bronx families and built upon six cornerstones: High Expectations, Lead with Character, Results Matter, Choice and Commitment, More Time, and Teach the Best Content. We work tirelessly with our families to educate the whole child to be prepared for success in high school, college, and beyond. Citing our academic growth outcomes, the State Education Department remarked that Brilla was well ahead of any other non-CMO new NYC charter school after our first semester. With nearly 1,000 kids on Brilla's waitlist and nearly 43,000 on charter school waitlists citywide, we feel called to launch a second school.

In January, Brilla responded to an invitation from Highbridge Community Development Corporation (HCDC) to consider opening a school in Highbridge. After engaging with leaders and educators from HCDC and Highbridge Voices After-School Program we hosted two community meetings to gauge interest among residents and the feedback was very promising. Brilla now proposes to open our second school in the brand new educational facility planned for HCDC's newest housing development, the Artsbridge Senior Housing Project, co-locating with Highbridge Voices to serve the educational needs of local children and families. We would open with grades K-1 and grow one grade each year until we serve K-8.

I would be honored to meet with you at your convenience to share more about Brilla and learn your insights. I also invite you to visit our website, <http://brillacollegeprep.org/>, and to contact me directly at (347)880-6613 or [REDACTED] I certainly look forward to hearing from you.

All the very best,

Sheila Johnston Mulcahy  
Executive Director, Brilla College Prep Public Charter School

**5) List of Elected Officials who received letter:**

Bronx Borough President Ruben Diaz Jr.
Melissa Mark-Viverito, Speaker of the New York City Council
Marcos A. Crespo, Assemblymember, New York State Assembly District 85
Carmen E. Arroyo, Assemblymember, New York State Assembly District 84
Michael Blake, Assemblymember, New York State Assembly District 79
Rev. Ruben Diaz, Sr., Senator, New York State Senate District 32

Vanessa L. Gibson, Council Member, New York City Council District 16
Latoya Joyner, Assemblymember, New York State Assembly District 77
Honorable Gustavo Rivera, Senator, New York State Senate District 33
Jose M. Serrano, Senator, New York State Senate District 29
Ritchie Torres, Councilmember, New York City Council District 15
Carl E. Heastie, Speaker of the New York State Assembly
José Rodriguez, District Manager, Bronx Community Board Four



John W. Dudley, District Manager,  
Bronx Community Board Three

Xavier Rodriguez, District  
Manager, Bronx Community  
Board Five

José E. Serrano, Congressman,  
15<sup>th</sup> Congressional District of New  
York

**6) Evidence of Response from Elected Officials**

**From:** "BX04, BX04 (CB)" [REDACTED]

**Date:** Tuesday, January 19, 2016 at 2:58 PM

**To:** Shelia Mulcahy [REDACTED]

**Subject:** RE: Thank you and letter of support

Ms. Johnston Mulcahy, attached for your review is a copy of the letter of support to Brilla College Prep Charter School. The original will follow via-mail.

Community Board 4  
1650 Selwyn Avenue, Suite 11A  
Bronx, New York 10457  
718 299-0800

The Capital District  
MT. Eden, Highbridge, East Concourse, West Concourse and Concourse Village sections of the Bronx.

**From:** Sheila Mulcahy [REDACTED]

**Sent:** Tuesday, January 19, 2016 7:51 AM

**To:** BX04, BX04 (CB)

**Subject:** Thank you and letter of support

Dear Ms. Saunders:

Thank you so much for your willingness to arrange for me to present Brilla College Prep's case for support to the Executive Committee of Community Board 4. I am so grateful the group voted to write a letter of support for our school. This decision is significant in allowing more South Bronx children, particularly special education and english language learners, to have a a strong school to serve them. As you know our timing is pretty tight for when we need to submit the letter of support, we need it no later than Thursday. It would be best if your office can email a copy to me to include with our packet. Alternatively, I can come pick up the letter from your office. The letter school be addressed to:

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

Because the Institute will be getting so many letters of support for the many schools they are reviewing, it is best if you could pass it along to me for inclusion in the packet as I describe above.

Again, many many thanks.

Best,  
Sheila

**Sheila Johnston Mulcahy**

*Executive Director*

**BRILLA COLLEGE PREP** Public Charter School  
413 E. 144th St., Bronx, NY 10454

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

**From:** "BX04, BX04 (CB)" [REDACTED]  
**Date:** Thursday, December 10, 2015 at 4:09 PM

To: "Saunders, Kathleen" [REDACTED]  
[REDACTED], "Thompson, Lynne (CB)"  
Cc: "[REDACTED]"  
[REDACTED] Shelia  
Mulcahy [REDACTED]  
**Subject:** Youth & Education Committee agenda December 2015

## YOUTH SERVICES & EDUCATION COMMITTEE

THE YOUTH SERVICES & EDUCATION COMMITTEE WILL MEET ON DECEMBER 17, 2015; 6:30 PM AT THE MURRAY COHEN AUDITORIUM, BRONX LEBANON HOSPITAL CENTER 1650 GRAND CONCOURSE. THE MEETING WILL BEGIN PROMPTLY AT 6:30 PM WITH YOUR COOPERATION.

IF YOU HAVE ANY QUESTIONS, PLEASE FEEL FREE TO CONTACT THE COMMUNITY BOARD FOUR OFFICE AT (718) 299-0800.

THANK YOU FOR YOUR SERVICE,  
KATHLEEN SAUNDERS, BOARD CHAIR

1. Opening and Welcoming Remarks: **Mr. Gregory Delts, Committee Chair.**
2. Review/Correction/Adoption of meeting minutes.
3. Presentation on the proposal of new charter school in

Highbridge.

-Ms. Sheila Johnston Mulcahy, Executive Director  
Brilla College Prep Public Charter School

4. Presentation by the NYC Autism Charter School

Ms. Moira Cray, LMSW, BCBA  
Director of Transition & Community Outreach

5. Old/New Business

6. Announcement/Adjourned

Community Board 4  
1650 Selwyn Avenue, Suite 11A  
Bronx, New York 10457  
718 299-0800

The Capital District  
MT. Eden, Highbridge, East Concourse, West Concourse and Concourse Village sections of the  
Bronx.

\*\*\*\*\*

**From:** Mohammed Mardah <[REDACTED]>  
**Date:** Monday, January 11, 2016 at 2:22 PM  
**To:** Shelia Mulcahy [REDACTED]  
**Subject:** Re: Brilla College Prep

Ms. Mulcahy,  
Thank you for reaching out to me and we really appreciate your willingness to accommodate the diverse cultures in our community.  
The district has a large Muslim population primarily from French speaking West Africa - Guinea, Mali, Gambia, Senegal, Ivory Coast, Cameroon, and Togo.  
The best thing to do would be to have a sit down with a couple of the leaders in that community, and really delve into those pertinent questions you raised.  
Let me know when would be convenient and I can arrange for the participants.  
Thank you.

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

From: Sheila Mulcahy [REDACTED]

To: mmardah [REDACTED]

Sent: Mon, Jan 11, 2016 11:48 am

Subject: Brilla College Prep

Hello Mr. Mardah -

We met at the Youth and Education Committee meeting of Community Board 4 when I was making a presentation about Brilla College Prep. The committee was very helpful in identifying that we may not have adequately planned to serve the community of African Immigrants who speak a broad variety of languages and dialects. You were kind enough to give me your contact information to follow up with you on this point.

My initial concerns are:

- What cultural considerations may need to be taken into account with respect to our recruitment plans
- Identifying data, or other information, to size up what part of our community might be made up of this population
- We pride ourselves on 100% parent participation at our three parent teacher conferences, to make this happen we have historically arranged for translators for families. How would we be better able to accommodate families who speak a variety of African languages.

If you are willing, I would love to arrange a call to get your thoughts on these issues and others (some perhaps that have not yet occurred to me).

Many thanks for your consideration.

Best,  
Sheila

**Sheila Johnston Mulcahy**

*Executive Director*

**BRILLA COLLEGE PREP** Public Charter School

413 E. 144th St., Bronx, NY 10454

[REDACTED]  
[www.brillacollegeprep.org](http://www.brillacollegeprep.org)

\*\*\*\*\*

**From:** Farhana Hassan [REDACTED]  
**Date:** Wednesday, January 20, 2016 at 3:14 PM  
**To:** Shelia Mulcahy [REDACTED]  
**Subject:** Letter of Support

Good Afternoon Sheila,

Please see the attachment for the Senator's letter of support. Thank you again for being patient with us during this process.

Best of luck and please keep us posted with how this goes.

Best Regards,

Farhana

--

**Farhana Hassan**  
District Representative  
New York State Senate  
Senator José M. Serrano's District Office  
1916 Park Avenue Suite 202  
New York, NY 10037  
Phone: [212 828 5829](tel:2128285829)  
Fax: [212 828 2420](tel:2128282420)

**From:** Sheila Mulcahy [REDACTED]  
**Date:** Thursday, November 19, 2015 at 4:12 PM  
**To:** Seth Whetzel [REDACTED]  
**Subject:** Meeting with Senator Serrano's office

Seth,

You will be happy to know I have a meeting scheduled with Senator Serrano's office on Dec. 1. Its with his office not him....my sense of their process is that they vet me first. Then I may be able to set up an opportunity to meet with the Senator at a different time. His rep asked if we would be wanting a letter, I said that if he is supportive of what we are doing we would be grateful for a letter for our charter application.

Best,  
Sheila

**Sheila Johnston Mulcahy**

*Executive Director*

**BRILLA COLLEGE PREP** Public Charter School

413 E. 144th St., Bronx, NY 10454



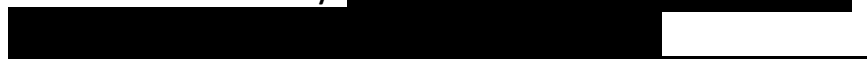
[www.brillacollegeprep.org](http://www.brillacollegeprep.org)

\*\*\*\*\*

**From:** Assemblyman Marcos Crespo <[crespom@assembly.state.ny.us](mailto:crespom@assembly.state.ny.us)>

**Date:** Wednesday, December 9, 2015 at 4:45 PM

**To:** 'David Umansky' [redacted] Shelia Mulcahy



**Cc:** Yeime Valle [redacted]

**Subject:** RE: E-introduction

Good afternoon and please excuse the delay.

Sheila—thank you for the connection.

David—good to hear from you and thank you for your support.

We should certainly meet soon. Please reach out to my Assistant, Yianna Justo, who can help coordinate a good time and date.

Sincerely,  
Marcos A. Crespo

Member of Assembly  
85<sup>th</sup> District

**From:** David Umansky [REDACTED] **Sent:** Thursday,  
December 03, 2015 4:30 PM **To:** Sheila Mulcahy **Cc:**  
[REDACTED] [crepom@assembly.state.ny.us](mailto:crepom@assembly.state.ny.us); Yeime  
Valle **Subject:** Re: E-introduction

Sheila,

Thank you so much for this introduction.

Assemblymember Crespo,

If there is anything I can do to support your important work in the Assembly, I would be more than happy to help. As Sheila knows, I've been at this charter facilities issue for quite some time. Please let me know if I can be helpful to you on this issue.

Best regards to both of you,

David

On Tue, Dec 1, 2015 at 4:00 PM, Sheila Mulcahy  
[REDACTED]

Dear Assemblyman Crespo:

Please let me introduce you to David Umansky Co-founder and CEO of Civic Builders, a group that handles a variety of real estate development issues for charter schools. David is the most knowledgeable person I know on issues related to charter school facilities. Some years back he worked to create a computer mapping system that looked at overcrowding and other issues. A link to his organization follows:

[REDACTED]



David:

Assemblyman Crespo is a supporter of charter schools, particularly those in private space, and an advocate for sound education options for children more broadly. He is interested in facilities and overcrowding issues with NYC schools and is seeking a good resource on the topic. For obvious reasons, you came to mind. Following is a link to his website:

<http://assembly.state.ny.us/mem/Marcos-A-Crespo/bio/>

Best regards to both of you.

Sheila

**Sheila Johnston Mulcahy**

*Executive Director*

**BRILLA COLLEGE PREP** Public Charter School

413 E. 144th St., Bronx, NY 10454

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

--

David Umansky

CEO | Co-founder **Civic Builders** | [REDACTED]

**From:** Yianna Munoz-Justo [REDACTED]

**Date:** Thursday, November 19, 2015 at 4:29 PM

**To:** Shelia Mulcahy [REDACTED]

**Subject:** RE: Office of Assemblyman Marcos A. Crespo

That is correct: 1163 Manor avenue Bronx, NY 10472.

Yianna

**From:** Sheila Mulcahy [REDACTED] **Sent:**  
Thursday, November 19, 2015 4:20 PM **To:** Yianna Munoz-Justo **Subject:**  
Re: Office of Assemblyman Marcos A. Crespo

Monday Nov. 30th at noon would work great. Your district office is the address at the bottom of the email I presume?

Thank you Yianna for scheduling the meeting.

Regards,  
Sheila

**Sheila Johnston Mulcahy**

*Executive Director*

**BRILLA COLLEGE PREP** Public Charter School

413 E. 144th St., Bronx, NY 10454

Cell (347)880-6613

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

**From:** Yianna Munoz-Justo <[munozjustoy@assembly.state.ny.us](mailto:munozjustoy@assembly.state.ny.us)> **Date:**

Thursday, November 19, 2015 at 4:16 PM **To:** Shelia Mulcahy

[REDACTED] **Subject:** Office of Assemblyman  
Marcos A. Crespo

Hello,

My name is Yianna Justo, Executive Assistant and Scheduler for Assemblyman Marcos A. Crespo, who represents the 85<sup>th</sup> Assembly District in the County of The Bronx.

Our office received your letter requesting a meeting with Assembly Member Crespo to further discuss Brilla College Prep and all it has to offer.

Would Monday, Nov. 30<sup>th</sup> at 12pm at our district office work on your end? Looking forward to hearing from you.

Best,  
Yianna Justo  
Executive Assistant  
NYS Assembly



\*\*\*\*\*

**From:** "Wagner-Anderson, Clara" [Redacted]  
[Redacted]  
**Date:** Friday, January 15, 2016 at 1:24 PM  
**To:** Shelia Mulcahy [Redacted]  
**Cc:** "Wagner-Anderson, Clara" [Redacted]  
**Subject:** Meeting Request

Good Afternoon Ms. Mulcahy,

I am reaching out to you today to follow-up on your request to meet with Congressman Serrano. I very much regret to inform you that I am unable to schedule a meeting at this time as the Congressman is not available at the moment. I apologize for any inconvenience. Thank you.

Clara E. Wagner-Anderson  
Executive Secretary/Scheduler  
Office of Congressman Jose E. Serrano (NY15)

1231 Lafayette Avenue, 4th Floor



Follow Congressman Serrano online

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<http://instagram.com/repjoseserrano>

<https://www.youtube.com/user/CongressmanSerrano>

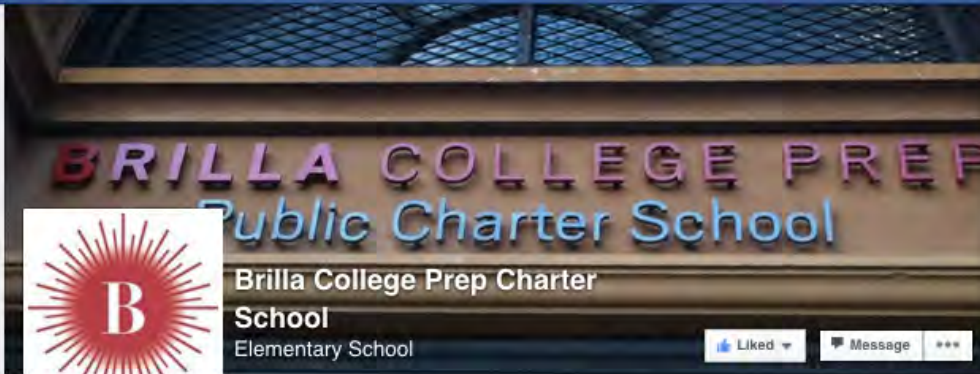


7) Brilla website page dedicated to Brilla Highbridge

[\(http://brillacollegeprep.org/academics-2/\)](http://brillacollegeprep.org/academics-2/)

The screenshot shows a web browser window displaying the Brilla College Prep Highbridge website. The page features a large red banner on the left with a white sunburst logo containing the letter 'B' and the text 'BRILLA COLLEGE PREP Public Charter School'. The main content area is white and titled 'Brilla College Prep Highbridge'. Below the title, it says 'BRILLA COLLEGE PREP WANTS TO HEAR FROM YOU!' and 'You're invited to an upcoming community chat session.' Two dates are listed: November 17th, 2015, 7:30pm-8:30pm at the Church of St. Francis of Assisi, and December 5th, 2015, 10:30am-11:30am at the Sedgwick Library. The page also includes a search bar, a navigation menu, and a sidebar on the right with a black background and white text asking 'What would a new Brilla College Prep school in Highbridge mean for children, families, and the South Bronx?' with a 'read more ->' link.

**8) Brilla Facebook Posts Announcing Brilla Highbridge Proposal and Community Chats**



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Recent

- 2015
- 2014
- 2013

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Save up to 50%  
vistaprint.com  
Holiday Cards starting at  
\$4.79



Innovation Health Leap  
ihleap.com  
Can health insurance cost  
less than a haircut? Yep!  
Plans start at \$163/mo.

Timeline About Photos Reviews More

673 people like this

579 people have been here  
Rachel Mann and Jolleen Wagner

Invite friends to like this Page

5.0 of 5 stars · 119 reviews  
Rachel Mann reviewed this

ABOUT



413 E 144th St  
Bronx, New York Save

(347) 273-8439

http://brillacollegeprep.org/

APPS



Donate Social

PHOTOS

Status Photo / Video

Write something on this Page...

**Brilla College Prep Charter School**  
December 2 at 2:30pm · Bronx, NY

This Saturday, we'll have another Community Chat Session to discuss the new Brilla College Prep that we are planning to open in August 2017! Your opinions are very important to us. We hope to see you there!

Date: December 5th, 2015

Time: 10:30pm - 11:30pm

Place: Sedgwick Library\*, 1701 University Ave & W. 176 St, Bronx

\* Use of library space by Brilla for this program does not indicate endorsement by The New York Public Library.

Este sábado, tendremos otro evento comunitario para discutir la nueva Brilla College Prep que estamos planeando para el agosto 2017. Tus opiniones son muy importantes. Los esperamos!

Fecha: 5 de diciembre, 2015

Hora: 10:30pm - 11:30pm

Lugar: Sedgwick Library\*, 1701 University Ave & W. 176 St, Bronx

\* Aunque usaremos el espacio de la biblioteca de Nueva York, eso no indica una aprobación de las bibliotecas de Nueva York.

See Translation

Like Comment Share

You, Jolleen Wagner and 13 others like this.

Jolleen Wagner and 5 others like this.

Write a comment...



**Brilla College Prep Charter School**

November 16 at 4:13pm · 🌐

Tomorrow is the Community Chat Session to discuss the new Brilla College Prep that we are planning to open in August 2017! Your opinions are very important to us. We hope to see you there!

Date: November 17th, 2015

Time: 7:30pm - 8:30pm

Place: Church of St. Francis of Assisi, Shakespeare Ave & Featherbed Lane, Bronx

-----  
Mañana es la sesión comunitaria para discutir la nueva Brilla College Prep que estamos planeando para el agosto 2017. Tus opiniones son muy importantes. Los esperamos!

Fecha: November 17, 2015

Hora: 7:30pm - 8:30pm

Lugar: Church of St. Francis of Assisi, Shakespeare Ave & Featherbed Lane, Bronx

Like

Comment

Share

You and 4 others like this.



<https://www.facebook.com/KIPPFoundation/posts/10153722888077920> My f... See More

Like · Comment

**Linda Aurora Borrero Olan**  
November 12 at 11:33pm

3rd grade Brilla values on field day!

Like · Comment

**Linda Aurora Borrero Olan**  
November 12 at 11:27pm

See photo

Like · Comment

REVIEWS

**5.0** ★  
119 reviews

**Marino Cornel**  
5 ★ My favorita team of people. A place in which we have found a great learning experience for our children  
October 9, 2015 · 1

**Tiffany Willis**  
5 ★ Well yall already know I love the "B" School...lol Brilla College Prep definitely receives thumbs up with me especially... See More  
February 27, 2014 · 6

Tell people what you think



PEOPLE ALSO LIKE

**Washington School for ...**  
School

**St. Philip Neri Cath...**  
Elementary School

**San Miguel School: ...**  
Middle School

**Brilla College Prep Charter School**  
November 10 at 3:57pm ·

Con una lista de espera que de más que 1,000 niños, estamos muy emocionados de anunciar que estamos planeando una nueva Brilla College Prep para servir a más niños y familias. La nueva Brilla College Prep abriría en agosto del 2017, en el barrio de Highbridge, ubicado en el Sur de Bronx (Distrito Escolar Comunitario 9).

¿Cómo sería un nuevo Brilla College Prep en Highbridge? Qué significará para los niños, familias y la comunidad del Sur de Bronx? TÚ estás invitado a un evento para discutir estas preguntas. Tus opiniones son muy importantes! Abajo están los detalles. Los esperamos!

Fecha: November 17, 2015  
Hora: 7:30pm - 8:30pm  
Lugar: Church of St. Francis of Assisi, Shakespeare Ave & Featherbed Lane, Bronx

See Translation

Like Comment Share

8 people like this.

Chronological

View 1 more comment

**Seth Whetzel** There will be another one held on Saturday morning 12/5 at 10am!  
 Like Reply 1 · November 10 at 4:28pm

**Roselyn Paulino-Olivares** It said in the communication before this one the date is nov.17  
 Like Reply · November 10 at 8:04pm

Write a comment...

**Brilla College Prep Charter School**  
November 10 at 3:48pm ·

With a waitlist approaching 1,000 students, we are excited to announce that we are planning a NEW Brilla College Prep Charter School to serve more students & parents! The new Brilla College Prep would open in August 2017, in the Highbridge neighborhood of the South Bronx (Community School District 9).

What would a new Brilla College Prep Charter School in Highbridge mean for children, families, and the South Bronx community? YOU'RE INVITED to a community chat session to discuss the new Brilla College Prep! Your feedback is very important to us. The date, time, and location are below. We hope to see you there!

Date: November 17th, 2015  
Time: 7:30pm - 8:30pm  
Place: Church of St. Francis of Assisi, Shakespeare Ave & Featherbed Lane, Bronx

Like Comment Share

You and 7 others like this.

Write a comment...

Create Page

Recent

- 2015
- 2014
- 2013

Sponsored



Save up to 50%  
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Holiday Cards starting at \$4.79



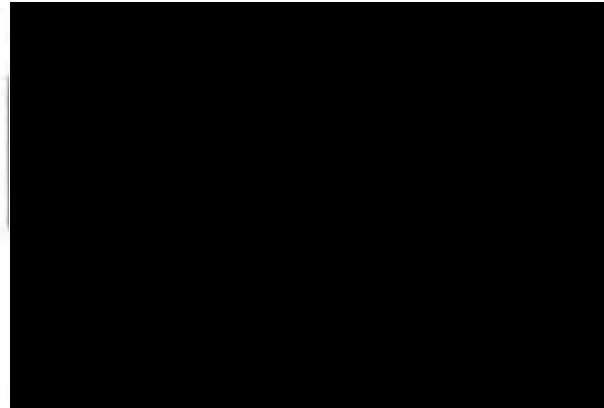
Innovation Health Leap  
inleap.com  
Can health insurance cost less than a haircut? Yes! Plans start at \$163/mo.



## 9) Brilla Newsletter Announcing Brilla Highbridge Proposal and Inviting Feedback

BRILLA PARENT NEWSLETTER

2015-16, Vol. 1



# Brilla College Prep Parent Newsletter

Volume 4 // November 20, 2015

## Parent Teacher Conferences

This year's first quarter Parent Teacher Conferences will be held on Thursday, December 4<sup>th</sup> from 4pm—7pm, and on December 5<sup>th</sup> from 1pm—4pm. In addition, El Camino will allow early-pickups on Thursday to accommodate for parent-teacher conferences. Remember that Friday, December 5<sup>th</sup> is also a half day for students, which means dismissal will be at 12pm for ALL scholars! There will be no Fit4Life afterschool program on Friday December 5<sup>th</sup>. We are so proud of our 100% attendance record at Parent-Teacher Conferences last year, and want to do it again this year! PLEASE make sure to schedule yours if you haven't done so already, and be there on December 4<sup>th</sup> or 5<sup>th</sup>.

## Breakfast with Santa

On Saturday, December 12<sup>th</sup>, the El Camino after-school program will host a Christmas Breakfast. This morning activity gives scholars the opportunity to celebrate Christmas as a community. The morning consists of crafts, breakfast, and even a visit from a special someone! The morning will end with a Nativity Play to begin the Christmas season! Participation is limited to a first-come, first-served basis to Brilla students. After Thanksgiving Break, families will have the opportunity to sign-

up for an opportunity to attend this Christmas event.

## FIC Bake Sale

During Parent Teacher Conferences on December 4<sup>th</sup> and December 5<sup>th</sup>, Brilla's Family Involvement Committee will be hosting a Bake Sale to fundraise for the school! They need your help with donations such as cookies, brownies, cupcakes, and more. All items must be individually packaged to sell for \$1. Donations will be accepted on December 3<sup>rd</sup>.

## Talent Show

Calling all dancers, singers, soccer ball jugglers, comedians, and other talented individuals: Brilla's third annual Talent Show will be held on Friday, December 18th! First round auditions will be held on December 9th and 10th during the school day. Teachers will send home notifications to scholars who advance to the second round of auditions.

## Upcoming Dates

12/4 Report Card Conferences; Book Fair;  
FIC Bake Sale 4—7pm  
12/5 Report Card Conferences; Book Fair;  
FIC Bake Sale 1—4pm  
12/8 Perfect Attendance Breakfast  
12/8 Coffee and Conversations 5:30-6:30pm

12/9 Coffee and Conversations 8-9am  
12/18 Brilla Talent Show 1:20-2pm  
12/21-1/1 Winter Break

## Brilla College Prep--Highbridge!

As you may already know, we are planning a NEW Brilla College Prep Charter School to serve more students & parents. The new Brilla College Prep would open in August 2017, in the Highbridge neighborhood of the South Bronx (Community School District 5). Our new school, which will be named Brilla College Prep—Highbridge, will be modeled after our current school, and will serve grades K-1 in its founding year. However, we need YOUR feedback! We value your voices and opinions as Brilla parents.

*What would a new Brilla College Prep Charter School in Highbridge mean for children, families, and the South Bronx community?*

Please share your comments by joining Brilla at our upcoming community chat session on Saturday, December 5<sup>th</sup> at 10:30am, at Sedgwick Library (1701 University Avenue & W. 176 St.). We hope to see you there!

**Happy  
Thanksgiving!**

**10) Evidence of coordinating to speak at local houses of worship and scheduling of community chat session at St. Francis of Assisi**

**From:** Jonathan Vargas [REDACTED]  
**Date:** Friday, October 30, 2015 at 10:17 AM  
**To:** Seth Whetzel [REDACTED]  
**Subject:** Re: Brilla Community Meeting

Seth,

The draft you sent me looked good on our end, so we would have no problem including it as an insert. However, I remembered last night that our bulletin printing is a combined bulletin for both St. Francis and Sacred Heart. As a result, I would not be able to include an attached flyer insert in our bulletin since we only do one printing for both parishes. Since you offered to bring the flyers the day off, I think it would be best for you to bring the flyers prepared however you see fit in terms of verbiage and printing, and then I can have my ushers stuff them into the bulletins before they are passed out at each mass.

Fr. Franco mentioned to me that he spoke to Fr. Fajardo yesterday about Seton Partners speaking at mass and that Fr. Fajardo was interested, although he needed to check a few things at his parish. Unfortunately, I have no further confirmation for dates on that end. I will bring it up again to Fr. Franco when I see him in person. As of now, let us continue with the assumption that you will be speaking at St. Francis on November 15th. I think that lines up nicely with you holding your Community Chat that Tuesday on the fifteenth.

Blessings Seth,  
Jonathan

On Oct 29, 2015, at 3:29 PM, Seth Whetzel wrote:  
Hi Jonathan,

I'll defer to your better judgment here. I've attached the draft flier I've put together. I will also get it translated to Spanish so we can print it double sided

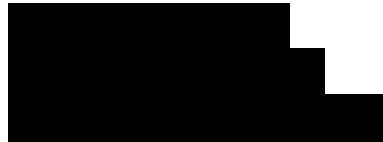
(English one side, Spanish the other). We are happy to either do the printing and bring the fliers with us ahead of time or to email ahead of time so you can have them prepared – whatever is easiest for you – we are just grateful that you are willing to help distribute it to all the families!

--

**Seth Whetzel**

Director of New School Growth

[SETON EDUCATION PARTNERS](#)



**Connect with us!**



**From:** Jonathan Vargas

**Date:** Wednesday, October 28, 2015 at 8:18 PM

**To:** Seth Whetzel

**Subject:** Re: Brilla Community Meeting

My apologies Seth,

I am not quite sure why my phone autocorrects certain things sometimes. Yes, we are confirmed for the seventeenth, not the eleventh (but maybe my phone would prefer you come sooner).

- 1). As to a flier, were you thinking of giving us something to insert or were you thinking of it being something we could include with our own bulletin printing? If you want us to include it, send a doc or PDF of the file and I will see about the formatting. If it is an insert, you could just bring it the day-of and I could have the ushers stuff the bulletin before the start/end of mass.
- 2). I have not heard any news about Fr. Fajardo, but I will ask Fr. Franco about it tomorrow.

Enjoy the evening Seth.

In Christ,  
Jonathan

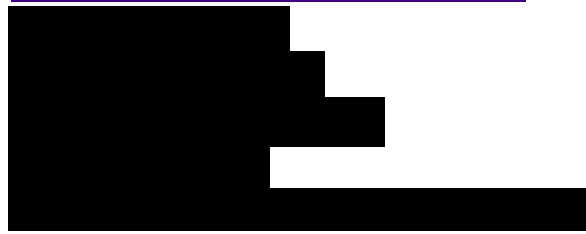
On Oct 28, 2015, at 4:54 PM, Seth Whetzel wrote:  
Great – thanks, Jonathan!

Also – just to be sure, we are confirmed for Tuesday, Nov 17th as compared to the 11th, right?

--

**Seth Whetzel**

Director of New School Growth  
SETON EDUCATION PARTNERS



[\[3\].png](#) <B3EE3EF3-11A7-420D-A49F-7FBCDEB26B2F[3].png>

**From:** Jonathan Vargas  
**Date:** Wednesday, October 28, 2015 at 3:42 PM  
**To:** Seth Whetzel  
**Subject:** Re: Brilla Community Meeting

Blessings Seth,

I will put you down and confirm you for that Tuesday (November 11th). Great that it all works out—even better—in the end. Enjoy the rain.

In Christ,  
Jonathan

On Oct 28, 2015, at 3:09 PM, Seth Whetzel wrote:  
Hi Jonathan,

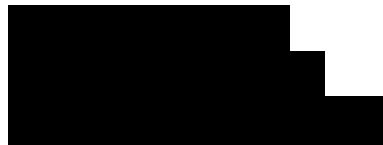
Forgive me late reply: I was trying to make sure that I had team members available on Tuesday 11/17 and the good news is that we do (it actually works much better for me, too)! Let's go ahead and book Tuesday, 11/17 at 7:30pm. We will do our best to arrive by 7pm so we can set up the projector/PowerPoint.

Thank you so much for your help, I really appreciate it.

Peace,  
Seth

(Please excuse the brevity; sent from my mobile device)

Seth Whetzel  
Director of New School Growth  
SETON EDUCATION PARTNERS



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

On Tue, Oct 27, 2015 at 4:16 PM -0700, "Jonathan Vargas"



wrote:

Good evening Seth,

I enjoyed very much meeting with you this morning. I am excited for your team and the possibilities ahead. Unfortunately that Wednesday would not be available but that Tuesday would work. Would you prefer to do a switch for Tuesday, November 17th?

Many blessings,  
Jonathan

On Oct 27, 2015, at 4:49 PM, Seth Whetzel [REDACTED] wrote:

Hi Jonathan,

Thank you again for meeting me today and for all your assistance at Saint Francis.

I spoke with my team today and they asked if there was any way we might move the community meeting up one day from Thursday, 11/19 to Wednesday 11/18 (same time – 7:30pm). Would this be possible? We were having trouble finding staff available to represent the school on Thursday night. Please let me know so I can confirm with our staff.

I am 90% sure that I have the Sedgwick Library in Morris Heights confirmed for our Saturday, 12/5 date, but will confirm for sure tomorrow and let you know.

All the very best,

Seth

--

**Seth Whetzel**

Director of New School Growth

[SETON EDUCATION PARTNERS](#)



<Brilla Community Chat Flier - English.pdf>

**11) Evidence of coordination with Sedgwick Library Branch Manager for 12/5/15 Community Chat**

**From:** Samuel Ansah [REDACTED]  
**Date:** Thursday, December 10, 2015 at 1:56 PM  
**To:** Seth Whetzel [REDACTED] >  
**Cc:** Angie Miraflor [REDACTED]  
**Subject:** Re: Brilla Flier - Community Mtg 12/5/15

Dear Mr. Whetzel,

This is to confirm that Brilla College Prep held their community chat info session in the community room at the Sedgwick Branch Library on Saturday, December 5, 2015 from 10:00 AM to 11:30 AM.

Thanks,

Samuel O. Ansah  
Library Manager  
Sedgwick Branch Library  
[REDACTED]

On Wed, Dec 9, 2015 at 5:45 AM, Seth Whetzel [REDACTED] wrote:

Dear Mr. Ansah,

Thank you so much for allowing Brilla College Prep to host their community chat info session at your library this past Saturday. The event was a success and we appreciate your help in setting it up and allowing our posters and fliers to be displayed at the library.

Could you do me a big favor and scan and email a copy of our reservation paperwork for the community room? Our charter application requires that we demonstrate evidence of community outreach and this would be the best way to show evidence that we did indeed host a meeting at your library. If the paperwork is unavailable, you could simply reply to this email confirming that the

meeting did occur this past Saturday, 12/5.

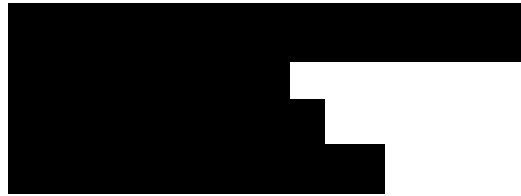
Thank you so much,

Seth

--

**Seth Whetzel**

Director of New School Growth



Connect with us!



**From:** Samuel Ansah [REDACTED]  
**Date:** Saturday, October 31, 2015 at 2:35 PM  
**To:** Seth Whetzel [REDACTED]  
**Subject:** Re: Brilla Flier - Community Mtg 12/5/15

Hi Mr. Whetzel,

Thank you for the flyer. Please make these two changes on the flyer and e-mail it back to me.

1. The name of the branch is Sedgwick Library not Sedgwick Public Library.
2. The location is either 1701 Martin Luther King Jr. Blvd at W. 176 St. or 1701 University Avenue at W. 176 St.

Thanks,

Samuel O. Ansah  
Library Manager  
Sedgwick Branch Library



[REDACTED]

On Fri, Oct 30, 2015 at 2:10 PM, Seth Whetzel [REDACTED] wrote:  
Hi Mr. Ansah,

Here is the latest and greatest.

Thank you for letting me know on Monday if this is approved. We plan to begin canvassing different neighborhood locations on Friday, 11/6 so we will place the order as soon as we know whether or not they are approved.

Thank you so much,

Seth

--

**Seth Whetzel**

Director of New School Growth

[SETON EDUCATION PARTNERS](#)

[REDACTED]

Connect with us!



**From:** Seth Whetzel

**Date:** Wednesday, October 28, 2015 at 6:37 PM

**To:** [REDACTED]

**Subject:** Brilla Flier - Community Mtg 12/5/15

Dear Mr. Ansah,

It was a pleasure meeting you this afternoon. I'm very grateful for your help in scheduling a meeting to inform the community about our plans for a new Brilla College Prep Public Charter School in the Highbridge neighborhood. You can read

more about Brilla at our website: <http://brillacollegeprep.org/>

Attached is the flier I would like to distribute publicizing the community meetings. Please let me know if you approve of the flier and if we are confirmed for Saturday, 12/5. We will publicize the meeting as 10:30am – 11:30am and we will arrive at 10am to set up and leave by noon after cleaning up.

Thank you so much,

Seth

--

**Seth Whetzel**

Director of New School Growth  
[SETON EDUCATION PARTNERS](#)



Connect with us!



12) Evidence of community outreach to Lois Harr, Karen Nicholson, John Reilly, and Bishop Jenik

**From:** Lois Harr [REDACTED]

**Date:** Thursday, August 21, 2014 at 9:53 PM

**To:** Seth Whetzel [REDACTED]

**Subject:** Fwd: Charter School Turnover | Assembly Rivals Debate |  
Look Back on Stop & Frisk

Hi Seth,

Just thought I'd send this along - FYI.

I'm glad you were able to tour around with John Reilly and the Bishop. I hope it was helpful.

Karen Nicholson at MC is very interested in meeting with you on one of your trips. Could you send your schedule for the next few weeks so we can set something up with her? She is director of our new Center for the Future of Education. Who knows what could come of that?!

Lois

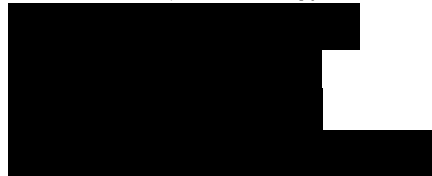
--

**Lois Harr**

*Assistant to the Vice President for Student Life  
Director, Campus Ministry & Social Action*



Riverdale, NY 10471



[www.manhattan.edu](http://www.manhattan.edu)

13) Evidence of email outreach to all Brilla waitlisted families

**From:** Yeime Valle [REDACTED]

**Date:** Monday, January 11, 2016 at 12:32 PM

**To:** Yeime Valle [REDACTED]

**Cc:** Yeime Valle [REDACTED]

**Subject:** Brilla College Prep 2

Dear Parents and Guardians of students on Brilla College Prep<sup>1</sup>'s waitlist,

**Are you interested in Brilla College Prep opening a second charter school in the South Bronx?**

*Please click on the link below to respond to a very brief survey. We need your feedback!*

**[CLICK HERE TO TAKE SURVEY](#)**

We have exciting news to share!

We are submitting a proposal to open a **second Brilla College Prep Charter School in August 2017**. Like our first school, Brilla 2 plans to **open with grades K-1** and then **add one grade per year** until the school serves **grades K-8**. The school will most likely be located in **Bronx Community School District 9 or 10**.

Our first Brilla College Prep opened in 2013 with 200 students in grades K-1 in the Mott Haven neighborhood of the South Bronx. We now serve 350 children in grades K-3 and are growing one grade each year until we reach K-8. Brilla has worked tirelessly to build **strong, collaborative, and authentic relationships with our parents** and Mott Haven neighbors, which has resulted in an outpouring of community support. Brilla has produced **superb academic results** in our first two and a half years that rival other high performing charters like KIPP. We are equally committed to **character education**, which is integrated across the entire curriculum.

With a waitlist approaching 1,000 students, we are committed to launching a second school to serve more students and families. Our new school will be modeled on Brilla College Prep, a school inspired by the **classical education tradition** that aims to help **students grow intellectually, socially, and physically** into young men and women of **good character and spirit** and to be **prepared for excellence in high school, college, and beyond**.

Brilla needs your feedback on the charter proposal, the educational program, and student programmatic needs. What would a new Brilla College Prep school mean for children, families, and the South Bronx community? **Please take two minutes to answer our brief 8 question**

**survey.** Please respond to the survey by Tuesday, January 19.

## **[CLICK HERE TO TAKE SURVEY](#)**

For more information about Brilla, please visit our website at <http://brillacollegeprep.org/>. Additional feedback or questions can be sent to [INFO@BRILLACOLLEGEPREP.ORG](mailto:INFO@BRILLACOLLEGEPREP.ORG). You can also visit our [Brilla College Prep Charter School Facebook page](#) or send a letter to:

Brilla College Prep Public Charter School  
Attn: Seth Whetzel  
413 East 144<sup>th</sup> Street, Bronx, NY 10454

You can read more about Brilla below.

- [Mission and Core Values](#)
- [Vision](#)
- [Academic Program](#)
- [Pillars of Success and Key Design Elements](#)
- [Results](#)
- [Frequently Asked Questions](#)
- [NY Post Article](#)

Thank you for voicing your opinion about our proposal for a new Brilla College Prep. Your voice is vital to Brilla's success!

**Mrs. Yeime Valle**

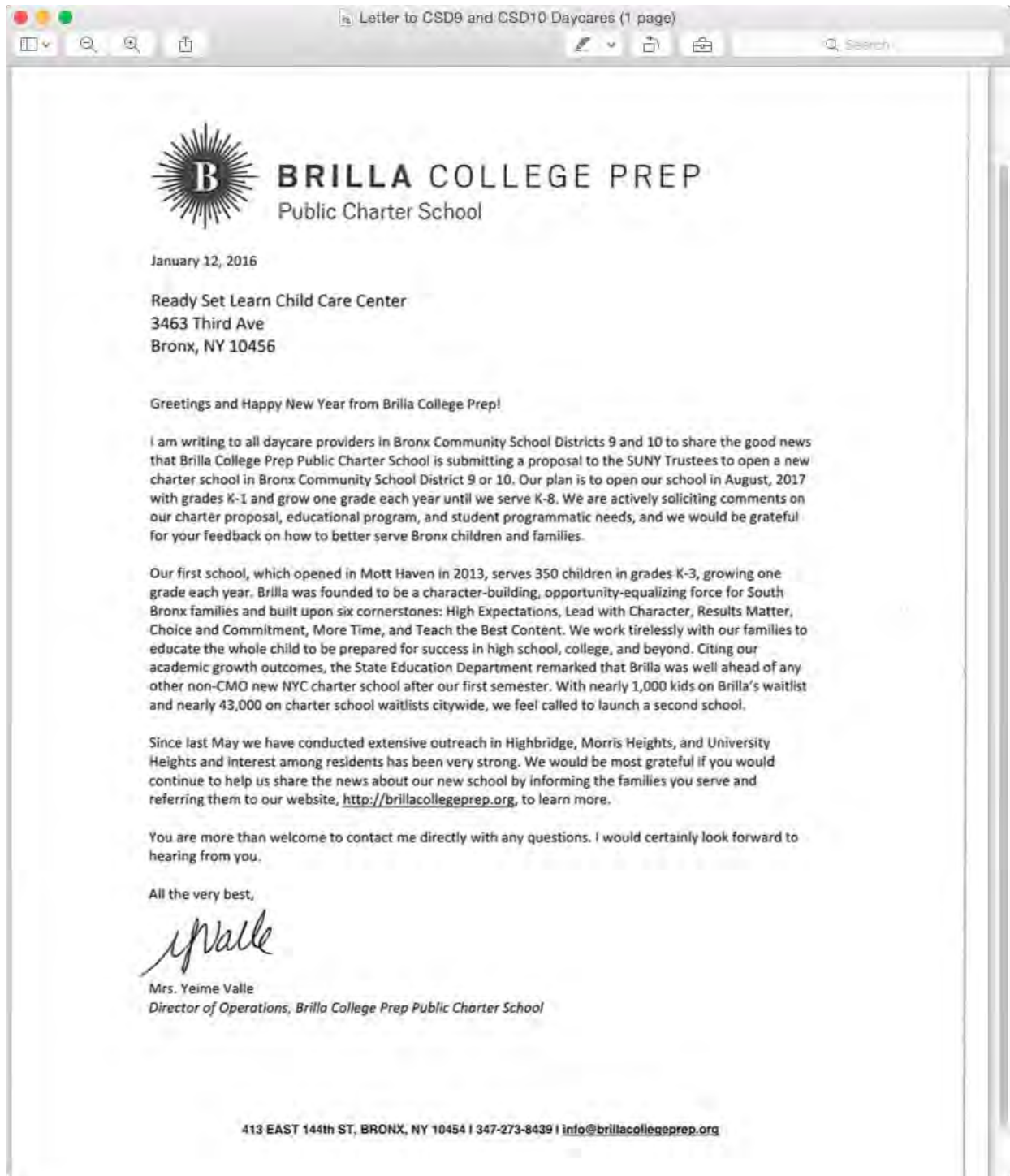
*Director of Operations*

**BRILLA COLLEGE PREP** Public Charter School

413 E. 144th St., Bronx, NY 10454

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

#### 14) Letter to CSD 9 and 10 Daycare Providers



**BRILLA COLLEGE PREP**  
Public Charter School

January 12, 2016

Ready Set Learn Child Care Center  
3463 Third Ave  
Bronx, NY 10456

Greetings and Happy New Year from Brilla College Prep!

I am writing to all daycare providers in Bronx Community School Districts 9 and 10 to share the good news that Brilla College Prep Public Charter School is submitting a proposal to the SUNY Trustees to open a new charter school in Bronx Community School District 9 or 10. Our plan is to open our school in August, 2017 with grades K-1 and grow one grade each year until we serve K-8. We are actively soliciting comments on our charter proposal, educational program, and student programmatic needs, and we would be grateful for your feedback on how to better serve Bronx children and families.

Our first school, which opened in Mott Haven in 2013, serves 350 children in grades K-3, growing one grade each year. Brilla was founded to be a character-building, opportunity-equalizing force for South Bronx families and built upon six cornerstones: High Expectations, Lead with Character, Results Matter, Choice and Commitment, More Time, and Teach the Best Content. We work tirelessly with our families to educate the whole child to be prepared for success in high school, college, and beyond. Citing our academic growth outcomes, the State Education Department remarked that Brilla was well ahead of any other non-CMO new NYC charter school after our first semester. With nearly 1,000 kids on Brilla's waitlist and nearly 43,000 on charter school waitlists citywide, we feel called to launch a second school.

Since last May we have conducted extensive outreach in Highbridge, Morris Heights, and University Heights and interest among residents has been very strong. We would be most grateful if you would continue to help us share the news about our new school by informing the families you serve and referring them to our website, <http://brillacollegeprep.org>, to learn more.

You are more than welcome to contact me directly with any questions. I would certainly look forward to hearing from you.

All the very best,

Mrs. Yeime Valle  
Director of Operations, Brilla College Prep Public Charter School

**15) List of CSD 9 and 10 daycare providers who received above letter**

District Name	Address
9 Ready Set Learn Child Care Center	3463 Third Ave, Bronx, NY 10456
9 Children's Circle Day Care Center	1332 Fulton Ave, Bronx, NY 10456
9 Blondell Joyner Day Care Center	909 Tinton Ave, Bronx, NY 10456
9 Fulton Day Care Center	1332 Fulton Ave, Bronx, NY 10456
9 Five Star Day Care	3261 Third Ave, Bronx, NY 10456
9 Dora's Day Care	790 E 158th St, Bronx, NY 10456
9 Group Family Daycare in The Bronx	905 Tinton Ave, Bronx, NY 10456
9 Aleen Logan Pre-School Center	1450 Webster Ave, Bronx, NY 10456
9 Labor-Bathgate Child Care Center	1638 Anthony Ave, Bronx, NY 10457
9 Brightside Academy	1465 Webster Ave, Bronx, NY 10456
9 Multicultural Family Group Daycare	945 Underhill Ave. Apt. 1603 Fl. Bronx, NY 10473
9 Carmen Family Day Care	Havemeyer Ave., Bronx, NY 10473
9 Castle Hill Early Childhood	2019 Turnbull Ave. Bronx, NY 10473
9 Children's Happy Faces Group Family Day Care	847 Underhill Ave. Apt. A, 1st Fl. Bronx, NY 10473
9 Jesus is Lord Day Care	1740 Lacombe Ave., Apt. 11, 1st Fl. Bronx, NY 10473
9 Nest of Love Daycare, LLC	535 Saint Lawrence Ave., Floor 1st Bronx, NY 10473
9 Over The Rainbow Group Family Daycare Incorporated	510 Soundview Ave. Floor Bsmt Bronx, NY 10473
9 Skills Taught Day Care LLC	651 Underhill Ave. Floor Bsmt Bronx, NY 10473
9 sweetsymphony Family daycare	762 Story Ave, Bronx, NY 10473
9 Adorable Daycare	2013 Lacombe Ave, Bronx, NY 10473
9 Lunita Play & Learn Group Day Care	1876 Watson Ave, Bronx, NY 10472
9 Paul T Matson Head Start	1802 Story Ave, Bronx, NY 10473
9 Just 4 Kids	216 Sound View Ave., Bronx, NY 10473
9 Watson Avenue Early Childhood Center	1880 Watson Ave, Bronx, NY 10472
9 Bronx River Day Care Center	1555 E 174th St, Bronx, NY 10472
9 Bright Beginnings Early Learning	1002 Castle Hill Ave, Bronx, NY 10472
10 Adventure Daycare	133 W 195th St, Bronx, NY 10468
10 Sweet Baby Day Care	2272 University Ave, Bronx, NY 10468
10 Little Shepherd's Daycare Center	2260 Andrews Ave N, Bronx, NY 10468
10 J.A.D.S. Children Center	2403 Grand Concourse, Bronx, NY 10468
10 St Jemuel Group Family Day Care Inc	2838 Webb Ave, Bronx, NY 10468
10 Martha's Group Family Day Care	2851 Sedgwick Ave, Bronx, NY 10468
10 Educating Young One's Daycare	30 W 190th St, Bronx, NY 10468
10 Just Like Home Daycare	2805 University Ave, Bronx, NY 10468
10 Adi Day Care	3090 Villa Ave, Bronx, NY 10468
10 Miniventures Of New York Inc	24 Marble Hill Ave, Bronx, NY 10463
10 Rising Stars Daycare & After School Program	2170 University Ave, Bronx, NY 10453
10 Crib to Crayons Group Daycare Inc.	30 W 190th St, Bronx, NY 10468
10 Sweet Home Day Care	2249 Tiebout Ave, Bronx, NY 10457
10 E & A Freedom Day Care	2555 Grand Concourse, Bronx, NY 10468
10 Almonte Group Family Daycare	85 Strong St, Bronx, NY 10468
10 Faith Daycare	3815 Cannon Pl, Bronx, NY 10463
10 S S Family Day Care	2609 Aqueduct Ave W, Bronx, NY 10468
10 Scribble Scrabble Day care	2460 Grand Ave, Bronx, NY 10468
10 Blessed Children Family Day Care	3841 Bailey Ave, Bronx, NY 10463
10 MB Cultural Garden Early Childhood Education	2500 University Ave, Bronx, NY 10468
10 Shiny Star Family Day Care	2565 Grand Concourse # 2C, Bronx, NY 10468
10 Ginandy's daycare	2800 University Ave #4n, Bronx, NY 10468
10 Magic Family Day Care	2337 Walton Ave, Bronx, NY 10468
10 3 A's Family Daycare	2361 Morris Ave, Bronx, NY 10468
10 KNK Dragonfly Family Daycare	3605 Kingsbridge Ave, Bronx, NY 10463
10 God's Creation Day Care	3155 Grand Concourse, Bronx, NY 10468
10 Riverdale Nurturing Day Care	3800 Waldo Ave, Bronx, NY 10463
10 The Learning Experience	3210 Riverdale Ave, Bronx, NY 10463
10 East Tremont Headstart	2431 Morris Ave, Bronx, NY 10468
10 Bronx Day Care Center Inc	559 E Tremont Ave, Bronx, NY 10457
10 BedRock Preschool	BedRock Preschool
10 Happy Days at Riverdale	2975 Independence Ave, Bronx, NY 10463
10 Adriana DayCare	1744 Weeks Ave, Bronx, NY 10457
10 Brightside Academy	2901 White Plains Rd, Bronx, NY 10467
10 A-Z Daycare and Afterschool	2300 Olinville Ave, Bronx, NY 10467
10 Children's Village	400 E Fordham Rd, Bronx, NY 10458
10 Deidas Child Care & Learning Center	2676 Decatur Ave #1a, Bronx, NY 10458
10 Tip E Toes & Daycare	176 E 206th St, Bronx, NY 10458
10 Isabella Daycare	2366 Grand Concourse, Bronx, NY 1045
10 Leslie's Giggles -N- Wiggles Group Daycare	275 E 201st St, Bronx, NY 10458
10 Belgica's Group Family Day Care	2674 Briggs Ave #3, Bronx, NY 10458
10 A Better Start	2339 Tiebout Ave, Bronx, NY 10458
10 Loyalty Daycare LLC	4226 Third Ave, Bronx, NY 10457
10 Uniquely Making A Difference	4215 Third Ave, Bronx, NY 10457
10 BambiLand Daycare	apt# E22, 355 E 187th St, Bronx, NY 10458
10 Belmont Community Day Care Center	2340 Cambreleng Ave, Bronx, NY 10458
10 As the Twig Is Bent Day Care	355 E 183rd St, Bronx, NY 10458
10 City Squash Inc	602 E 187th St #204, Bronx, NY 10458
10 Noah's Ark Daycare	1775 Clay Ave, Bronx, NY 10457
10 Best Beginnings Daycare	1752 Topping Ave #2, Bronx, NY 10457
10 Silver Spoons Day Care	3445 Corlear Ave, Bronx, NY 10463





## **BRONX COMMUNITY BOARD NO. 8**

5676 Riverdale Avenue, Suite 100 • Bronx, New York 10471-2194

Telephone: 718-884-3959 • Fax: 718-796-2763

E-Mail: [bx08@cb.nyc.gov](mailto:bx08@cb.nyc.gov)

Website: [www.nyc.gov/bronxcb8](http://www.nyc.gov/bronxcb8)

Follow us on [Facebook](#)

**Honorable Ruben Diaz, Jr.  
Bronx Borough President**

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Ruben Diaz, Jr., Bronx Borough President

Rosemary Ginty, Chairperson

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### **NOTICE OF BOARD MEETING**

The regular Board Meeting of Community Board No. 8 Bronx will be held on June 18, 2018 William E. Irwin, Jr. American Legion Post 774 3035-37 Corlear Avenue (between West 230th and 231st Streets) at **7:30 PM**.

#### **AGENDA**

1. Public Gallery Session
2. Report from the 50<sup>th</sup> Police Precinct
3. Report from the Bronx Borough President's Office
4. Chair's Report
5. District Manager's Report
6. Treasurer's Report
7. Report from the Department of City Planning
8. Report from the Nominating Committee
  - Election of Officers
  - Election of Committee Chairpersons
9. Committee Report:
  - a. Traffic & Transportation
  - b. Youth
  - c. Aging
  - d. Budget
  - e. Economic Development
  - f. Education
  - g. Environment & Sanitation
  - h. Health, Hospitals & Social Services
  - i. Housing
  - j. Land Use
  - k. Law, Rules & Ethics
  - l. Libraries & Cultural Affair
  - m. Parks & Recreation
  - n. Public Safety
  - o. Special Committee for Greenway - Resolution to extend Committee

*Serving the neighborhoods of Fieldston, Kingsbridge, Kingsbridge Heights,  
Marble Hill, Riverdale, Spuyten Duyvil, and Van Cortlandt Village*

- p. Special Committee for Veterans Services - Resolution to extend Committee
- 10. Discussion of Executive Committee Meeting Minutes of May 2nd and June 6, 2018
- 11. Approval of Board Meeting Minutes of May 8, 2018
- 12. Miscellaneous Business

**Outreach in front of Bronx Community Board 8 and 9  
June 14 - 18, 2018  
Notes**

**1. Bronx Community Board 9 - Youth & Education Committee Meeting on 6.14.2018**

- Brilla requested permission to send a school representative to attend the meeting and solicit feedback on our expansion plans and educational model. The permission was granted and Brilla was included as part of the meeting agenda. Documentation of exchange below.
- At the meeting, Mr. Mutasa, the Brilla representative, informed the Committee of Brilla's intention to open two K-4 elementary schools in the South Bronx neighborhood of Mott Haven in 2020 open in the first year Kindergartners and increasing by one grade per year until 8th grade. See R-03j for the presentation used during the meeting.
- The Committee proceeded to spend 40-45 minutes having a question and answer session with the Brilla representative and the session was very positive and encouraging. Key takeaways highlighted below.

Documentation of Exchange:

----- Forwarded message -----

From: **Shingi Mutasa** [REDACTED]  
Date: Thu, Jun 14, 2018 at 11:02 AM  
Subject: Fwd: Request for Attendance and feedback at Committee Meeting  
To: [REDACTED]

----- Forwarded message -----

From: **Shingi Mutasa** <[REDACTED]>  
Date: Thu, Jun 14, 2018 at 11:01 AM  
Subject: Re: Request for Attendance and feedback at Committee Meeting  
To: [REDACTED] (CB)" <[REDACTED]>  
Cc: "Rivera, William (CB)" [REDACTED]

Thank you so much Sanzida! I appreciate it and am looking forward to it!

Regards

Shingi

On Thu, Jun 14, 2018 at 9:43 AM, [REDACTED] (CB) <[REDACTED]> wrote:

Good Morning,

I will add you to the list of guest speakers for the Youth & Education Committee Meeting tonight. If you have any other questions, please let me know.

Best,

Sanzida Talukder

**Bronx Community Board 9**

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

[Join Our Mailing List](#)

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This message is intended only for the use of the Addressee and may contain information that is PRIVILEGED and CONFIDENTIAL. If you are not the intended recipient, you are hereby notified that any dissemination of this communication is strictly prohibited. If you have received this communication in error, please permanently delete all copies of the message and its attachments and notify us immediately at [REDACTED]. Thank you.

---

**From:** Shingi Mutasa [REDACTED]  
**Sent:** Thursday, June 14, 2018 8:15 AM  
**To:** [REDACTED] (CB)  
**Cc:** Rivera, William (CB)  
**Subject:** Request for Attendance and feedback at Committee Meeting

Greetings and Happy Thursday!

I hope this email finds you well and having a great week. I am reaching out to request permission to attend your CSD 9 Youth and Education Meeting that is happening today at 7pm? I am a member of the Brilla College Prep Leadership Team and we would love to receive feedback from the community on our expansion plans and desire to open a new charter school to serve the students and families of CSD9.

Thank you for your consideration and my sincere apologies for the short notice (I just returned from a trip overseas). Please reach out to me or refer to our website for additional information about our school and the students we are currently serving (<https://brillaschools.org/>).


Thanks again

Regards

Mr. Shingi Mutasa

Documentation of Feedback from Meeting:

<b>Committee Member &amp; Title</b>	<b>Feedback</b>	<b>Next Steps</b>
<p>1. William Rivera (District Manager) [REDACTED]  (718) 823.3034</p>	<ul style="list-style-type: none"> <li>● He, like the rest of the Committee, was unaware of Brilla Schools and took the opportunity to ask a lot of detailed questions about the educational model, among other things.</li> <li>● Once he understood what Brilla was and our expansion goals (both ST and LT), he was very supportive and requested more up to date materials/flyers so he can post them on the community boards and let potential parents know.</li> <li>● He advised that he would condense the Committee’s feedback into one document and he’ll send it to me “early” this week.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>I sent him a follow up email to recap the feedback and gave him a friendly reminder to send me the feedback.</i></li> <li>● <i>I will call him on Tuesday morning to follow up.</i></li> <li>● <i>We will need to send him updated flyers with more information about potential info sessions.</i></li> </ul>
<p>2. Nicholas Himidian (Chairman of Bronx Community Board 9)  <i>[Can probably contact him through the main email</i> [REDACTED]</p>	<ul style="list-style-type: none"> <li>● By far the most vocal and supportive member of the Committee. He was very attentive and asked several follow up questions. As with Mr. Rivera, once he understood Brilla’s mission and character formation emphasis, he helped brainstorm several recommendations. For example, regarding space needs, he recommended we reach out to the local Archdiocese since “several Catholic schools in the community have been closing” over the past few years.</li> <li>● He was very supportive of the El Camino program (<i>I think he’s Catholic</i>) and actually acknowledged that it was</li> </ul>	<ul style="list-style-type: none"> <li>● <i>We can probably push him for an actual letter of support, but will probably have to attend one of his future board meetings in good faith.</i> <i>[Unfortunately there are no more meetings scheduled over the summer]</i></li> </ul>

	key differentiating factor from other charter schools that have made presentations to them in the past.	
<p>3. Ms. Venus Williams (Chairman of the Committee)</p> <p><i>[Can probably contact him through the main email</i>  </p>	<ul style="list-style-type: none"> <li>• She didn't speak much, however, she did share some concerns regarding the proposed location. She felt that the school location might be a bit too far for parents commuting back and forth with their children.</li> <li>• I highlighted the fact that we have over 1,100 children on our waitlist, and that large number of these kids were from CSD9. This suggests that parents generally seem to be OK with the commute.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>After the summer break, we will need to return to the Committee and provide an update on the Charter process.</i></li> </ul>
4. Other Board Members	<ul style="list-style-type: none"> <li>• Were taking notes and nodding their heads in agreement with their colleagues. Mostly asked questions and no major takeaways.</li> <li>•</li> </ul>	n/a

**2. Bronx Community Board 8 - Board Meeting on 6.18.2018**

- Brilla requested permission to send a school representative to attend the meeting and solicit feedback on our expansion plans and educational model. Similarly to CSD9, the permission was granted and Brilla was included as part of the meeting agenda albeit for announcements only. Documentation of email exchange is below.
- Mr. Shinghi Mutasa, the Brilla representative, informed the Board and members of the public present about Brilla's intention to open two K-4 elementary schools in the South Bronx community of Mott Haven in 2020 open in the first year Kindergartners and increasing by one grade per year until 8th grade. The content of the presentation was similar to the community meetings attended in CSD 7 and a powerpoint sample is attached in R-03j.
- After the brief public announcement, Mr. Mutasa requested and was granted permission to pass out flyers to the Board Members and various members of the

public. Feedback from this meeting is highlighted below. Documentation of feedback from board members is below.

Documentation of email exchange

----- Forwarded message -----

From: Shingi Mutasa [REDACTED]  
Date: Fri, Jun 15, 2018 at 4:21 PM  
Subject: Re: Request for Board Meeting Attendance and Feedback  
To: "[REDACTED] (CB)" <[REDACTED]>

Good afternoon Ciara

Thank you for the invitation, I appreciate it. Please consider this email as confirmation that I will be attending the meeting. Also, thank you for forwarding my email to the chair of the Education Committee. I will also be sure to join their upcoming meeting.

Have a great weekend.

Regards

Shingi

On Fri, Jun 15, 2018 at 2:35 PM, BX08@cb.nyc.gov (CB) <BX08@cb.nyc.gov> wrote:  
Good Afternoon,

You are welcome to come to our meeting and speak during the gallery session for 3 minutes. Please confirm with me if you will be attending. You should also go to the Education Committee meeting. I forwarded your email to the chair and she will reach out to you.

Thank you,

Ciara Gannon  
District Manager

Bronx Community Board No. 8  
5676 Riverdale Avenue, Suite 100  
Bronx, NY 10471-2194

[REDACTED]  
[REDACTED]  
Visit us on the web: [www.nyc.gov/bronxcb8](http://www.nyc.gov/bronxcb8)



Serving the neighborhoods of Fieldston, Kingsbridge, Kingsbridge Heights, Marble Hill, Riverdale, Spuyten Duyvil, and Van Cortlandt Village

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From: Shingi Mutasa [REDACTED]  
Sent: Friday, June 15, 2018 11:28 AM  
To: [REDACTED] (CB)  
Subject: Request for Board Meeting Attendance and Feedback  
Greetings and Happy Friday!

I hope this email finds you well and having a great week. I am reaching out to request permission to attend your CSD 8 Board Meeting that is happening on Monday 18th June at 7.30pm? I am a member of the Brilla College Prep Leadership Team and we would love to make a public comment and feedback from the Board (and the community) on our expansion plans. We wish to open a new charter school and help serve the students and families of CSD8.

Thank you for your consideration and my sincere apologies for the short notice (I just returned from a trip overseas). Please reach out to me or refer to our website for additional information about our school and the students we are currently serving (<https://brillaschools.org/>).


Thanks again

Regards

Mr. Shingi Mutasa  
646.409.7162

Documentation of Feedback from Committee Members

<b>Board Member</b>	<b>Feedback</b>	<b>Next Steps</b>
1. Daris Jackson (Vice-Chairman of the Board)	<ul style="list-style-type: none"><li>• He approached me several minutes after the presentation (while the board was discussing other issues) and asked me if Brilla would be doing more info sessions.</li><li>• He was interested in notifying members of the community, but</li></ul>	<ul style="list-style-type: none"><li>• <i>Host additional info sessions for parents to learn about Brilla and how to apply to the replicated schools.</i></li></ul>

	<p>requested I reach out to him with updated flyers so he can distribute through various channels in his network.</p> <ul style="list-style-type: none"> <li>● He thanked me for making the announcement and gave me his business card to reach out once I have more updated information.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Reach out with updates on our charter application process</i></li> </ul>
<p>2. Ms. Sylvia Alexander (Youth &amp; Education Committee Chair)</p> <p><i>[Contact her through the main email</i>  </p>	<ul style="list-style-type: none"> <li>● After the meeting I approached her and asked her what she thought about our school and the presentation I made. She informed me that she “liked it” and invited me to make a presentation at their next meeting on June 26<sup>th</sup> so the rest of the Youth &amp; Education Committee can ask questions and make comments.</li> </ul>	



Chairman: Nicholas Himidian, Jr. - District Manager: William Rivera

## Youth & Education Committee Meeting Agenda

**June 14, 2018**

Committee Chair: Venus Williams

Vice Chair: Harry Dunlap

- **Introduction**

1. Committee Description: The youth & education committee represents the community's interests with regards to education and programs that target the youth and acts as a liaison between community members and the NYC Department of Education including Parent Advocates, PTA's, Educators and Principals, School Safety, the Administration for Children Services, the District Attorney's Office, NYC department of Youth & Development and local organizations and nonprofits.

- **Guest Speakers**

- A. Shingi Mutasa, Brilla College Prep Leadership
  - Teacher for 7 years in Brooklyn and just moved to the Bronx
  - Brilla is charter school and has a management organization
  - There are two elementary schools and one has a middle school exclusively in the South Bronx
  - Mission is on the website, but basically educating the whole child classically
  - Looking to expand and build two K-4 elementary schools in 2020 in the South Bronx in Mott Haven
  - School District 7 but will draw in students from School districts 7, 8 and 9
  - Have their own building on E. 144<sup>th</sup> St
  - Submitting application for the new elementary schools and will ask for letter of support
  - There is concern for space
  - The middle school is sharing space with the other elementary school
  - As per Venus Williams, long distance for students from our districts to travel to E. 144<sup>th</sup> St, will they provide transportation?
  - For now, the answer is no but will provide transportation to students with disabilities
  - There is no established building for the future elementary schools
  - There is a 1,000 to 1,100 waitlist of students from school districts 7, 8 and 9
  - DM Rivera: Are you mandated to give transportation? Parents are willing to drive to this school?
  - Wants to expand in the same location and area
  - There will be information sessions for parents to come and ask questions
  - Nicholas: Are you looking to other locations?
  - Submitted proposal to be on High Bridge but didn't work out and ended up in 144<sup>th</sup> St
  - Nicholas: Have you reached out to Catholic Schools in this area? They may have space. You can try to have a charter school in every district and relieves pressure of travelling from parents
  - As per Nicholas and DM Rivera, there are former Catholic schools that have spaces and little work needs to be done for the conversion
  - Students are chosen through a lottery system
  - After graduating from their elementary school at E. 144<sup>th</sup> St, all students go to their middle school (Cortland), which is grades 5-8
  - There are two elementary school and one has a middle school but the other one doesn't
  - DM Rivera: When you open another school, you don't have to submit another application or ask for a letter
  - Presentation is mostly for feedback

- Working to get high schools in the future
- Nicholas: Look at what facilities are available in other districts. It would be better for everyone if everything isn't just located in one district. Do you have any after school programs?
- DM Rivera: What makes your school different from other schools?
- Has some sports and has after school program called El Camino, which has connection to the Church
- El Camino helps with voluntary character formation program
- Venus: Are you following the DOE standards?
- By law, they have to follow the standards to be accountable for the education they are providing the children
- El Camino teaches children important values, bible study (if they want to) and field trips
- They have classical education and use blended learning (using technology)
- Nicholas: Who supplies the equipment?
- CEOOC, Walton Funds and others
- Nicholas: Verizon had commercial to fund schools with technology and you can see if they would supply equipment and Wi-Fi. Handwriting is important and learning script is crucial to understanding old documents that are handwritten.
- 15 laptops per class, 2 teachers per class and 8 field trips a year
- There aren't any statistics on how they are doing in high school or college because it is still new
- According to state tests, the school ranked number 11
- ~22% of students are disabled in ESL
- 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades are still empty but another elementary school is sharing same space
- Cortland does K-8 but only has space for 5-8 but looking for space for K-4
- There is a possibility to have a high school if there is space
- Nicholas wants to advocate for vocational schools for students who don't want to go to college. Will there be preparation for students who will go or won't go to college?
- DM Rivera: Sometimes there are career fields that are more high school-based than college-based
- Nicholas: Apex is the only vocational school in the area but it's in Queens
- Vanessa: Some children are not college-bound but they can do something else and still be successful
- DM Rivera: There should be a safety nets besides just college
- Nicholas: There needs to be other options besides college

- **New Business**

- A. 2019 Initiatives

- Was not discussed

- B. Giselle, High School Counselor

- Would like her students to get more involved and wanted to see if there are any volunteer opportunities for them
- Learned about Community Board 9 through Assemblyman Luis Sepulveda and wanted to know about grants and events in her community

- C. Darlene, Idealist.org Event

- They gather people who live in the Bronx on specific days to bring food and play games
- July 7<sup>th</sup> at Soundview Park
- Going to help host
- Nicholas: Present at the General Board Meeting
- Would like her students to get more involved and wanted to see if there are any volunteer opportunities for them
- Learned about Community Board 9 through Assemblyman Luis Sepulveda and wanted to know about grants and events in her community

**OFFICE INFO**

District Manager William Rivera - [REDACTED] v

Website [nyc.gov/bxcb9](http://nyc.gov/bxcb9)

Office Hours - Monday thru Friday 9AM to 5PM

**CSD 8 & 9 Daycare Provider Survey**  
**June 18-19, 2018**  
**RE: Brilla Expansion**

*Platform: Hi, my name is Shinghi Mutasa. I am calling from Brilla Charter Schools. We are a high-quality, character-focused charter school network currently operating two schools in Mott Haven. We are actively expanding and will open two new schools in August 2020 at the Kindergarten level with 90 students and increase by one grade per year until we reach 8th grade. We are calling because, though the location is CSD 7, we have found there to be interest from CSD 8 & 9 residents in our school. I would like to tell you more about it to hear any feedback you may have and if you would be interesting in offering potential support.*

**Target List of Licensed Providers Called:**



Name	Address	Disrtict
Birch Families services, inc	1880 Watson avenue	9
Bronxdale tenates league Day Care center	1211 Croes avenue	9
Cardinal Mccloskey Community services	1065- 1085 Beach avenue	9
East Tremont alumni Day Care Centers	1750 Mansion avenue	9
Just 4 kids soundview center Inc	1244 Manor avenue	9
Lutheran Social Services of Metropolitan New york Inc	575 Soundview avenue	9
Tremont Crotona DayCare Center Inc	1113 Colgate avenue	9
Tremont Crotona DayCare Center Inc	1555 E. 174th street	9
Carmel Christian School	2225 Lacombe avenue	9
Just 4 kids soundview center Inc	214 Soundview avenue	9
Just 4 kids soundview center Inc	216 Soundview avenue	9
Just 4 kids soundview center Inc	781 Castle Hill avenue	9
Kiddies Safe Haven, Inc	1891 Mcgraw	9

	avenue	
Lalarukh Qureshi	1217 startford avenue	9
Leake and Watts services INC.	450 Castlehill avenue	9
Little Angel Early Childhood Daycare Inc.	1161 Olmstead avenue	9
Marian P. Baptiste	2119 Starling avenue	9
Rainbow Afterschool Program	880 Theirot avenue	9
Sidi Inc	1002 Castle Hill Avenue	9
St. Dominic School	720 Castle Hill avenue	9
East Tremont alumni Day Care Centers	1780 Story avenue	9
Leake and Watts services INC.	2165 Randall avenue	9

**Notes from Providers Submitting a Response:**

Daycare Provider		Contact Made	Notes
1	<b>Birch Families Day Care</b>  1880 Watson Ave  District 9	Sheila  [REDACTED]	<ul style="list-style-type: none"> <li>• Introduced Sheila to Brilla and our educational offering. She welcomes our expansion goals and has invited us to their February workshop so we can present Brilla to their parents.</li> <li>• She advised me to email the principal to let her know [REDACTED]</li> <li>• Thumbs up for call back to set up info sessions for parents to learn how to apply</li> </ul>
2	<b>ABCD Day Care</b>  273 East 176th Street	Mary Reyes (Director)  [REDACTED]	<ul style="list-style-type: none"> <li>• Ms. Reyes says she supports Brilla College Prep and our desire to open an additional charter school. She invited us to come speak with the parents over the summer.</li> <li>• Thumbs up for call back to set up info sessions for parents to learn how to apply</li> </ul>

	District 9		
3	<b>A Magical Playhouse Group Family Daycare</b>  74 West 174th Street  District 9	Dianela Portes (Director/ Owner)  ██████████	<ul style="list-style-type: none"> <li>Spoke with the owner, Ms. Portes. She says she has heard of Brilla and is willing to refer parents to our school. She requested more information and via email ██████████</li> <li>Thumbs up for call back to set up info sessions for parents to learn how to apply</li> </ul>
4	<b>Blessing Koko Daycare</b>  1112 Grant Avenue  District 9	Emily (Director)  ██████████	<ul style="list-style-type: none"> <li>Emily had never heard of Brilla and she asked several questions and was very inquisitive about our education model.</li> <li>After understanding our KDE's she supports Brilla and is willing to recommend our school to parents. She also requested more information electronically. ██████████</li> <li>Thumbs up for call back to set up info sessions for parents to learn how to apply</li> </ul>
5	<b>Bright Little Smiles Daycare</b>  1780 Eastburn Avenue District 9	Luz Santana (Owner)  (██████████)	<ul style="list-style-type: none"> <li>Spoke to the owner and she was supportive of our expansion plans. She says that even though her Daycare is new and relatively small, she likes our El Camino program and will refer parents to our school. She requested to drop off printed flyers at her Daycare.</li> <li>Thumbs up for call back to set up info sessions for parents to learn how to apply</li> </ul>
6*	<b>Bebo Family Group Daycare</b>  1042 Colgate Avenue,  District 8	Rosanna Avila (Director)  (██████████)	<ul style="list-style-type: none"> <li>Spoke to the Director and while she was concerned that our proposed location is a bit far, she is willing to talk about our school to parents because "you never know." She says it's OK to email her more information and she supports our expansion plans. ██████████</li> <li>Thumbs up for call back to set up info sessions for parents to learn how to apply</li> </ul>

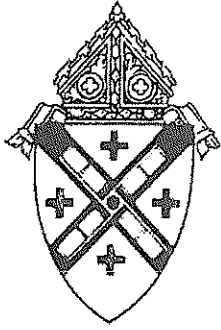
7*	<b>Five Star Day Care II</b>  726 Revere Avenue  District 8	Nancy  	<ul style="list-style-type: none"> <li>• Nancy asked a few questions to better understand Brilla and I spent several minutes outlining our educational model. She supports Brilla and our expansion efforts. She will discuss with her manager how best to talk to parents about our school. She advised she would call me back.</li> </ul>
8*	<b>Miles of Smiles Play House</b>  2578 Miles Avenue  District 8	Michelle  	<ul style="list-style-type: none"> <li>• Spoke to Michelle who supports our expansion efforts and is willing to talk to parents.</li> <li>• She referred me to the owner of the Daycare named Annette who she says would love the idea of a new charter school.</li> <li>• Thumbs up for call back to set up info sessions for parents to learn how to apply</li> </ul>

Note\*: Brilla Ops Team has relationships with some District 8 providers and we called on a few of them to provide additional confirmation about level of support we are receiving from these important community partners.



## Response 15e Evidence of Community Support

This response for community support includes **letters of support for the replication of Brilla schools** to show support within CSD 7 and **existing letters of support from our BCP2 Charter Application in 2016** because they show welcome response from residents in the greater South Bronx. We **captured an interview done with our senior operations team leader** because she firmly believes that Brilla is becoming a community institution. We also highlight **email correspondences with the NY Charter Center; an unsolicited Glassdoor Review from a staff member** about why Brilla makes such a deep impact on children's lives; and **notes from a parent roundtable with our Executive Director**.



OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
ARCHDIOCESE OF NEW YORK

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1011 First Avenue, New York, New York 10022 Phone: (212) 371-1000 Fax: (212) 758-3018

June 19, 2018

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

Dear Charter Schools Committee of the Board of Trustees,

I am writing to express my support for Brilla College Prep's application for two charters for the 2020 school year.

As Superintendent of Schools of the Archdiocese of New York, I know our schools provide a quality education by offering a rigorous academic program infused with moral formation and committed to the idea that all children can and should perform to their God-given potential. Brilla College Prep has proven to be a serious and committed academic community while offering opportunities for student growth and success through vibrant before and after school education programs.

All families deserve outstanding educational options, and I firmly believe Catholic and charter schools have much to learn from each other and offer students. As good citizens, we all must applaud vision, leadership and outreach to communities in need as related to education. I support Brilla College Prep and wish its leaders, faculty, and – most importantly – its students continued success in the years ahead.

Sincerely,

Timothy J. McNiff, Ed.D.  
Superintendent of Schools  
Archdiocese of New York



Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

June 15, 2018

Dear Sir or Madam:

On behalf of the Hunts Point Alliance for Children (HPAC), I am writing to express my support of *Brilla College Prep Charter School's* application to open two charter school for the 2020 school year.

The Hunts Point Alliance for Children (HPAC) is a community-based organization, serving the families that live in the 10474 zip code in the South Bronx with an aim to support the educational progress of the students in Hunts Point. HPAC has been familiar with Brilla's work in the adjoining Mott Haven neighborhood since they opened in 2013. Over the past three years, it is clear that the relationships the school administration and teaching staff have built with the community and students' parents is deep and genuine. On my multiple visits to Brilla, peering into the classrooms, it is equally evident that every child is engaged and challenged.

For too long, children in the South Bronx have struggled to receive high quality education that both teaches them the skills necessary for 21<sup>st</sup> century careers and nurtures each child's character. In my opinion, Brilla College Prep does both. A second Brilla school will allow more children the opportunity to grow academically and personally, as well as provide a positive point of light for families.

I am pleased to support Brilla College Prep's application and look forward to continuing HPAC's relationship with the Brilla team.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Jill Roche", is written over a faint, larger version of the same signature.

Jill Roche  
Executive Director

**St. Rita of Cascia Catholic Church**

448 College Avenue  
Bronx, NY, 10451  
Tel. 718-585-5900

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

June 15<sup>th</sup>, 2018

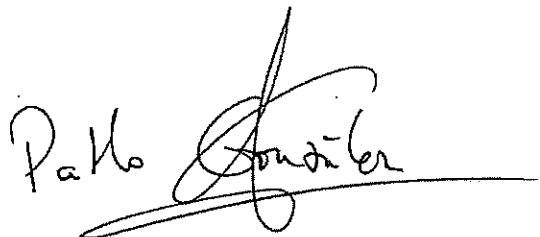
Dear Charter Schools Institute,

I am writing to express my support for Brilla Schools' application for a replication of two charters for the 2020-2021 school year.

As Pastor of St. Rita's Church in the South Bronx for seven years, I have come to love the Mott Haven community that I serve. I see firsthand the great need in this community for high-quality schools which offer not only a rigorous academic program, but also strong character formation animated by the belief that all children deserve a holistic education which will enable them to achieve their God-given potential. Brilla has shown me time and time again that it is such a school. I often meet Brilla staff through my participation in their afterschool faith formation program and I observe firsthand how committed they are to their students and families. I also know that families from my parish whose children attend Brilla love the school.

I strongly support Brilla's replication of two new charter schools, and I am hopeful that more families in the South Bronx will benefit from a Brilla education.

God bless,

A handwritten signature in black ink that reads "Pablo Gonzalez". The signature is written in a cursive style with a long horizontal line underneath the name.

Father Pablo Gonzalez



# Crotona Center

843 Crotona Park North • Bronx, NY 10460 • (718) 861 - 1426  
www.sbef.org

*Character. Leadership. Academics. Sportsmanship. Service.*

June 19, 2018

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

To the Charter Schools Institute:

I would like to express my support for Brilla College Prep's application for two new charters for the 2020 school year to expand its presence in the Bronx.

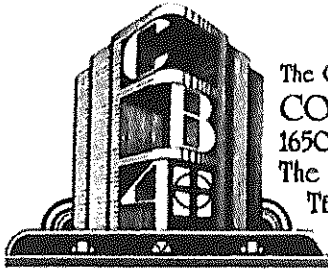
I run a tutoring and character-development program called Crotona, which is located in the South Bronx, right in front of Crotona Park. I have had the opportunity to visit Brilla on various occasions and have met a number of its administrators and teachers. I am impressed by the professional tone of the school and its staff, as well as by its palpable commitment to high academic standards and development of good character in its students. With new charters, Brilla will be able to serve more underprivileged children in the area and thus lead more people to reach their human and professional potential. By accomplishing this, Brilla will also have a greater impact on the broader community and contribute to its overall flourishing.

The program I run has a similar focus as Brilla in that it aims to help students become mature adults of good character through the core values of wisdom, justice, courage and self-control. Throughout the years, we have seen that by helping our students develop a good character through these core values, they not only succeed in college and beyond, but they also become active members of the community who dedicate themselves to serve and improve the lives of those around them. With its expanded presence and its continued focus on character growth, Brilla will be able to prepare more students to become service-oriented leaders in their community.

I am pleased to support Brilla in its expansion and encourage you to approve their application for two new charters.

Sincerely,

José Healy  
Program Director  
Crotona Achievement Center



The City of New York  
**COMMUNITY BOARD 4**  
1650 Selwyn Avenue, Suite 11A  
The Bronx, New York 10457  
TEL: 718-299-0800 FAX: 718-294-7870  
Email: bx04@cb.nyc.gov

Honorable Ruben Diaz, Jr.  
Bronx Borough President

Ms. KATHLEEN SAUNDERS  
Board Chair

District Manager

January 19, 2016

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207


Dear Sir/Madam:

At a meeting of the Executive Committee of Bronx Community Board Four held on January 14, 2016, in which there was a quorum of members present and entitled to vote, and at the recommendation of the Youth Services & Education Committee meeting of December 17, 2015, the Executive Committee voted in the affirmative to render a letter in support to Brilla College Prep Public Charter School to open a new charter school in the South Bronx. The Committee did not pose any objections to this proposal.

We look forward to working with them in the coming months on local outreach efforts, to ensure that South Bronx children submit applications to maximize local enrollment. Please keep the Board informed of the operation and future plans for this new charter school.

Should there be any further inquiry, please feel free to contact me at 718-299-0800.

Sincerely,

  
Kathleen Saunders  
Board Chair  
Community Board 4

cc: Mr. Gregory Delts, Youth Services & Education Committee Chairperson  
Ms. Shelia Johnston Mulcahy, Executive Director, Brilla College Prep Public Charter School  
Chrono file

**JOSÉ M. SERRANO**  
Senator, 29th District

**District Office**  
1916 Park Avenue, Suite 202  
New York, NY 10037  
(212) 828-5829  
FAX (212) 828-2420

**Albany Office**  
406 Legislative Office Building  
Albany, NY 12247  
(518) 433-7793  
FAX (518) 426-6886

**Email:**  
serrano@nystate.gov

**Website:**  
serrano.nystate.gov

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**SENATE**  
OFFICE OF THE CLERK  
**ALBANY, NEW YORK 12247**



**CHAIR, Senate Democratic Conference**

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Veterans, Homeland Security and Military Affairs

January 20, 2016

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

Dear Charter Schools Committee of the Board of Trustees:

As the State Senator representing parts of the South Bronx, I am writing to express my support for Brilla College Preparatory School's application for a new charter. Brilla first opened its doors within my district in the Mott Haven community, and I am deeply impressed with the quality of programming offered by this institution. If their current application is approved, a second program, designed to serve the children of the Highbridge community (CSD 9), would provide a well-rounded education for families throughout the area.

One of the things that has impressed me most about Brilla is their higher than average Special Education and English Language Learners, which make up 18% and 21% respectively, of their student body. As a longtime advocate for arts education, I am also pleased to see their dedication to incorporating an hour of art, music, dance, or karate in their daily curriculums. I believe these programs, which are often over-looked, are vital components to a well-rounded education. Additionally, the high level of parent satisfaction at the school that was shown in the NYC School Survey, coupled with their impressive student retention rates demonstrates to me that this school is successfully engaging and empowering families as partners in their children's education.

For the aforementioned reasons I am proud to support Brilla College Prep's request for a new charter to serve children in the South Bronx. If you have any questions or would like to speak with me directly on this matter, please feel free to contact my office at (212) 828-5829. Thank you very much for your consideration.

Sincerely,

A handwritten signature in black ink that reads "José M. Serrano".

José M. Serrano  
New York State Senator



2751 Grand Concourse • Bronx, NY 10468-3001 • Tel.: (718) 367-3200 • Fax: (718) 562-0131

January 13, 2016

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

To the Institute:

I am writing to express my support for the new charter application being submitted by the Brilla College Prep charter school which would allow them to expand their presence in the Bronx.

My organization is a 35 year old community sponsored organization which supervises the operation of more than 3500 affordable apartments in the West Bronx. Along with our housing work we have a strong interest in improving local opportunities for our young people. Toward this end we have developed space in our overcrowded school district for public kindergarten classes. We have provided incubator space for a charter school start-up, were founding sponsors of the Jonas Bronck Academy, a public middle school, and helped the city locate open space to build 2 new public schools now housing 1400 students.

We have established affiliates to expand the opportunities available for our residents. These programs include afterschool programs, summer recreation, technology centers, an SAT assistance program and Universal Pre-K and daycare programs. These programs are well received but the local need overwhelms them. We need more schools and programs to help prepare our children for the competitive demands they will face in our changing society.

Fordham Bedford has been impressed by the work of the Brilla College Prep and excited by their efforts to expand. Our Bronx neighborhoods simply don't have enough quality educational opportunities for our children and their families. Brilla teachers and administrators have taken up the challenges of starting and running an inner city school with great enthusiasm and expanding success. Their interest in providing a quality, well rounded education is very apparent.

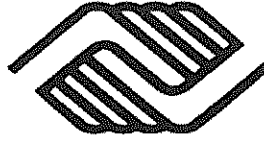
We urge you to approve their application so they can expand on their growing record of achievement in the Bronx.

Best regards,

  
John M. Reilly  
Executive Director

*A NEIGHBORhood Housing Corporation*





LUCILE PALMARO CLUBHOUSE  
 1930 Randall Avenue  
 Bronx, New York 10473  
 Administrative (718) 893-8600 x245  
 Fax (718) 991-2117  
 Website: www.kipsbay.org

# KIPS BAY BOYS & GIRLS CLUB, INC.

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January 21, 2016

Charter Schools Institute  
 State University of New York  
 41 State Street, Suite 700  
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 MICHAEL L. SIDEN  
 ROBERT K. SMYTH  
 LOCHARY STEELE  
 LORETTA UCELLI

To Whom It May Concern:

Please accept this letter in support of the charter school application submitted for Brilla College Preparatory.

The mission of the Kips Bay Boys & Girls Club is to enrich and enhance the quality of life for young people by providing education and development programs that promote the general health, educational advancement, character development and leadership potential of youth between the ages of 6 to 18 years old. Our programs instill a sense of competence, a sense of belonging, and a sense of power and influence in young people.

**HONORARY TRUSTEES**

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 DR. MANUEL A. VILLAFANA  
 MRS. MANUEL A. VILLAFANA  
 MRS. JOHN C. WAINSLOW

The work we do at Kips Bay would not be possible without the support of partners that align with our mission and aspire to create environments that provide opportunities for disadvantaged youngsters. I strongly believe that Brilla College Preparatory would be an institution that would work towards closing the achievement gap while providing great opportunities for this underserved population.

Brilla College Preparatory's commitment to serve low-income students in the Bronx would bring positive change to the neighborhood; in particular, to families that believe that education is the key to changing the current paradigm for their children by accessing the best educational services the community has to offer.

Sincerely, ~

Daniel Quintero  
 Executive Director

DANIEL QUINTERO  
 EXECUTIVE DIRECTOR

JODY SALTZMAN  
 LEGAL COUNSEL

For those who wish it, a copy of the last Annual Report filed by Kips Bay Boys & Girls Club with the New York State Board of Social Welfare may be had by writing to the New York State Board of Social Welfare, Charities Registration Section, Office Tower, Empire State Plaza, Albany, New York 12242.



Our organization has received the highest rating as a 4 star organization by the Charity Navigator. We are proud of this accomplishment and will continue to provide the best quality services to our community.

**Notes from Interview with Director of Operations Team for Brilla Network  
On the Level of Support Brilla Enjoys with CSD 7  
June 15, 2018**

**Interviewee: Yeime Valle, Director of Ops Team  
Interviewer: Shinghi Mutasa, Brilla College Prep**

*Interview responses are truncated to capture the main ideas that Ms. Valle wished to convey*

Yeime Valle: Brilla enjoys incredible support from daycare providers, business owners and other community institutions in Mott Haven.

Daycare Providers

Much of our success enrolling students in CSD 7 is our relationship with community childcare providers.

- “Sunshine Daycare” – allows us to go 3-4 times per year to market Brilla to parents. The Education Director at Sunshine said “after we send our kids to your school, our parents come back and tell us how they’re doing.” The director went on to say how the feedback is always positive and so she will continue to invite Brilla (Ms. Valle) to her daycare to market their school.
- According to Ms. Valle, part of our outreach plan was to invite as many daycares as they could for a special breakfast and sell them on the school. One of the Directors, who attended last year, ended up sending her own granddaughter to Brilla because she was so impressed with the school. The student is currently enrolled with Brilla Veritas.

Business Owners

There are several different ways that Brilla works with local business owners to become entrenched in the community.

- The owner of the Bodega on corner called Reem II [412 Willis Ave] has been a big supporter of Brilla. He has personal relationships with many teachers and puts flyers and notices of Brilla events in his business so people can see. He was also invited to lottery last year and was happy to participate and believes Brilla is a fantastic school for the community.
- Brilla partnered with MASA (<http://masany.org/>) a Bronx educational non-profit, to come and bring immigration services and guidance to parents in the community. Due to word of mouth, many parents have come for advice and counsel and they continually cite how great Brilla treats them.

- According to Ms. Valle, there is this guy in a wheelchair who stays with his cat in the train station. He loves the school. Apparently, at times when teachers work late, they sometimes see him still there and he offers to escort them to the train since he knows pretty much everyone in the neighborhood and to “look out for them.” He was also invited to be a witness for the lottery and he attended and felt like Brilla was a family place.

### Community Institutions

Brilla is becoming a community institution in Mott Haven.

- This year, a new parent said he had three kids in Immaculate Conception Elementary School, but couldn't afford keeping them in a private Catholic school. He said he had nothing bad to say about Catholic Schools, but he wanted to find an affordable alternative and so he transferred his children to Brilla. He says this was the best decision he ever made and now he wants to donate money to help the school and show his gratitude for the impact it has had on his children.
- Father Pablo from St Rita's Church gave Ms. Reyes an opportunity after Mass to present and market Brilla to the congregation. After she was done, he actually went on to advise the congregation that they should all send their kids to Brilla.
- Once a year Brilla hosts a block party/street parade in Mott Haven for families and students. At this parade members of the community come to celebrate food and cultural artifacts with Brilla students and staff. Last year one other school actually also decided to have a non-instructional day and came to celebrate with Brilla.

# Shout out to Reyes Claudio!!!

Inbox

x

Luanne Zurlo

Jun 15 (4 days ago)

to Kelsey, Matt, Michael, Brett, Tess, Ruby, Yeime, Jolleen, Shingi, Sarah, Reyes, me, Stephanie

Dear Team,

Reyes gets well-deserved top mention in Erik's weekly NYC Charter School Center newsletter!! Despite a very heavy end-of-year load, Reyes has taken it for team, attending a number of community events in our effort to secure two more charters and just because committee engagement is the right thing to do. Thank you, Reyes!!

Luanne

Begin forwarded message:

**From:** Erik Joerss [REDACTED]

**Subject:** NYC Charter School Center Weekly Roundup

**Date:** June 15, 2018 at 2:09:17 PM EDT

**To:** "Erik Joerss" [REDACTED]

This week, we welcome the approval of 10 new charter schools to the city, host the Chancellor, prepare for the sausage making battle in this year's legislative session in that little town of Albany and thank some friends for joining us at City Hall. We bring you all this and the rest of the week's news.

Enjoy the weekend!

- The Policy & Advocacy Team

## NYC CHARTER CENTER ADVOCACY/ CHARTER NEWS

- The Charter Center was pleased to have a productive conversation with Chancellor Carranza and over 50 NYC charter school leaders. The Chancellor had a more contentious time at a town hall in CSD 15 later that evening.
- **We offer our thanks to Reyes Claudio from Brilla** and Viviana Perez from Democracy Prep, who spent Wednesday afternoon with the NYC Council Education Committee letting lawmakers know about the civic engagement work built into their school models and asking that charter schools students receive the same information and access to programs that the district enjoys.
- Congratulations to the office of Staten Island Borough President James Oddo on the approval granted by SED for Bridge Preparatory Charter School and also to Bold, Richmond Prep, Valence College Prep, Creo College Prep and Ivy Hill Prep who are all getting started. A tip of the cap to our friends at KIPP, Harlem Village Academy and New Dawn on their successful replications.
- Richard Buery, Lester Long, Chris Cerf and Shael Polakow-Suransky ~~walk into a bar~~ engaged in a great conversation hosted by the Manhattan Institute that touched on teacher training, the point of charters, the challenges of district-charter collaboration and how the lessons Machiavelli impact charter politics.
- Success fights for middle schools seats in Brooklyn.

## NYC/NYS EDUCATION NEWS

- As the NYS legislative session winds down, raising the cap on the number of accountable charter schools that can be created in New York City has been tied to NYSUT's desire to make its members less accountable. The final hand of this poker game is scheduled for June 20. Maybe one day, folks in charge in the Assembly will understand

that equating a proposal to allow for the creation of more charter schools that effectively educate African American and Hispanic students with a deadly poison is offensive.

- The Citizens Budget Commission estimates that NYC will pay teachers \$136 million this year to not teach (roughly the amount it would take to grant facility funding to all NYC charter schools).

- The second week of the specialized high school debate featured Queens elected officials defending the SHSAT, how the test is the right way to select students, Dante de Blasio talking about the ugliness he faced at Brooklyn Tech as one of the few and Tom Allon and Councilman Rafael Espinal suggesting we keep the test but open more specialized schools. Vox and Atlantic provided the 30,000 foot historical context, the NY Post covered how the philanthropic world has helped send many of NYC's best and brightest low-income students to elite prep schools, and author Gary Shteyngart's has a brief but telling description of his experience at Stuyvesant.

- Cynthia Nixon released her education platform (24 pages with no mention of charter schools).

- Max Eden makes the case that the death of a student at the Urban Assembly School for Wildlife Conservation was partially the result of the unwinding of discipline in NYC schools.

## POLITICS / NATIONAL EDUCATION NEWS

- Derrell Bradford continues to push back on the notion that students of color need to be around white kids in order to succeed.

- After a successful 5 years as superintendent of public schools in Camden, NJ, Paymon Rouhanifard reminisced on his tenure, the role of district-charter partnerships and the debt he owes to Joel Klein.

-

## KICKERS

-

*"We are also listening to parents who are demanding more choices for their children by increasing the number of charter schools in New York City, where nearly 50,000 children are currently stuck on waiting lists hoping and praying for their shot at a first-class education, and decreasing the number of charters upstate where the need isn't as great."*

**-NYS Senate Majority Leader John Flanagan**

-

*"Leaders were impressed with [Carranza's] candor, his clarity around looking to work with them, and even more so with his passion for keeping the focus on how we can work together for the betterment of all children in the system. I think we all left with the sense that there are clear avenues for partnership and that this will be a productive relationship going forward."*


**-James Merriman**

**Erik Joerss**

Director of Government Affairs

**NEW YORK CITY CHARTER SCHOOL CENTER**

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 M: 646.522.7069 F: 212.227.2763



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----- Forwarded message -----

From: Margaret Rippe [REDACTED]  
Date: Wed, Jun 6, 2018 at 11:23 PM  
Subject: Glasdoor  
To: Alexandra Apfel <[REDACTED]>

**In case you need further validation that the work you do is very meaningful, here is my review of Brilla - which does not do justice in the least to all that you, Kelsey, Castillo, Larsen have established! Thank you for all that you do.**

When I first came to Brilla, I was taken by what can only be described as a magical culture: students who were highly engaged in learning, staff who seemed to genuinely care about one another, families who were active partners in their children's learning. In working at Brilla, it is clear that magic is intentionally cultivated through its emphasis on establishing strong relationships between teachers and scholars, implementing structures that enable collaboration and opportunities to know your team in deeply personal ways and inviting parents in as valued stakeholders at every opportunity. Having worked at two other well-known charters, what distinguishes Brilla from other schools is its ability to fuse both the joy and excitement of learning with the accountability and high expectations needed to ensure scholars are growing into scholars of great character and academic prowess.

Teaching and learning at Brilla is exciting! The school year is packed with events for scholars and families that foster community and celebrate strong academic work. Special events like Homecoming Week, Field Day, Olympics, 100th Day happen on a monthly basis, while others like Roosting Rally (pep rally) and Bird Call (whole school morning meeting) are embedded into each school week to create novel experiences or celebrate the school community. In the classroom, Brilla is intentional about ensuring scholars have access to rigorous texts, hands-on experiments in science, and open discourse that promotes critical thinking and inquiry. Through its unique co-teaching model, most learning occurs through small group instruction in the elementary school, allowing teachers to better differentiate for scholars.

With the exception of my first year teaching, I have grown the most as an educator while working at Brilla. Every grade level at Brilla has an instructional coach whose job it is to help coach teachers' practice through consistent observations and goal-setting. All coaches and school leaders are genuinely interested in developing you toward goals that are personally meaningful. Additionally, Brilla offers weekly professional development sessions that cover a variety of topics from data analysis to deepening content knowledge to collaborative planning. Instructional coaches and school leaders are incredibly supportive. Their coaching never feels intimidating, but rather empowering as they use strengths-based approaches to highlight your successes as a teacher and provide actionable feedback that you can easily implement in your classroom. School leaders are approachable, open to feedback (often seeking it out from teachers) and incredibly supportive. School leaders make it a point to problem solve with teachers, check in with scholars and families and model the mindset and work ethic expected of staff. In their commitment to continual improvement, they lead by example for the staff.

Brilla's work is centered on its mission to provide exceptional educational opportunities to all scholars that nurture the mind, body, and spirit. Brilla is deeply committed to character education, something that further distinguishes Brilla from other charter schools. Brilla understands that character lessons cannot be just contained to a single block in the day, but rather teachers highlight the four core virtues throughout the day in examples from the class or content. Scholars are always reminded that it is the content of their character that matters most, which is evident in the way scholars cultivate their own friendships, build independence and develop their sense of self.

--

**Molly Rippe**

4th Grade Level Chair | Data and Assessment Lead  
BRILLA COLLEGE PREP Public Charter School  
413 E. 144th St., Bronx, NY 10454

[REDACTED]  
[www.brillacollegeprep.org](http://www.brillacollegeprep.org)

<C96E7A66-E324-4A3D-A6D4-D0F089CB0716[54].png>

# Feedback from Character dinner with Brilla parents

Inbox

x

Luanne Zurlo

Jun 13 (6 days ago)

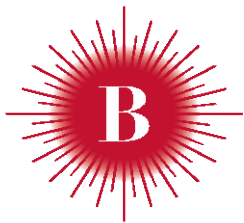
to me, Jolleen

Rob,

We had an illuminating session with half a dozen Brilla parents last evening over dinner. The objective of the meeting was to solicit feedback from parents, themselves, about how they view our character work both with the students and fellow parents. Overall, the parents were extremely happy with our character work. I bullet point below some specific feedback which are mostly quotes:

- Our kids really use the virtue vocabulary at home
- It names concepts which help the kids focus on them
- It really shows kids how to interact and how they impact other people
- So many of the staff, not just the teachers, know our students so well. Truly they care about the whole child.
- Character work has been largely responsible for my 2nd grader to come out of his shyness
- Character work enables kids to learn about themselves better
- Helps them direct their energy in a positive way
- Sub-virtues are great
- Parent University needs a different structure as the kids are distraction
- It is frustrating that not every parent value education as much as we do
- We who grew up in the South Bronx were educated in a system set up to teach us to survive, not thrive, like Brilla does
- Uniforms are great, except for the yellow shirts
- You should create more opportunities for parents to provide feedback
- FaceBook and Instagram are really important ways to communicate

I must say, these parents really inspired me! Luanne



**BRILLA COLLEGE PREP**  
Public Charter School

[brillacollegeprep.org](http://brillacollegeprep.org)

## **Brilla ~~College Preparatory Charter School at~~ Public Charter Schools – Pax and Caritas at Highbridge Enrollment Policy**

### **Introduction**

The Brilla ~~College Preparatory Charter School at~~ Public Charter Schools – Highbridge admission policy is non-sectarian and does not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. Brilla ~~Highbridge~~ will not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant either to receive or submit an application for admission to the school. Any child who is a resident of New York State and is qualified under New York State law for admission to a public school is qualified for admission to any Brilla school – Highbridge. Brilla Pax and Caritas are – Brilla Highbridge is an elementary schools that will enroll students entering K through 5<sup>th</sup> grade. The school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990; and Section 2854(2) of the New York Education Law, which governs admissions to charter schools.

### **Recruitment and Eligibility Criteria**

Brilla ~~College Preparatory Charter School at~~ Highbridge (“Brilla Highbridge”); Pax and Caritas, a K-8 schools in the classical tradition, helps students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond. The development of the virtues of Justice, Self-control, Wisdom, and Courage in students is central to our educational mission. Brilla Pax and Caritas Highbridge is are open to all students eligible for public education in New York State. Student recruitment efforts will focus on attending community events and fairs, and conducting outreach at after school programs, elementary schools and community-based organizations serving the very diverse populations of Districts 7, 8 and 9 and will be designed to meet the school’s enrollment and retention targets for students with disabilities, English language learners and students eligible to participate in the federal Free and Reduced Price Lunch (FRPL) program. To recruit the ir first entering classes, Brilla Pax and Caritas

~~Highbridge~~ will offer informational presentations during the months of February and March in the day and evening hours in Districts 7, 8 and 9. Brilla ~~Highbridge~~ will post flyers and conduct open house information sessions at local places of worship, visit local daycares and preschools to talk to school leaders and parents, conduct information sessions at local community recreation centers ~~(such as West Bronx Recreation Center in Highbridge)~~, manage an information booth at local community events (street fairs, celebrations, etc.), and speak at civic organizations, ~~with a particular focus on the African American and Hispanic communities.~~

For admission to ~~either Brilla Pax and Caritas Highbridge~~ during the school's initial year, a child/student must be entering kindergarten ~~or 1<sup>st</sup> grade~~ in August 2017. Kindergarten students must turn five by December 31 of their incoming year. Approximately 960 kindergarten students ~~and 60 1<sup>st</sup> grade students~~ will be accepted. Every year thereafter, ~~both Brilla Pax and Caritas Brilla Highbridge~~ will add a grade level until we reach K-8. Admission ~~to Brilla Highbridge~~ will be limited each year to pupils within the grade levels to be served by the school.

In its admission policies and procedures, Brilla ~~Pax and Caritas Highbridge~~ will not engage in any of the following:

- (1) Requiring parents to attend meetings or information workshops as a condition of enrollment;
- (2) Having an unduly narrow enrollment period;
- (3) Giving preference to or unduly targeting students interested or talented in a particular Brilla College Prep program; or,
- (4) Requiring admissions tests, interviews or essays.

### **Applications**

Applications for admissions will be made available at the informational presentations, on our website, and by mail at the request of a student or family. Brilla ~~Highbridge~~ will use the uniform application form created by the State Department of Education and it will be available in English, Spanish, the languages predominantly spoken in the community in which the school is located, and any other language requested by parents. Applications can be mailed, emailed, or hand delivered by April 1<sup>st</sup>. Applications submitted by mail must be postmarked no later than April 1<sup>st</sup>. If the number of timely submitted applications of eligible students for admissions exceeds the capacity of the grade level, students will be accepted for admissions from among the applicants by a random selection process (lottery). Enrollment preferences will be provided to:

- (1) Returning students
- (2) Siblings of students currently enrolled at Brilla ~~Pax and Caritas Highbridge~~
- ~~(3) Students of employees of Brilla Highbridge or Seton Education Partners (no more than 15% of total enrollment)~~
- ~~(4)(3) Students who reside in District 9~~

With the approval of the US Department of Education, New York State charter schools receiving CSP grant funds may weight admissions through the use of a Weighted Lottery Generator created by the New York State Education Department's (NYSED's) Charter School Office. During the pendency of any CSP grant, Brilla [Pax and CaritasHighbridge](#) will follow applicable NYSED guidance regarding use of the Weighted Lottery Generator. If permission is obtained from the NYSED Charter School Office, Brilla plans to use the approved weighted lottery process to provide a preference for students who qualify for FRPL.

Brilla's policy after it ceases to receive CSP funds would be to weight the lottery for all student that qualify for FRPL as follows:

- CSD [7, 8 and 9](#) applicants who qualify for FRPL;
- Students who reside outside of CSD [7, 8 and 9](#) who qualify for FRPL;
- CSD [7, 8 and 9](#) applicants who do not who qualify for FRPL; and,
- Students who reside outside of CSD [7, 8 and 9](#) who do not qualify for FRPL.

### **Admissions Lottery**

If the number of applications received exceeds the number of slots available, Brilla [Highbridge-Pax and Caritas](#) will conduct a lottery. The lottery will be independently observed by a disinterested party (8 NYCRR 119.5), a person who is not a board member or an employee of the school and who is not the parent, person in parental relationship, sibling, aunt, uncle or first cousin of any applicant to the school or of any student enrolled in the school. It will be conducted in a transparent, equitable and random manner.

The lottery will be held in a space that is open and accessible to the public as required by NYS Education Law § 2854 (2)(b) and capable of accommodating the anticipated number of attendees. If it is anticipated that attendance will exceed capacity, separate grade level lotteries will be held and each lottery will be publicized in a manner consistent with Public Officers Law § 104(1). At least one week prior to each lottery a public notice will publicize the lottery and the number of spaces available each year by grade level. Parents, guardians, persons in parental relationships and/or students will not be excluded from or required to participate in the lottery process.

The random process used in the lottery may be generated by a traditional ball system, technology-based software, paper ticket process or other methodology that generates random results. After enough students have been selected via lottery to fill all available spaces, a waitlist for each grade level will be formed from the remaining names. This waitlist will be based upon the random selection from the lottery and will be the only official, legal document identifying the names, home addresses, telephone numbers and grade levels of grade-eligible students with applications to the school pending acceptance. When vacancies arise, based upon the order of random selection from the lottery, families on the waitlist will be contacted by phone, mail, or email. The waiting list will expire annually at the lottery drawing for the next school year. Students applying for admission after the lottery is conducted will be admitted throughout the year on a space-available basis or placed on the waiting list.

Whenever a vacancy occurs in grades K-2, either prior to the start of a particular school year or during the course of that school year, Brilla [Pax and CaritasHighbridge](#) will contact the parent of the student next on the appropriate waiting list. The same process will be followed

for grades 3-5, up to ~~four~~ six vacancies filled per grade per year. Additional backfilling in grades 3-5 during the same school year will require approval by the School Leader / Principal/Head of School. Reasonable and multiple attempts (at least 3) will be made to contact the family of the student on the top of the waiting list and to obtain confirmation that the student is still interested in enrolling at Brilla Highbridge before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then Brilla Highbridge/Brilla Pax and Caritas may remove the student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Detailed documentation of the lottery process will identify the process used and demonstrated consistency with the procedures described above. The documentation will be recorded and made available to SUNY and NYSED upon request.

### **Student Registration and Enrollment**

Once the lottery has been conducted, Brilla Highbridge-Pax and Caritas will, within two weeks of the lottery, notify parents and guardians of applicants by mail whether their child has been granted a seat at the school or if they are on the waiting list. The school will ask each parent of a child who has been selected for admission to confirm within two weeks of this notification his or her intent to enroll or not to enroll the child in Brilla Pax or Caritas/Highbridge by signing and returning a letter of acceptance. Each year, ~~the~~ school will require currently enrolled students to confirm in writing their intent for the student to remain in the school the next year.

Prior to the commencement of each academic year, families of children who enroll at the school must complete the enrollment process. As part of this process, parents must provide verification of residency. Proof of residency must be established by presenting at least two of the following documents:

- A residential utility bill (gas or electric) in the resident's name issued by National Grid, Con Edison, the Long Island Power Authority, or other utility service dated within the last 60 days;
- An original lease agreement, deed or mortgage statement for the residence;
- A current property tax bill for the residence;
- A water bill for the residence dated within the past 60 days;
- Official payroll documentation from an employer such as a form submitted for tax withholding purposes or payroll receipt; a letter on the employer's letterhead will not be accepted; must be dated within the past 60 days; and/or
- Documentation or letter on letterhead from a federal, state or local government agency, including the Internal Revenue Service (IRS), City Housing Authority, Human Resources Administration (HRA), the Administration for Children Services (ACS), or an ACS subcontractor indicating the resident's name and address; all must be dated within the past 60 days.

In addition to proof of residency families must provide a copy of the student's prior year academic record, birth certificate and immunization record. Brilla ~~Highbridge~~ staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms.

In compliance with the The McKinney-Vento Act, Brilla ~~Pax and Caritas Highbridge~~ will immediately enroll students experiencing homelessness, even if the student is unable to provide documents typically required for enrollment (M-V Section 722(g)(3)(c)(i)). Students will have the right to attend classes while Brilla Highbridge requests and awaits student records from the former school (M-V Section 722(g)(3)(C); N.Y. Educ. Law § 3209(2)(e); 8 N.Y.C.R.R. § 100.2(x)(4)(ii)).

#### **Voluntary Withdrawal**

Brilla ~~Pax and Caritas are Highbridge is a~~ public schools of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw their child from the school will be asked to complete a request for student withdrawal form. Brilla ~~Pax and Caritas Highbridge~~ personnel will offer to meet with the family and discuss their reasons for withdrawing from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, Brilla Highbridge will ensure timely transfer of any necessary school records to the student's new school.

## Response 16 – Facilities

### (a) Facility Needs

The desired location for Brilla Pax and Caritas are in CSD 7. Pax is its own school and Caritas is its own. The numbers below are for one school only.

Gen Ed Classrooms should be large enough to fit thirty students plus two teachers per classroom. Quantity requirements by year are:

- o Year 1 (K-1): 3 classrooms
- o Year 2 (K-2): 6 classrooms
- o Year 3 (K-3): 9 classrooms
- o Year 4 (K-4): 12 classrooms
- o Year 5 (K-5): 15 classrooms

We also need Specials Classrooms for art, music, dance, physical education, etc. Requirements by year are:

- o Year 1: 1 classroom
- o Year 2: 2 classrooms
- o Year 3: 3 classrooms
- o Year 4: 4 classrooms
- o Year 5: 4 classrooms

3 Specials Classrooms would suffice if the cafeteria area of the multipurpose room can be divided from the recreation/PE space (otherwise the specials/lunch schedules overlap).

Additionally, we require a Cafeteria. At minimum, cafeteria would need to accommodate 120 students (plus adults on lunch duty) at a time. At max, the cafeteria would need to accommodate 360 students so they could all eat breakfast at the same time, though this is not essential. The entire room should be able to accommodate whole school assemblies (360 students plus staff). A Warming Pantry in close proximity to Cafeteria is also a need (we do NOT need a commercial kitchen; our food will be delivered and just need to be kept warm before serving).

Other space considerations include:

- Storage
- Staff Lounge with small kitchenette (sink, counter, refrigerator, microwave, cabinets)
- Staff Resource Room/Work Room (copiers, etc)



- Head of School Office
- Assistant Principal Office
- Operations Suite and/or Main Office (to fit at least 4 FTEs)
- Small conference/meeting room (to hold ~8 people)
- Nurse's Office
- Counselor's Office
- Minimum 4 small pullout rooms (for 3-6 kids) for intervention, enrichment, and other 1:1 or small group sessions as required by IEPs, etc. Although our inclusion model will permit students with special needs to receive many of their required services within the general education classrooms, we will need dedicated resource space for counseling and other support services for special education, occupational, speech, and physical therapy.
- Minimum 2 SETTS rooms (~8 kids) - Ideally 1 SETTS room for every 2 grades
- Appropriate bathroom count

**(b) Facility Selection**

As discussed in the Business Plan, facility acquisition and financing are services provided by Seton Education Partners as Brilla's CMO. Please note that Seton's payment to the landlord of the facility is separate from its payment as CMO. In other words, Seton has a lease with the landlord of the facility and Seton subleases the facility during school hours to Brilla. In New York City, where space is at a premium, we have learned from experience that the process of space identification and acquisition can be long and arduous.

Following the guidance of the New York City Charter School Center[2] and as we did at Brilla College Prep in Mott Haven and with Brilla Veritas, we will also follow the Facilities Access Process by submitting a written request for co-location to the Department of Education. If DOE grants Brilla space that meets our programmatic needs, Seton can table negotiations for private space. However, given our experience in Mott Haven, we understand that we cannot rely on DOE to grant us space that will meet our program needs.

We recognize the fact that we may need to occupy temporary space if a permanent facility solution is either not found or construction is not completed on time. Seton has assembled a real estate search committee to embark upon this process. The team consists of internal Seton/Brilla team members with expertise in the organization's finances and building needs, the real estate project management firm DBI, a broker with experience in vetting school facilities (likely the company Transwestern), and Osterman and Hannah, LLP, a real estate firm that has advised Seton on previous transactions. Seton has also remained in touch with local Catholic parishes and the Archdiocese of New York whose schools have recently closed, in hopes of being able to utilize newly vacated school buildings. Lastly, Seton has a relationship with Building Hope that is exploring rent-to-own leasing agreements for NYC charter schools when sites become available. The real estate committee will manage the construction and leasehold improvement for sites, oversee necessary renovations to launch the school and make detailed recommendations about future capital improvements that the school can use for future facility planning. As well, to increase capacity and expertise in the area of facilities, the intention is for the CMO team to hire a Director of Real Estate and Facilities in the 2019-2020 school year. This individual will oversee and manage the full real estate committee described above.

Seton Education Partners will secure all financing necessary to pay for the cost of the school fit-out via fundraising and loans from CDFI's as they did for Brilla's first school in Mott Haven, where they fundraised and secured a \$3.25 million loan from Raza Development Fund, and for Brilla College Middle School, where they secured a \$2.2 million loan from the Low Income Investment Fund. Seton will also explore the alternative approach of issuing tax-exempt bonds to finance building improvements. DBI will ensure that the facilities will be able to meet NYC Department of Buildings and state sanitary specifications by the time the school opens. Seton Education Partners will then sublease the facilities to Brilla Pax and Caritas. As the network of Brilla schools continues to grow, we intend to structure leases such that Seton is responsible for all building operational costs (with the exception of capital improvements). The centralization of these costs will allow the network to utilize economies of scale, and simplify building management across multiple sites. Note that this approach is a shift from how Brilla structured its original leases.

If the real estate committee determines a facility is not ready in time, then it shall seek temporary space available with an appropriate certificate of occupancy.

**(c) Facility Related Conflicts of Interest**

Seton Education Partners is the CMO of all Brilla Schools. Seton conceived of and incubated the original Brilla College Prep in Mott Haven. As part of this effort, they identified the school facility, negotiated a lease with the landlord, fundraised and secured debt financing to pay for extensive leasehold improvements, and oversaw the management of the renovation project. Seton then subleased the facility to Brilla College Prep at terms that allowed to Brilla to phase in their rent payments as their enrollment grew. Seton also played the lead role on securing both incubation space and future permanent space for the other existing Brilla school, Veritas.

Now, as the CMO of Brilla Pax and Caritas, Seton Education Partners will perform the same functions. As noted above, Seton is identifying potential buildings and will negotiate favorable lease deals. Seton will do all the fundraising and will secure all debt necessary to pay for the construction of the school facilities so that the Brilla Education Corporation will not have to carry this on their balance sheet. Seton will negotiate a fair-market lease with Brilla Pax and Caritas that provides flexible rental terms such that Brilla can pay less rent when enrollment is low and increase its rent year by year as enrollment builds towards capacity. The intention is for Seton, as landlord, to cover all ongoing operating expenses for the building including utilities, insurance, maintenance, janitorial and security, allowing Brilla to pay a stable up-front base rent that is inclusive of these services.

One of Brilla's board members is associated directly with Seton Education Partners: Stephanie Saroki de Garcia is Seton's co-founder and current Managing Director. Because of this, Seton Education Partners and Brilla Pax and Caritas will follow SUNY's Guide to Board Governance, especially with respect to "Related Party Transactions." In particular, Seton understands that to serve as the master leaseholder and CMO, the subleases with Brilla Pax and Caritas must be determined by the Brilla Board to be fair, reasonable and in the corporation's best interest. Therefore, Mrs. Saroki de Garcia will recuse herself from any deliberations or voting regarding the sublease between Seton and Brilla, although the Board may request a presentation about the transaction from Seton. The remaining Brilla board members must consider alternative transactions prior to entering into the sublease with Seton Education Partners, must approve the transaction by majority vote of those present, and document the basis for approval and considered alternatives contemporaneous with the final decision.

## Response 16 – Facilities

### **(d) Additional Facilities Documents**

Not applicable

## Response 17 Food Services

*This response is incorporated by reference from BCP2 Charter Application, Response 17, 2016. We have revised to pertain to the entire Brilla Schools network including Pax and Caritas.*

Healthy meals are an important foundation for academic success, especially for low-income students. A 2015 report<sup>[1]</sup> by the Food Research and Action Center ranks New York City 61st in a list of 62 large urban school districts when it comes to getting qualified low-income children to participate in the free school breakfast program, providing a healthy breakfast for fewer than 36% of those students participating in the National School Lunch Program. We intend to contract with NYC DOE Office of School Food and Nutrition Services to provide daily breakfast, lunch and snack, but will consider private vendors that can demonstrate the capacity to provide effective food services within a school context. The criteria to select a food services provider will include: cost, menu options, nutrition, logistics and capacity. Brilla Schools do not include a commercial grade kitchen; rather, the kitchen will service as a pantry area with heaters and coolers, sinks for clean up, counter space for food prep, and a serving area adjacent to the cafeteria. Our plan is to request personnel for the satellite kitchen from the NYC DOE Office of School Food and Nutrition. However, if we decide to contract with a private vendor, we will hire staff with appropriate food handler permits to serve meals. In this case, we would hire one food handler per 120 students and would pay food handlers an hourly rate. Students will not be required to participate in our meal program and can elect to bring their own food to school.

We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, Brilla staff will work with families to complete the online School Meals Application form at [www.applyforlunch.com](http://www.applyforlunch.com). The school will provide assistance to ensure every student's free and reduced price lunch eligibility is documented. Each month the school will bill families of full-paying lunch eligible students. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will discretely track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

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[1] [http://frac.org/pdf/School\\_Breakfast\\_Large\\_School\\_Districts\\_SY2013\\_2014.pdf](http://frac.org/pdf/School_Breakfast_Large_School_Districts_SY2013_2014.pdf)

## Response 17 Food Services

Healthy meals are an important foundation for academic success, especially for low-income students. A 2015 report<sup>1</sup> by the Food Research and Action Center ranks New York City 61st in a list of 62 large urban school districts when it comes to getting qualified low-income children to participate in the free school breakfast program, providing a healthy breakfast for fewer than 36% of those students participating in the National School Lunch Program. We intend to contract with NYC DOE Office of School Food and Nutrition Services to provide daily breakfast, lunch and snack, but will consider private vendors that can demonstrate the capacity to provide effective food services within a school context. The criteria to select a food services provider will include: cost, menu options, nutrition, logistics and capacity. Brilla Highbridge will not include a commercial grade kitchen; rather, the kitchen will service as a pantry area with heaters and coolers, sinks for clean up, counter space for food prep, and a serving area adjacent to the cafeteria. Our plan is to request personnel for the satellite kitchen from the NYC DOE Office of School Food and Nutrition. However, if we decide to contract with a private vendor, we will hire staff with appropriate food handler permits to serve meals. In this case, we would hire one food handler per 120 students and would pay food handlers an hourly rate. Students will not be required to participate in our meal program and can elect to bring their own food to school.

We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, Brilla staff will work with families to complete the online School Meals Application form at [www.applyforlunch.com](http://www.applyforlunch.com). The school will provide assistance to ensure every student's free and reduced price lunch eligibility is documented. Each month the school will bill families of full-paying lunch eligible students. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will discretely track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

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<sup>1</sup> [http://frac.org/pdf/School\\_Breakfast\\_Large\\_School\\_Districts\\_SY2013\\_2014.pdf](http://frac.org/pdf/School_Breakfast_Large_School_Districts_SY2013_2014.pdf)

## Response 18 Health Services

**Staffing:** The school will work with the NYC Department of Education (NYCDOE) and the NYC Department of Health and Mental Hygiene to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse, supported by the school's Operations Manager, will be responsible for all record keeping and correspondence related to these responsibilities even though the records are records of Brilla Highbridge. We will contact the NYCDOE Office of School Health to request a School Health Nurse. If we are unable to secure a nurse through the Office of Health in the first year of operation, Brilla College Prep will employ a part-time nurse; when the nurse is not on-site those responsibilities that can be legally delegated will be assigned to Operations Manager. In that event, parents will be informed of the inability of the school to dispense medication during school hours. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. The school will procure the number of AEDs required by NY Education Law § 917 to include one AED and one trained staff person for sporting events in any location, as applicable. Vision and hearing screenings will be coordinated with the NYC Department of Health and Mental Hygiene.

**Health Records:** Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's health file that will be kept in the nurse's office. Parents will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured.

**Immunizations:** The school will ensure that all new students adhere to New York State Department of Health (DOH) requirements for immunization before they attend. (See <http://www.health.ny.gov/prevention/immunization/schools/#ln1>). Parents or guardians must provide documentation that their child has received all required doses of vaccines in accordance with the New York State Immunization Requirements for School Entrance/Attendance (attached) applicable to the age/grade of their children. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap:); Polio (IPV, OPV); Measles/Mumps/Rubella ; Hepatitis B; and, Varicella. Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations. The school will comply with DOH regulations in 10 NYCRR Part 66.

**Medications:** The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications

being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

Brilla College Prep will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including locked refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

## Response 18 Health Services

*This response is incorporated by reference from BCP2 Charter Application, Response 18, RFA 2016. We have revised to pertain to the entire Brilla Schools network including Pax and Caritas.*

**Staffing:** The school will work with the NYC Department of Education (NYCDOE) and the NYC Department of Health and Mental Hygiene to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse, supported by the school's Operations Manager, will be responsible for all record keeping and correspondence related to these responsibilities. We will contact the NYCDOE Office of School Health to request a School Health Nurse. If we are unable to secure a nurse through the Office of Health in the first year of operation, Brilla will employ a part-time nurse; when the nurse is not on-site those responsibilities that can be legally delegated will be assigned to the Director of Operations Manager. In that event, parents will be informed of the inability of the school to dispense medication during school hours. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. The school will procure the number of AEDs required by NY Education Law § 917 to include one AED and one trained staff person for sporting events in any location, as applicable. Vision and hearing screenings will be coordinated with the NYC Department of Health and Mental Hygiene.

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**Medications:** The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

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## Response 19 Transportation

*This response is incorporated by reference from BCP2 Charter Application, Response 19, 2016. We have revised to pertain to the entire Brilla Schools network including Pax and Caritas.*

Brilla Schools intend to locate in the Mott Haven neighborhood of the South Bronx, which is a highly residential area with a rapidly growing population. We expect many of our students to come from the neighborhood and walk to school. The neighborhood also has sufficient public transportation.

We recognize that charter schools are considered non-public schools for the purpose of receiving transportation services under Education Law §2853(4)(b). The NYC DOE is responsible for providing the same transportation services provided to other NYC public school students, and Brilla College Prep will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCards. For the majority of our students, we do not plan to provide busing and will encourage families to walk, drive, or use MetroCards on public transit. However, special education students will receive transportation as mandated in their IEPs; the school will work closely with the CSE to ensure appropriate transportation is required and provided. Given the existing transportation routes in Highbridge, we anticipate OPT will be able to provide busing to our students who meet eligibility criteria (students in grades K-2 who live outside a ½ mile radius and students in grades 3-5 who live outside a 1-mile radius). Because we intend to provide an extended school year and Brilla College Prep will be in session on days when other NYC public schools are not, the school will work with OPT to provide supplemental transportation at cost or make other transportation arrangements for those students who require busing. The families of students who do not qualify for bus service or a full or half-fare MetroCard will be responsible for arranging their child's transportation to and from Brilla Schools.

The school's Operations Manager will be responsible for coordinating transportation, including submission of required eligibility forms and identification of bus routes and stops. The Operations Associate will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. We also intend to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation and staff will review bus safety rules and conduct bus drills.

## Response 19 Transportation

Brilla College Prep intends to locate in the Highbridge neighborhood of the South Bronx, which is a highly residential area with a rapidly growing population. We expect many of our students to come from the neighborhood and walk to school. The neighborhood also has sufficient public transportation. Our desired location is serviced by the following bus routes: Bx35, Bx11, Bx13, Bx3, Bx36, and Bx18; and the following subway stops: Mt Eden Av Station serviced by the 4 Train and 174<sup>th</sup>-175<sup>th</sup> St Station serviced by the D Train.

We recognize that charter schools are considered non-public schools for the purpose of receiving transportation services under Education Law §2853(4)(b). The NYC DOE is responsible for providing the same transportation services provided to other NYC public school students, and Brilla College Prep will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCards. For the majority of our students, we do not plan to provide busing and will encourage families to walk, drive, or use MetroCards on public transit. However, special education students will receive transportation as mandated in their IEPs; the school will work closely with the CSE to ensure appropriate transportation is required and provided. Given the existing transportation routes in Highbridge, we anticipate OPT will be able to provide busing to our students who meet eligibility criteria (students in grades K-2 who live outside a ½ mile radius and students in grades 3-5 who live outside a 1-mile radius). Because we intend to provide an extended school year and Brilla College Prep will be in session on days when other NYC public schools are not, the school will work with OPT to provide supplemental transportation at cost or make other transportation arrangements for those students who require busing. The families of students who do not qualify for bus service or a full or half-fare MetroCard will be responsible for arranging their child's transportation to and from Brilla College Prep.

The school's Operations Manager will be responsible for coordinating transportation, including submission of required eligibility forms and identification of bus routes and stops. The Operations Associate will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. We also intend to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation and staff will review bus safety rules and conduct bus drills.

## Response 20 Insurance

*This response is incorporated by reference from BCP2 Charter Application, Response 20, 2016. We have revised to pertain to the entire Brilla Schools network including Pax and Caritas.*

Brilla Pax and Caritas plan to carry insurance consistent with that which our flagship Brilla carries. Certificates of coverage are shown below.



**CERTIFICATE OF LIABILITY INSURANCE**

BRILC2C OP ID: RRM

DATE (MM/DD/YYYY)  
06/07/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2366 Michael J. Brooks	CONTACT NAME: Michael J. Brooks PHONE: [REDACTED] (A/C, No. Ext) [REDACTED] E-MAIL ADDRESS: [REDACTED]
	INSURER(S) AFFORDING COVERAGE: Hartford Insurance Group NAIC # 29424 INSURER B: United Educators Insurance 10020 INSURER C: INSURER D: INSURER E: INSURER F:
INSURED Brilla College Prep Charter Schools 413 East 144th Street Bronx, NY 10454	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDITIONAL SUBROGATION WAIVED	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> PER LOC APPLIES GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC. OTHER:	X	M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Emp Ben. \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		01UUNVG8141	07/01/2018	07/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	01WBGA8312	07/01/2018	07/01/2019	PER STATUTE OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 Per Policy Terms, Conditions & Exclusions - Raza Development Fund, Inc. is included as an Additional Insured on the General Liability policy, but only with respect to the ongoing operations of the Named Insured, if required by written contract.

CERTIFICATE HOLDER Raza Development Fund, Inc. 1 East Washington Street Suite 2250 Phoenix, AZ 85004	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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**CERTIFICATE OF LIABILITY INSURANCE**

BRILC2C OP ID: RRM

DATE (MM/DD/YYYY)  
06/07/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2366 Michael J. Brooks	CONTACT NAME: Michael J. Brooks PHONE: [REDACTED] FAX: [REDACTED] E-MAIL: [REDACTED] ADDRESS: [REDACTED]
INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A - Hartford Insurance Group	29424
INSURER B - United Educators Insurance	10020
INSURER C -	
INSURER D -	
INSURER E -	
INSURER F -	

INSURED: Brilla College Prep Charter Schools  
413 East 144th Street  
Bronx, NY 10454

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	INSO	WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> PER LOC APPLIES GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER		X	M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Emp Ben. \$ 1,000,000 COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			01UUNVG8141	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			M65-14A	07/01/2018	07/01/2019	PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N/A	01WBGA8312	07/01/2018	07/01/2019	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 Per Policy Terms, Conditions & Exclusions - Church of St. Pius, Borough of Bronx, NY City the Archdiocese; the Archbishop of New York and Central Services' and the Archdiocese of New York are included as Additional Insureds as Landlord on the general liability policy, on a primary and non-contributory basis, but only with respect to the liability of the (con't)

CERTIFICATE HOLDER	CANCELLATION
Church of St. Pius, Borough of Bronx, NY City c/o the Parish of St Rita of Cascia & St Pius 443 College Ave Bronx, NY 10451	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 

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<b>NOTEPAD:</b>	HOLDER CODE	BRILC2C	PAGE 2
	INSURED'S NAME: Brilla College Prep Charter	OP ID: RRM	Date: 06/07/2018
Named Insured regarding leased premise at 500 Courtland Ave., Bronx, NY, if required by written contract.			



**CERTIFICATE OF LIABILITY INSURANCE**

BRILC2C OP ID: RRM

DATE (MM/DD/YYYY)  
06/07/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2366 Michael J. Brooks		CONTACT NAME: <b>Michael J. Brooks</b> PHONE (A.C. No. E): [REDACTED] E-MAIL: [REDACTED] ADDRESS: [REDACTED]	
		INSURER(S) AFFORDING COVERAGE	NAIC #
INSURED <b>Brilla College Prep Charter Schools</b> 413 East 144th Street Bronx, NY 10454		INSURER A: <b>Hartford Insurance Group</b>	29424
		INSURER B: <b>United Educators Insurance</b>	10020
		INSURER C:	
		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> PER LOC APPLIES GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Emp Ben. \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		01UUNVG8141	07/01/2018	07/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$ PER STATUTE <input type="checkbox"/> OTHER <input type="checkbox"/>
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	01WBGA8312	07/01/2018	07/01/2019	E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 Per Policy Terms, Conditions & Exclusions - As Evidence of Insurance.

Re: Location 413 E144th Street, Bronx, NY & 500 Courtlandt Ave, Bronx, NY

CERTIFICATE HOLDER  SUNY Charter Schools Institute 41 State Street Suite 700 Albany, NY 12207	CANCELLATION  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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**CERTIFICATE OF LIABILITY INSURANCE**

BRILC2C OP ID: RRM

DATE (MM/DD/YYYY)

06/07/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2366 Michael J. Brooks		CONTACT NAME: Michael J. Brooks PHONE (A/C, No, Ext): [REDACTED] E-MAIL: [REDACTED] ADDRESS: [REDACTED]	
		INSURER(S) AFFORDING COVERAGE	NAIC #
		INSURER A: Hartford Insurance Group	29424
		INSURER B: United Educators Insurance	10020
		INSURER C:	
		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS								
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> PER LOC APPLIES GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER		M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMPIOP AGG \$ 3,000,000 Emp Ben. \$ 1,000,000								
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		01UUNVG8141	07/01/2018	07/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$								
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED. <input checked="" type="checkbox"/> RETENTION \$ 10,000		M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$								
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	01WBGA8312	07/01/2018	07/01/2019	<table border="1"> <tr> <td>PER STATUTE</td> <td>OTH-ER</td> </tr> <tr> <td>E.L. EACH ACCIDENT</td> <td>\$ 1,000,000</td> </tr> <tr> <td>E.L. DISEASE - EA EMPLOYEE</td> <td>\$ 1,000,000</td> </tr> <tr> <td>E.L. DISEASE - POLICY LIMIT</td> <td>\$ 1,000,000</td> </tr> </table>	PER STATUTE	OTH-ER	E.L. EACH ACCIDENT	\$ 1,000,000	E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000	E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
PER STATUTE	OTH-ER													
E.L. EACH ACCIDENT	\$ 1,000,000													
E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000													
E.L. DISEASE - POLICY LIMIT	\$ 1,000,000													

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Per Policy Terms, Conditions & Exclusions - As Evidence of Insurance.

General Liability coverage includes Sexual Abuse and Molestation coverage.

CERTIFICATE HOLDER  Civic Builders 304 Hudson Street New York, NY 10013	CANCELLATION  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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**CERTIFICATE OF LIABILITY INSURANCE**

BRILC2C OP ID: RRM

DATE (MM/DD/YYYY)  
06/07/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2366 Michael J. Brooks	CONTACT NAME: Michael J. Brooks PHONE (A/C, No. Ext): [REDACTED] E-MAIL ADDRESS: [REDACTED] ADDRESS: [REDACTED]
	INSURER(S) AFFORDING COVERAGE INSURER A: Hartford Insurance Group NAIC # 29424 INSURER B: United Educators Insurance 10020 INSURER C: INSURER D: INSURER E: INSURER F:
INSURED Brilla College Prep Charter Schools 413 East 144th Street Bronx, NY 10454	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDITIONAL	INSO	INVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> PER LOC APPLIES GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:				M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COM/PROP AGG \$ 3,000,000 Emp Ben. \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS				01UUNVG8141	07/01/2018	07/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000				M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$ PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/>
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N		N/A	01WBG8312	07/01/2018	07/01/2019	E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 Per Policy Terms, Conditions & Exclusions - The City of New York, including its officials and employees or The City of New York and the Department of Education of the City School District of the City of New York (or New York City Housing Authority), including their officials and employees are included as an Additional Insureds on the General Liability policy (Con't)

CERTIFICATE HOLDER  The City of New York 123 Williams Street 17th Floor New York, NY 10038	CANCELLATION  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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 ACORD 25 (2014/01) The ACORD name and logo are registered marks of ACORD

<b>NOTEPAD:</b> but only with respects to liability arising out of the operations of the named insured with coverage at least as broad as the most recently issued CGL636X (attached), if required by written contract. Re: Brilla Vertis Elementary School - 500 Courtlandt Ave., Bronx, NY 10454	HOLDER CODE INSURED'S NAME: Brilla College Prep Charter BRILC2C OP ID: RRM PAGE 2 Date: 06/07/2018
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**CERTIFICATE OF LIABILITY INSURANCE**

BRILC2C OP ID: RRM

DATE (MM/DD/YYYY)  
06/07/2018

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PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2366 Michael J. Brooks		CONTACT NAME: <b>Michael J. Brooks</b> PHONE (A/C, No, Ext): [REDACTED] E-MAIL ADDRESS: [REDACTED]	
INSURED <b>Brilla College Prep Charter Schools</b> 413 East 144th Street Bronx, NY 10454		INSURER(S) AFFORDING COVERAGE INSURER A: <b>Hartford Insurance Group</b> NAIC # <b>29424</b> INSURER B: <b>United Educators Insurance</b> <b>10020</b> INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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INSR LTR	TYPE OF INSURANCE	ADDL NSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> <b>PER LOC APPLIES</b> GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER			M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ <b>1,000,000</b> DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>1,000,000</b> MED EXP (Any one person) \$ <b>50,000</b> PERSONAL & ADV INJURY \$ <b>1,000,000</b> GENERAL AGGREGATE \$ <b>3,000,000</b> PRODUCTS - COMPIOP AGG \$ <b>3,000,000</b> Emp Ben. \$ <b>1,000,000</b>
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO ALLOWED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS			01UUNVG8141	07/01/2018	07/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b> BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ <b>10,000</b>			M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ <b>10,000,000</b> AGGREGATE \$ <b>10,000,000</b> \$ PER STATUTE OTHER
A	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	01WBGA8312	07/01/2018	07/01/2019	E.L. EACH ACCIDENT \$ <b>1,000,000</b> E.L. DISEASE - EA EMPLOYEE \$ <b>1,000,000</b> E.L. DISEASE - POLICY LIMIT \$ <b>1,000,000</b>

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
**Per Policy Terms, Conditions & Exclusions - As Evidence of Insurance.**

<b>CERTIFICATE HOLDER</b>  Fordham University Rose Hill Gymnasium 441 E. Fordham Road Bronx, NY 10458	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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**CERTIFICATE OF LIABILITY INSURANCE**

BRILC2C OP ID: RRM

DATE (MM/DD/YYYY)  
06/07/2018

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PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2366 Michael J. Brooks	CONTACT NAME: Michael J. Brooks PHONE: [REDACTED] (A/C No. Ext): [REDACTED] E-MAIL: [REDACTED] ADDRESS: [REDACTED]
	INSURER(S) AFFORDING COVERAGE INSURER A: Hartford Insurance Group 29424 INSURER B: United Educators Insurance 10020 INSURER C: INSURER D: INSURER E: INSURER F:
INSURED Brilla College Prep Charter Schools 413 East 144th Street Bronx, NY 10454	NAIC #

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> PER LOC APPLIES GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COM/OP AGG \$ 3,000,000 Emp Ben. \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO ALLOWED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			01UUNVG8141	07/01/2018	07/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			M65-14A	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	01WBGA8312	07/01/2018	07/01/2019	PER STATUTE   DTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 Per Policy Terms, Conditions & Exclusions - As Evidence Only.  
 General Liability includes coverage for Sexual Abuse & Molestation.

<b>CERTIFICATE HOLDER</b>  Low Income Investment Fund 50 California St Suite 2900 San Francisco, CA 94111	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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Response 20 Insurance

Brilla Highbridge plans to carry insurance consistent with that which our flagship Brilla carries. Coverage and premiums for the last two years are shown below. On average, Brilla pays about \$170 per student per year in insurance premiums.



**Insurance Comparison**

For: <b>Brilla College Preparatory</b>		Date Prepared: <b>07/30/15</b>			
Coverage	Expiring 07/01/14 to 07/01/15		Renewal 07/01/15 to 07/01/16		
	Limits	Premium	Limits	Premium	
<b>1</b> <b>Hartford</b>  <u><b>Property – Choice Form</b></u> Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value Earthquake & Flood  <i>Property Deductible: 2,500</i> <i>Earthquake/Flood Deductible: 25,000</i> <i>Wind Deductible: 5,000</i>  <u><b>Equipment Breakdown</b></u>  <u><b>Utility Services</b></u> Direct Damage Business Interruption  <u><b>Business Income with Extra Expense</b></u> No Coinsurance Provision  <u><b>Crime</b></u> Employee Dishonesty including ERISA Forgery Computer Fraud Money & Securities: Inside the Premises Outside the Premises  <u><b>Automobile</b></u> Hired & Non-Owned Liability Hired Physical Damage - \$500 deductible	1,000,000	<b>\$6,511</b> <i>(annualized)</i>	2,223,724	<b>\$9,168</b> <i>(annualized)</i>	
	1,000,000		1,000,000		
	Included		Included		
	100,000		100,000		
	100,000		100,000		
	750,000	<b>Included</b>	750,000	<b>Included</b>	
		<b>Included</b>		<b>Included</b>	
	350,000		350,000		
	275,000		275,000		
	250,000		250,000		
	100,000		100,000		
	50,000		50,000		
		<b>Included</b>		<b>Included</b>	
1,000,000		1,000,000			
35,000		35,000			
<b>2</b> <b>Great American</b>  <u><b>Directors &amp; Officers</b></u> Including Educators Legal Liability Internet Liability Workplace Violence Employment Practices Liability Third Party Liability * <i>Retention:</i> 15,000 Fiduciary Liability * <i>Retention:</i> 1,000  Defense Costs are Outside the Limits  *Applies to both Indemnity & Defense Costs	1,000,000	<b>\$4,005</b>	1,000,000	<b>\$4,005</b>	
	Included		Included		
	100,000 sublimit		100,000 sublimit		
	1,000,000		1,000,000		
	Included		Included		
	1,000,000		1,000,000		
	1,000,000		1,000,000		
	1,000,000		1,000,000		
	1,000,000		1,000,000		
	1,000		1,000		





**Insurance Comparison**

For: <b>Brilla College Preparatory</b>		Date Prepared: <b>07/30/15</b>			
Coverage		Expiring 07/01/14 to 07/01/15		Renewal 07/01/15 to 07/01/16	
		Limits	Premium	Limits	Premium
3 United Educators	<b>General Liability</b>				
	Any One Occurrence	1,000,000	\$10,743	1,000,000	\$16,319
	Annual Aggregate	3,000,000		3,000,000	
	Abuse & Molestation Coverage	Included		Included	
	Corporal Punishment	Included		Included	
	Employee Benefits Liability	Included		Included	
	<i>Enrollment</i>	249		347	
	<b>Umbrella Liability</b>				
	Any One Occurrence	10,000,000	\$3,708	10,000,000	\$4,041
	Annual Aggregate	10,000,000		10,000,000	
Abuse & Molestation Coverage	Included		Included		
Corporal Punishment	Included		Included		
<b>Foreign Hostilities</b>					
<i>Retention:</i>	N/A		5,000,000		
	10,000		10,000		
<b>Excess Educators Legal Liability</b>					
Including Directors & Officers and Employment Practices	10,000,000	\$2,074	10,000,000	\$2,111	
<b>Excess Fiduciary Liability</b>					
Annual Aggregate	3,000,000	Included	3,000,000	\$150	
<i>Dividend Pending Approval</i>					
<b>Total Annual Estimated Premium</b>		<b>\$27,041</b>		<b>\$35,794</b>	

Other Coverage					
4 Hartford	<b>Workers' Compensation &amp; Employers' Liability</b>	1,000,000	\$14,801	1,000,000	\$21,709
	Estimated Payroll:				
	Class 8868: School - Professional & Clerical	\$1,994,000		\$2,990,000	
Class 9101: School - All Other	N/A		N/A		
Experience Modification	N/A		N/A		
Workers' Compensation is Subject to Audit					
<i>Dividend paid at Audit</i>					
<b>New York Statutory Disability</b>					
<i>Coverage Not Written through Austin &amp; Co, Inc.</i>					
5 QBE	<b>Student Accident</b>				
	Accident Medical Expense	50,000	\$846.60	50,000	\$1,215.19
	Accident Dental Expense	Included		Included	
<i>Deductible:</i>	0		0		
Type of Coverage	Full Excess		Full Excess		
6 QBE	<b>Catastrophic Student Accident</b>				
	Accident Medical Expense	1,000,000	\$400	1,000,000	\$400
	Accident Dental Expense	Included		Included	
<i>Deductible:</i>	50,000		50,000		
Type of Coverage	Full Excess		Full Excess		

*This insurance comparison does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.*

## Response 21 Fiscal Soundness

### (a) Budget Narrative

We have prepared a conservative budget with assumptions based on the experience gleaned from operating our three existing schools, Brilla College Prep, Brilla Middle School and Brilla Veritas, along with professional sector-oriented guidance from our financial consultants, 4th Sector Solutions. We have additionally relied heavily on guidance from the New York City Charter School Center. Our revenue estimates are based on hitting 98% of our target enrollment while expenditures assume 100% enrollment plus a 2.5% inflation increase per year on both personnel and other-than-personnel expenses. We will rely on limited fundraising in the early years (\$250K per new school per year for three years) to cover potential deficits due to the inefficiencies created from newly established schools with enrollment of only one or two grades. While we are confident in our ability to meet these fundraising targets, the full education corporation has more than ample cash reserves to cover small budget shortfalls in the early years of our new schools.

#### *Assumptions*

##### Revenue:

**Per Pupil Revenue:** We understand that SUNY's guidance is to only project a combined 5% increase in per-pupil revenue across the 5-year budget. While we understand the importance of a conservative approach to budgeting, we have been given concrete guidance from the NYC Charter Center (via a memo that was distributed to all NYC Charter Schools) that per pupil funding should increase by 5.37% for the 2019-2020 school year. This figure already exceeds the 5% cap on per pupil increases before our school even opens. For that reason, we have plugged the 5% increase all in the first year, and then projected a freeze in increases for all out years. While this unfortunate scenario seems very unlikely, our financial model is sustainable nonetheless.

**Special Education Revenue:** We have based our projected SPED revenue on actual SPED enrollment at Brilla Veritas during its founding year. These projections assume that that 10% of students fall in the 0-20% bracket (and therefore qualify for no funding), 6% of students fall in the 20-60% bracket, and 3% fall in the greater than 60% bracket. This is a total projected SPED enrollment of 19% of students with total SPED revenues of less than \$100K. We believe this to be a conservative assumption. Brilla's SPED revenue has historically exceeded this percentage as we work hard to secure the needed services for our student population. Our current network SPED enrollment is 20% and Brilla College Prep Elementary currently has a SPED enrollment of 21%.

**Facility Funding/Rental Assistance:** As we have with each of our Brilla schools, we will go through the legal process of applying for co-located space, though we expect to not be provided suitable public space. Therefore, we expect to receive up to an additional 30% of per pupil revenue to cover rental costs. We intend to structure our leases such that all operating costs are handled by Seton Education Partners as landlord. So we include the

lesser of actual rent cost or 30% of per pupil as additional revenue in our budget. If per pupil funding increases beyond the 5%, this will also result in an increase in rental assistance revenue.

**Additional Sources:** We have only assumed other revenue sources to be those that we consider the most reliable: CSP, DYCD, NYSTL, NYSSL, NYSLIB, Title I,II & III, IDEA and E-Rate funding.

**Fundraising:** Our individual school budgets include a projection of raising \$250K per year in the first three years, starting with the pre-operating year. This fundraising income will allow the school to adapt to any variables that put greater stress on the budget, specifically not hitting enrollment targets, a fluctuation in SPED percentages, or an increase in facilities costs in the early years. The CMO's new Executive Director comes to the Brilla schools with extensive fundraising experience and networks in New York, and we believe that the goals are very achievable. If we are unable to hit fundraising targets, the cash reserves of the education corporation are more than sufficient to cover any shortfalls in the early years of our new schools.

Expenses:

**CMO Management Fee:** Like our other schools, Brilla will pay a CMO management fee of 10% in years 1-3, and 12% each year going forward. This fee is to be calculated based on the product of the total enrollment of students in the School as defined in the Charter multiplied by the percentage of the Final Adjusted Expense per pupil for charter schools (general education plus special education allocation) in the New York City school district as calculated by the New York State Education Department.

**Cost of Living:** Except where otherwise indicated, cost of living adjustment for expenditures and salaries are assumed at 2.5% per year.

**Transportation:** Brilla Pax and Caritas will not provide transportation.

**Private Rent:** We aim to find a facility that provides 80 square feet per student, equalling a total of 36,000 square feet for a fully enrolled school. As in prior school launches, Seton Education Partners will find the building and oversee the renovations required to open the school. Seton will then rent the space to Brilla at an estimated cost of \$40-\$45 per square foot. At \$42 per square foot, the full base rent cost would equal \$1,549,800. As in prior launches, we would aim to structure rent arrangements such that Brilla is paying 30% in Year 1, 60% in year 2, 80% in year 3, and 100% in year 4. After year 4, we have budgeted such that rent costs will increase by 2.5% each year.

*Pre-Opening, First-Year, Fifth-Year Budgets and Cash Flows*

Pre-Opening

**Revenue:** In our pre-operating year, we anticipate receiving \$200K in federal CSP funding. As well, we intend to seek additional fundraising revenue of \$250K to cover additional pre-operating expenses and set the school on solid ground from a cash standpoint. Our board has considerable experience with philanthropy in the charter sector. As well, the CMO recently hired a new Executive Director with extensive experience in fundraising. The CMO intends to invest considerable resources in communication and outreach to support our growth initiatives, and expect this to yield significantly larger fundraising income than Brilla has previously received. Therefore, we believe our fundraising targets are reasonable.

**Expenses:** In preparing the pre-operating budget, we closely reviewed the expenditures of Brilla Veritas's pre-opening year. The primary pre-operating expense is the salary of the founding Principal, who will be completing a leadership residency on-site at a Brilla School. We will also invest in a one-year training program (potentially the KIPP Fisher Fellowship) and invest resources in allowing the founding school leader to travel to observe excellent school programs across the country. An operations manager will be hired six months prior to the opening of the school, allowing them ample time to immerse themselves in Brilla's culture and systems and set them up for a successful school launch. CSP funding is permitted to cover salaries in the pre-opening year. Other expenditures will consist primarily of staff and student recruitment, supplies and materials, legal and audit services, and a variety of other miscellaneous expenses.

**Cash Flow:** We anticipate maintaining a positive cash balance during the Pre-Opening period and ending the year with a positive cash balance that will be carried over to Year 1. Having carefully reviewed the CSP requirements and guidelines, we expect to receive 20% of our phase 1 allocation immediately, and then will request quarterly allocations in line with monthly spending. Should the CSP grant arrive later than anticipated, we will utilize available cash balances of the education corporation.

Year 1

**Revenues:** 67% of revenue is from a combination of per pupil general education and special education funding, as well as facilities rental reimbursement. We anticipate requesting \$350K from CSP for the first implementation phase of the grant which will last 12 months. Additional revenue is anticipated in the form of DYCD, NYSTL, NYSSL, NYSLIB, Title I & II funding. We have also planned to raise \$250K in outside fundraising.

**Expenses:** Total personnel costs are 46% of year 1 expenditures. 33% of salary is traditional administration and 67% is instructional staff and management. School program and operations are 17% and facility operations and maintenance are 22% of our costs. Built into the model is a limited number of centralized leadership positions that are shared across our network of school, allocated by a calculation of the percentage of students



served. These positions are the Superintendent/Head of Schools, the Assistant Head of Schools, and the Director of Engagement. All other centralized staff positions are housed within the CMO and covered by the CMO fee. All program and operational costs are based on historical spending trends at our first school.

**Cash Flow:** Our per pupil funding should begin to arrive every other month starting in July. We expect CSP to be broken into four payments over the course of the year. Similarly, we expect Title funds to follow the same schedule. We have straight-lined most costs over the course of the year, including salaries and program expenses. If some expenses end up coming earlier in the year, we have ample cash reserves from the full education corporation to cover the cash needed.

### Years 2 - 5

**Revenue:** We have received concrete guidance from the NYC Charter Center that per pupil funding will increase by at least 5% for the 2019-2020 school year. Therefore, for the purposes of this budget model, we have plugged a full 5% per pupil increase (and facilities rental assistance) in Year 2, and then assumed no further increases for years 3-5. In other revenue, we plan to receive the remainder of our available CSP funding in Year 2. We assume all Title funding, FAMIS funding and Erate to continue yearly at the current rates and increasing proportional to enrollment. The increased state revenue resulting from increased enrollment will more than offset the soft funds that will be lost with CSP and DYCD and net income is positive and increases every year. By Year 5, per pupil and SPED funding account for 78% of all revenue, with rental assistance making up another 18%.

**Expenses:** We plan for salaries to increase 2.5% overall per year, though in reality that may vary depending on economic conditions and natural staff attrition. Our teaching and instructional leadership staff grow proportionally with each new grade added. Additional Operations staff are hired in Year 3 and Year 4. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution. By Year 5, administration costs represent 23% of total salaries and instructional staff 77% of total salary costs. Overall personnel costs account for 54% of total expenditures. School program and operations are down to 11% of total expenditures. Facility costs are reduced to 18% of total expenditures at the end of the charter term.

**Cash Flow:** By Year 5, each school will have attained 100% sustainability without the need for support from federal start-up programs or from philanthropic support in order to operate the school. We expect to end our 5th year with just over 100 days of cash on hand on an individual school level.

### *Contingencies*

Should our assumptions and estimates prove wrong and expenses outpace revenues, particularly in the early years, we will be able to rely on the strong balance sheet of the Brilla College Preparatory Charter Schools strong balance sheet. However, if we need to make strategic cuts, we are prepared to eliminate one or more non-fiction studies teacher which is currently an extra position at each grade level. We also would consider a slight

reduction in teacher and staff raises until per pupil funding returns to a reasonable annual increase. We also have the capacity to secure a short-term bridge loan, though we do not expect this to be necessary. Additionally, while we budget revenue at only 98% enrollment, given the high demand for quality schools in the Bronx and a long waitlist at our first Brilla in Mott Haven, we anticipate that our backfilling policy will actually allow us to maintain 100% enrollment year over year, which will boost revenue even further with no increase to expenses, since we already budget expenses at 100%.

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[1] [http://www.nyccharterschools.org/sites/default/files/resources/Guide\\_New\\_Law\\_FINAL.pdf](http://www.nyccharterschools.org/sites/default/files/resources/Guide_New_Law_FINAL.pdf)

### **(b) Financial Planning**

Policies and procedures will be based on those that have already been put in place at our flagship Brilla College Prep with the support and assistance of CSBM. Each fall the Superintendent, with support from the Network Chief Financial Officer, will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials. The Superintendent will prioritize major expenditure categories in the second fiscal quarter. The Superintendent will then work with the Executive Director, CFO, and Finance Committee to create the budget, and will present a final budget to the Board for approval in the fourth quarter. The school will also maintain a five-year budget projection and revise it each year based on current information and long-term strategic plans. Budgets are monitored on a monthly basis by the Executive Director, CFO, and Superintendent. The Network CFO will provide school leaders with regular reports, including budget to actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the Board of Directors (BOD) with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

### **(c) Fiscal Audits**

The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders and network to address any found deficiencies.

### **(d) Dissolution Procedures**

- In the event of the dissolution and closure of the school, the school will follow a clear process to ensure all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner. Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee comprised of Board members to oversee the closure. This plan will be shared immediately with the authorizer and school leadership.
- The Board would expect to delegate to the Executive Director the responsibility for managing the dissolution process; should the Executive Director be unavailable the Board will designate another school staff member to implement the closure plan. The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.
- After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.
- The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned. Any remaining assets will be transferred to another charter school in New York City selected by the Board of Trustees.
- The proposed school budget includes \$75,000 for the cost of dissolution by setting aside \$25,000 each year for the first three years of operation to cover costs in case of the school's dissolution.

### **Dissolution Timeline**

#### ***Within 10 Days:***

- The school will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.
- Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.
- The Network Chief Financial Officer will settle all outstanding financial obligations. In addition, the Operations Manager will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.

- The Head of School, CFO, and Board Treasurer will begin producing final financial statements through the closure and a preliminary process for identifying assets required for transfer.
- The Head of School and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.
- School leaders will hold student meetings and share information about the school closure and the placement process.
- The school will host information sessions for families and students about other school opportunities and assist student in the application process.
- The school will post all official closure information on its website.

***Within 20 Days:***

- The school staff will meet with each student and their parents/guardians to determine placement options.
- The school will notify local public and private schools of the planned closure and placement needs of students.
- The CFO and Network Operations Director will provide a status report to the Head of School and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

***Within 30 Days:***

- The school staff will continue to meet with each student and their parents until placement is determined.
- The school will transfer students' records to the schools in which students are subsequently enrolled.
- Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.
- The CFO and Operations Director will provide a final report to the Principal and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

***After 30 Days:***

- The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.
- Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which will be furnished to the authorizer.
- Available assets after all debts have been met will then be distributed to the charter school selected by the Board of Trustees.



**2018 New School Proposal  
Budget(s) & Cash Flow(s) Template**

**Brilla College Preparatory Charter Schools**

**Contact Name:** Matt Salvatierra  
**Contact Title:** Chief Operating Officer  
**Contact Email:** [REDACTED]  
**Contact Phone:** [REDACTED]

**First Academic Year:** 2020-21

**Pre-Opening Period:** July 1, 2019 - June 30, 2020

**Note: For pre-opening period if the RFP submission date is:**

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

**BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS**  
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	353	353	353	353	353	
1st Grade	Elementary School	176	353	353	353	353	
2nd Grade	Elementary School	176	176	353	353	353	
3rd Grade	Elementary School	176	176	176	353	353	
4th Grade	Elementary School	87	174	174	174	353	
5th Grade	Middle School	82	82	82	82	82	
6th Grade	Middle School	81	81	81	81	81	
7th Grade	Middle School	80	80	80	80	80	
8th Grade	Middle School	74	79	79	79	79	
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
<b>TOTAL</b>		<b>1,288</b>	<b>1,556</b>	<b>1,733</b>	<b>1,909</b>	<b>2,087</b>	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	12	12	12	12	12
1st Grade	Elementary School	6	12	12	12	12
2nd Grade	Elementary School	6	6	12	12	12
3rd Grade	Elementary School	6	6	6	12	12
4th Grade	Elementary School	3	6	6	6	12
5th Grade	Middle School	3	3	3	3	3
6th Grade	Middle School	3	3	3	3	3
7th Grade	Middle School	3	3	3	3	3
8th Grade	Middle School	3	3	3	3	3
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
<b>TOTAL</b>		<b>45</b>	<b>54</b>	<b>60</b>	<b>66</b>	<b>72</b>

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	29	29	29	29	29
1st Grade	Elementary School	29	29	29	29	29
2nd Grade	Elementary School	29	29	29	29	29
3rd Grade	Elementary School	29	29	29	29	29
4th Grade	Elementary School	29	29	29	29	29
5th Grade	Middle School	27	27	27	27	27
6th Grade	Middle School	27	27	27	27	27
7th Grade	Middle School	27	27	27	27	27
8th Grade	Middle School	25	26	26	26	26
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		969	1,233	1,409	1,586	1,764
Total Middle School Enrollment		319	323	323	323	323
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
<b>Total Enrollment</b>		<b>1,288</b>	<b>1,556</b>	<b>1,733</b>	<b>1,909</b>	<b>2,087</b>
Change in Net Enrollment from Prior Year (Count)		1,288	269	176	176	178
Change in Net Enrollment from Prior Year (Percent)		100.0%	20.9%	11.3%	10.2%	9.3%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS						

ESTIMATED ENROLLMENT BY DISTRICT					
<b>ANNUAL ENROLLMENT BY DISTRICT TOTALS</b>	1,288	1,556	1,733	1,909	2,087
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2020-21	2021-22	2022-23	2023-24	2024-25
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ 25,200,000,000	\$ 25,200,000,000	\$ 25,200,000,000	\$ 25,200,000,000	\$ 25,200,000,000
<b>ENROLLMENT (Charter School)</b>		1,288	1,556	1,733	1,909	2,087
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2020-21	2021-22	2022-23	2023-24	2024-25
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>ENROLLMENT (Charter School)</b>						
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)						

**BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS**

<b>STAFFING PLAN FTE</b>	<b>Acad Years</b>	<b>Year 1</b> 2020-21	<b>Year 2</b> 2021-22	<b>Year 3</b> 2022-23	<b>Year 4</b> 2023-24	<b>Year 5</b> 2024-25
	<b>Grades</b>	K-8	K-8	K-8	K-8	K-8
	<b>Enrollment</b>	1288	1556	1733	1909	2087

*\*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.*

<b>ADMINISTRATIVE PERSONNEL FTE</b>	<b>FTE</b>				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	9.0	9.0	9.0	9.0	9.0
Deans, Directors & Coordinators	15.0	17.0	19.0	21.0	23.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	5.0	5.0	5.0	5.0	5.0
Administrative Staff	12.0	12.0	14.0	16.0	16.0
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>42.0</b>	<b>44.0</b>	<b>48.0</b>	<b>52.0</b>	<b>54.0</b>

<b>Description of Assumptions</b>

<b>INSTRUCTIONAL PERSONNEL FTE</b>					
Teachers - Regular	94.0	112.0	122.0	134.0	146.0
Teachers - SPED	10.0	13.0	15.0	17.0	19.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	12.0	15.0	17.0	19.0	19.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	5.0	5.0	5.0	5.0	5.0
Other	0.0	0.0	0.0	0.0	0.0
<b>TOTAL INSTRUCTIONAL</b>	<b>121.0</b>	<b>145.0</b>	<b>159.0</b>	<b>175.0</b>	<b>189.0</b>


<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	1.0	1.0
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>


<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>164.0</b>	<b>190.0</b>	<b>208.0</b>	<b>228.0</b>	<b>244.0</b>
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**BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS  
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.*

		<b>DESCRIPTION OF ASSUMPTIONS</b>	
<b>Total Revenue</b>	<b>900,000</b>	Assumes Pre-Op CSP Allocation, Fundraising target of \$250K/new school	
<b>Total Expenses</b>	<b>558,364</b>		
<b>Net Income</b>	<b>341,636</b>		
		<b>START-UP PERIOD</b>	
<b>REVENUE</b>			
<b>REVENUES FROM STATE SOURCES</b>			
<b>Grants</b>			
Stimulus	-		
DYCD (Department of Youth and Community Developmt.)	-		
Other	-		
Other	-		
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>-</b>		
<b>REVENUE FROM FEDERAL FUNDING</b>			
<b>Grants</b>			
Charter School Program (CSP) Planning & Implementation	400,000	CSP Allocation at two (2) new schools	
Other	-		
Other	-		
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>400,000</b>		
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	-		
Fundraising	500,000	\$250K/school in Fundrasing	
Erate Reimbursement	-		
Earnings on Investments	-		
Interest Income	-		
Food Service (Income from meals)	-		
Text Book	-		
OTHER	-		
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>500,000</b>		
<b>TOTAL REVENUE</b>	<b>900,000</b>		

**BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS  
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**

<b>Total Revenue</b>	<b>900,000</b>	Assumes Pre-Op CSP Allocation, Fundraising target of \$250K/new school
<b>Total Expenses</b>	<b>558,364</b>	
<b>Net Income</b>	<b>341,636</b>	

**START-UP  
PERIOD**

**EXPENSES**

	FTE No. of Positions		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			
Executive Management	-	-	
Instructional Management	2.00	189,096	One Principal for each new school, \$1848 stipend/each new school
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	66,950	One 6-month Operations Manager in Training at each new school
Administrative Staff	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>	<b>256,046</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>3.00</b>	<b>256,046</b>	
<b>PAYROLL TAXES AND BENEFITS</b>			
Payroll Taxes		26,065	6.2% Social, 1.45% Medicare, Workers Comp, Unemployment
Fringe / Employee Benefits		15,453	~\$5000 in health insurance/employee
Retirement / Pension		7,680	Assume 3% Match, 100% participation
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>49,198</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>3.00</b>	<b>305,244</b>	
<b>CONTRACTED SERVICES</b>			
Accounting / Audit		6,000	\$3000/school for audit services
Legal		15,000	\$7500/school 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		10,250	\$5,125/school other consulting

**BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS  
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		
<b>Total Revenue</b>	<b>900,000</b>	Assumes Pre-Op CSP Allocation, Fundraising target of \$250K/new school
<b>Total Expenses</b>	<b>558,364</b>	
<b>Net Income</b>	<b>341,636</b>	
	<b>START-UP PERIOD</b>	
<b>TOTAL CONTRACTED SERVICES</b>	<b>31,250</b>	

**BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS  
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
<b>Total Revenue</b>	<b>900,000</b>	Assumes Pre-Op CSP Allocation, Fundraising target of \$250K/new school
<b>Total Expenses</b>	<b>558,364</b>	
<b>Net Income</b>	<b>341,636</b>	
		<b>START-UP PERIOD</b>
<b>SCHOOL OPERATIONS</b>		
Board Expenses	820	\$410/school board expense
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	2,048	\$682/employee in supplies/reading materials
Equipment / Furniture	-	
Telephone	1,200	\$400/employee for cell phones
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	2,050	\$1,025/school in culture supplies and SWAG
Office Expense	1,232	\$410/employee for office supplies
Staff Development	105,588	\$52K set aside for new school leader training
Staff Recruitment	20,000	\$10,000/school in Staff Recruitment
Student Recruitment / Marketing	13,428	\$6714/school in Student Recruitment - mail, ads, etc
School Meals / Lunch	-	
Travel (Staff)	63,294	\$31,647 for travel related to school leader dev.
Fundraising	-	
Other	206	\$103/school in bank fees
<b>TOTAL SCHOOL OPERATIONS</b>	<b>209,866</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	9,226	\$4,613/school general/commercial/liability ins.
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>9,226</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>2,778</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>558,364</b>	
<b>NET INCOME</b>	<b>341,636</b>	

PRE-OPENING CASH FLOW 1-YEAR	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS												
<b>*NOTE:</b> <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2019 - June 30, 2020												
<b>Total Revenue</b>	-	580,000	-	-	-	106,667	-	106,667	-	-	106,667	900,000	
<b>Total Expenses</b>	33,867	33,047	35,528	38,588	37,768	37,768	56,872	52,964	53,169	51,751	50,931	76,113	558,364
<b>Net Income</b>	(33,867)	546,953	(35,528)	(38,588)	(37,768)	68,899	(56,872)	(52,964)	53,498	(51,751)	(50,931)	30,554	341,636
<b>Cash Flow Adjustments</b>	-	(10,000)	278	278	278	278	278	278	278	278	278	(49,722)	(57,222)
<b>Beginning Cash Balance</b>	4,847,325	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	4,847,325
<b>Net Income</b>	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	5,131,739	5,131,739
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
<b>Grants</b>													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>													
<b>Grants</b>													
Charter School Program (CSP) Planning & Implementation	-	80,000	-	-	-	106,667	-	-	106,667	-	-	106,667	400,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	80,000	-	-	-	106,667	-	-	106,667	-	-	106,667	400,000
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	500,000	-	-	-	-	-	-	-	-	-	-	500,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	500,000	-	-	-	-	-	-	-	-	-	-	500,000
<b>TOTAL REVENUE</b>	-	580,000	-	-	-	106,667	-	-	106,667	-	-	106,667	900,000

PRE-OPENING CASH FLOW 1-YEAR		BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS												
<b>*NOTE:</b> 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	-	580,000	-	-	-	106,667	-	106,667	-	-	106,667	900,000		
Total Expenses	33,867	33,047	35,528	38,588	37,768	37,768	56,872	52,964	53,169	51,751	50,931	76,113	558,364	
Net Income	(33,867)	546,953	(35,528)	(38,588)	(37,768)	68,899	(56,872)	(52,964)	53,498	(51,751)	(50,931)	30,554	341,636	
Cash Flow Adjustments	-	(10,000)	278	278	278	278	278	278	278	278	278	(49,722)	(57,222)	
Beginning Cash Balance	4,847,325	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	4,847,325	
Net Income	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	5,131,739	5,131,739	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>EXPENSES</b>														
<b>ADMINISTRATIVE PERSONNEL COSTS</b>		FTE No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	2.00	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	19,146	189,096
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-	-	11,158.33	11,158.33	11,158.33	11,158.33	11,158.33	11,158.33	66,950
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>26,608</b>	<b>26,608</b>	<b>26,608</b>	<b>26,608</b>	<b>26,608</b>	<b>30,304</b>	<b>256,046</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>3.00</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>15,450</b>	<b>26,608</b>	<b>26,608</b>	<b>26,608</b>	<b>26,608</b>	<b>26,608</b>	<b>30,304</b>	<b>256,046</b>
<b>PAYROLL TAXES AND BENEFITS</b>														
Payroll Taxes	1,573	1,573	1,573	1,573	1,573	1,573	2,709	2,709	2,709	2,709	2,709	2,709	3,085	26,065
Fringe / Employee Benefits	858	858	858	858	858	858	1,717	1,717	1,717	1,717	1,717	1,717	1,717	15,453
Retirement / Pension	464	464	464	464	464	464	798	798	798	798	798	798	908	7,680
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>2,895</b>	<b>2,895</b>	<b>2,895</b>	<b>2,895</b>	<b>2,895</b>	<b>2,895</b>	<b>5,224</b>	<b>5,224</b>	<b>5,224</b>	<b>5,224</b>	<b>5,224</b>	<b>5,224</b>	<b>5,710</b>	<b>49,198</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>3.00</b>	<b>18,345</b>	<b>18,345</b>	<b>18,345</b>	<b>18,345</b>	<b>18,345</b>	<b>18,345</b>	<b>31,832</b>	<b>31,832</b>	<b>31,832</b>	<b>31,832</b>	<b>31,832</b>	<b>36,014</b>	<b>305,244</b>
<b>CONTRACTED SERVICES</b>														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	6,000	6,000
Legal	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	1,708	1,708	1,708	1,708	1,708	1,708	1,708	10,250
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,708</b>	<b>1,708</b>	<b>1,708</b>	<b>1,708</b>	<b>1,708</b>	<b>1,708</b>	<b>22,708</b>	<b>31,250</b>

PRE-OPENING CASH FLOW 1-YEAR		BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS												
<b>*NOTE:</b>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		July 1, 2019 - June 30, 2020												
Total Revenue	-	580,000	-	-	-	106,667	-	-	106,667	-	-	106,667	900,000	
Total Expenses	33,867	33,047	35,528	38,588	37,768	37,768	56,872	52,964	53,169	51,751	50,931	76,113	558,364	
Net Income	(33,867)	546,953	(35,528)	(38,588)	(37,768)	68,899	(56,872)	(52,964)	53,498	(51,751)	(50,931)	30,554	341,636	
Cash Flow Adjustments	-	(10,000)	278	278	278	278	278	278	278	278	278	(49,722)	(57,222)	
Beginning Cash Balance	4,847,325	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	4,847,325	
Net Income	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	5,131,739	5,131,739	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>SCHOOL OPERATIONS</b>														
Board Expenses	-	-	-	-	-	-	-	-	-	205	205	205	205	820
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	203	205	205	205	205	205	205	205	205	205	2,048	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	100	100	100	100	100	100	100	100	100	100	100	100	1,200	
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	513	-	-	513	-	-	513	-	-	-	513	-	2,050	
Office Expense	308	-	-	308	-	-	308	-	-	-	308	-	1,232	
Staff Development	8,542	8,542	8,542	8,542	8,542	8,542	11,630	8,542	8,542	8,542	8,542	8,542	105,588	
Staff Recruitment	-	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	20,000	
Student Recruitment / Marketing	-	-	-	2,238	2,238	2,238	2,238	2,238	2,238	2,238	-	-	13,428	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	63,294	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	17	17	17	17	17	17	17	17	17	17	17	17	206	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>14,754</b>	<b>13,933</b>	<b>16,136</b>	<b>19,197</b>	<b>18,376</b>	<b>18,376</b>	<b>22,285</b>	<b>18,376</b>	<b>18,581</b>	<b>17,164</b>	<b>16,343</b>	<b>16,343</b>	<b>209,866</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>														
Insurance	769	769	769	769	769	769	769	769	769	769	769	769	9,226	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>769</b>	<b>9,226</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>														
	-	-	278	278	278	278	278	278	278	278	278	278	2,778	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>														
	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>33,867</b>	<b>33,047</b>	<b>35,528</b>	<b>38,588</b>	<b>37,768</b>	<b>37,768</b>	<b>56,872</b>	<b>52,964</b>	<b>53,169</b>	<b>51,751</b>	<b>50,931</b>	<b>76,113</b>	<b>558,364</b>	
<b>NET INCOME</b>	<b>(33,867)</b>	<b>546,953</b>	<b>(35,528)</b>	<b>(38,588)</b>	<b>(37,768)</b>	<b>68,899</b>	<b>(56,872)</b>	<b>(52,964)</b>	<b>53,498</b>	<b>(51,751)</b>	<b>(50,931)</b>	<b>30,554</b>	<b>341,636</b>	



PRE-OPENING CASH FLOW 1-YEAR	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS												
	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2019 - June 30, 2020												
<i>*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	580,000	-	-	-	106,667	-	-	106,667	-	-	106,667	900,000
Total Expenses	33,867	33,047	35,528	38,588	37,768	37,768	56,872	52,964	53,169	51,751	50,931	76,113	558,364
Net Income	(33,867)	546,953	(35,528)	(38,588)	(37,768)	68,899	(56,872)	(52,964)	53,498	(51,751)	(50,931)	30,554	341,636
Cash Flow Adjustments	-	(10,000)	278	278	278	278	278	278	278	278	278	(49,722)	(57,222)
Beginning Cash Balance	4,847,325	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	4,847,325
Net Income	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	5,131,739	5,131,739
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Description (e.g. Add Back Depreciation)	-	-	278	278	278	278	278	278	278	278	278	278	2,778
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	278	278	278	278	278	278	278	278	278	278	2,778
<b>INVESTMENT ACTIVITIES</b>													
Property	-	(10,000)	-	-	-	-	-	-	-	-	-	-	(10,000)
Capital Expense	-	-	-	-	-	-	-	-	-	-	-	(50,000)	(50,000)
Total Investment Activities	-	(10,000)	-	-	-	-	-	-	-	-	-	(50,000)	(60,000)
<b>FINANCING ACTIVITIES</b>													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	(10,000)	278	278	278	278	278	278	278	278	278	(49,722)	(57,222)
<b>NET INCOME</b>	(33,867)	536,953	(35,250)	(38,310)	(37,490)	69,177	(56,594)	(52,686)	53,776	(51,473)	(50,653)	(19,168)	284,414
Beginning Cash Balance	4,847,325	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	4,847,325
<b>ENDING CASH BALANCE</b>	4,813,458	5,350,411	5,315,161	5,276,850	5,239,360	5,308,537	5,251,943	5,199,257	5,253,033	5,201,560	5,150,907	5,131,739	5,131,739





YEAR 1 BUDGET AND ASSUMPTION	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2020 - JUNE 30, 2021						
Total Revenue	27,437,523	1,697,598	-	-	500,000	29,635,121	Revenue budgeted at 98% enrollment
Total Expenses	18,229,114	4,992,497	-	-	5,395,201	28,616,812	Expenses budgeted at 100% enrollment
Net Income	9,208,409	(3,294,899)	-	-	(4,895,201)	1,018,309	
Budgeted Student Enrollment	1,288	-				1,288	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
TOTAL CONTRACTED SERVICES	2,925,415	675,595	-	-	783,414	4,384,424	

YEAR 1 BUDGET AND ASSUMPTION	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2020 - JUNE 30, 2021						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	27,437,523	1,697,598	-	-	500,000	29,635,121	Revenue budgeted at 98% enrollment
Total Expenses	18,229,114	4,992,497	-	-	5,395,201	28,616,812	Expenses budgeted at 100% enrollment
Net Income	9,208,409	(3,294,899)	-	-	(4,895,201)	1,018,309	
Budgeted Student Enrollment	1,288	-				1,288	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	12,508	12,508	Network Board Expense
Classroom / Teaching Supplies & Materials	610,067	143,102	-	-	-	753,169	\$585/student in Supplies
Special Ed Supplies & Materials	-	7,355	-	-	-	7,355	~\$5/student in SPED supplies
Textbooks / Workbooks	155,925	36,575	-	-	-	192,500	~\$150/student in curriculum and educational software
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	102,316	25,973	-	-	29,121	157,410	\$959/employee in Equipment/Furniture
Telephone	103,454	26,262	-	-	29,445	159,161	\$970/employee in phone/cell costs
Technology	185,144	46,998	-	-	52,695	284,837	\$1700/employee in IT/software/telecom
Student Testing & Assessment	-	-	-	-	-	-	
Field Trips	174,458	40,922	-	-	-	215,380	~\$170/student in annual field trips
Transportation (student)	-	-	-	-	-	-	
Student Services - other	554,723	130,120	-	-	-	684,843	\$530/student in student services; includes after school, summer
Office Expense	73,305	18,608	-	-	20,864	112,777	\$687/employee in office expenses
Staff Development	237,885	60,386	-	-	67,706	365,977	\$2000/employee in annual PD
Staff Recruitment	85,138	21,612	-	-	24,232	130,982	~\$800/employee for recruitment
Student Recruitment / Marketing	26,344	6,687	-	-	7,498	40,529	~\$30/student in student recruitment
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	62,492	15,863	-	-	17,786	96,142	\$580/employee in annual travel
Fundraising	-	-	-	-	-	-	
Other	89,363	22,684	-	-	25,434	137,481	Random Acts of Kindness, Bank Fees
<b>TOTAL SCHOOL OPERATIONS</b>	<b>2,460,615</b>	<b>603,148</b>	<b>-</b>	<b>-</b>	<b>287,287</b>	<b>3,351,050</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	3,322,133	843,311	-	-	945,530	5,110,974	Rent - inclusive of Insurance, Janitorial, Repairs, Security and Utilities
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>3,322,133</b>	<b>843,311</b>	<b>-</b>	<b>-</b>	<b>945,530</b>	<b>5,110,974</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>810,563</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>810,563</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>200,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>200,000</b>	\$40K/school per year in Contingency
<b>TOTAL EXPENSES</b>	<b>18,229,114</b>	<b>4,992,497</b>	<b>-</b>	<b>-</b>	<b>5,395,201</b>	<b>28,616,812</b>	
<b>NET INCOME</b>	<b>9,208,409</b>	<b>(3,294,899)</b>	<b>-</b>	<b>-</b>	<b>(4,895,201)</b>	<b>1,018,309</b>	

YEAR 1 BUDGET AND ASSUMPTION	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2020 - JUNE 30, 2021						
Total Revenue	27,437,523	1,697,598	-	-	500,000	29,635,121	Revenue budgeted at 98% enrollment
Total Expenses	18,229,114	4,992,497	-	-	5,395,201	28,616,812	Expenses budgeted at 100% enrollment
Net Income	9,208,409	(3,294,899)	-	-	(4,895,201)	1,018,309	
Budgeted Student Enrollment	1,288	-				1,288	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	1,288					1,288	
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	-					-	
<b>TOTAL ENROLLMENT</b>	<b>1,288</b>					<b>1,288</b>	
<b>REVENUE PER PUPIL</b>	<b>21,307</b>					<b>23,014</b>	
<b>EXPENSES PER PUPIL</b>	<b>14,156</b>					<b>22,223</b>	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
<b>Total Revenue</b>	4,505,800	651,090	4,744,857	11,090	4,450,656	491,957	4,568,290	11,090	4,931,524	11,090	4,799,928	457,751	29,635,121	
<b>Total Expenses</b>	2,113,676	2,610,966	2,151,379	2,562,585	2,128,150	2,565,712	2,156,735	2,591,170	2,159,862	2,591,170	2,156,735	2,828,672	28,616,812	
<b>Net Income</b>	2,392,124	#####	2,593,478	#####	2,322,507	#####	2,411,555	#####	2,771,662	#####	2,643,193	#####	1,018,309	
<b>Cash Flow Adjustments</b>	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(62,388)	
<b>Beginning Cash Balance</b>	5,674,180	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	5,674,180	
<b>Ending Cash Balance</b>	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	6,630,101	6,630,101	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
<b>REVENUE</b>	* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."													
<b>REVENUES FROM STATE SOURCES</b>														
Per Pupil Revenue	Basic Tuition (2018-19)													
PRIMARY School District: NYC CHANCELLOR'S OFFICE	15,307													
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: (Weighted Avg.)	15,307													
<b>TOTAL Per Pupil Revenue</b> (Weighted Avg.)	15,307													
Special Education Revenue	263,327	-	263,327	-	263,327	-	263,327	-	263,327	-	263,327	-	1,579,965	
<b>Grants</b>														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	349,272	-	349,272	
Other	726,792	-	726,792	-	726,792	-	726,792	-	726,792	-	726,792	-	4,360,750	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	4,439,567	-	4,439,567	-	4,439,567	-	4,439,567	-	4,439,567	-	4,788,839	-	26,986,673	
<b>REVENUE FROM FEDERAL FUNDING</b>														
IDEA Special Needs	-	-	-	-	-	-	117,633	-	-	-	-	-	117,633	
Title I	-	-	174,808	-	-	174,808	-	-	174,808	-	-	174,808	699,232	
Title Funding - Other	-	-	54,332	-	-	54,332	-	-	54,332	-	-	54,332	217,328	
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Grants</b>														
Charter School Program (CSP) Planning & Implementation	-	140,000	-	-	-	186,667	-	-	186,667	-	-	186,667	700,000	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	140,000	229,140	-	-	415,807	117,633	-	415,807	-	-	415,807	1,734,193	
<b>LOCAL and OTHER REVENUE</b>														
Contributions and Donations	55,144	-	-	-	-	-	-	-	-	-	-	-	55,144	
Fundraising	-	500,000	-	-	-	-	-	-	-	-	-	-	500,000	
Erate Reimbursement	11,090	11,090	11,090	11,090	11,090	11,090	11,090	11,090	11,090	11,090	11,090	11,090	133,074	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book	-	-	34,206	-	-	34,206	-	-	34,206	-	-	-	102,619	
OTHER	-	-	30,854	-	-	30,854	-	-	30,854	-	-	30,854	123,417	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	66,233	511,090	76,150	11,090	11,090	76,150	11,090	11,090	76,150	11,090	11,090	41,944	914,254	
<b>TOTAL REVENUE</b>	4,505,800	651,090	4,744,857	11,090	4,450,656	491,957	4,568,290	11,090	4,931,524	11,090	4,799,928	457,751	29,635,121	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Total Revenue	4,505,800	651,090	4,744,857	11,090	4,450,656	491,957	4,568,290	11,090	4,931,524	11,090	4,799,928	457,751	29,635,121	
Total Expenses	2,113,676	2,610,966	2,151,379	2,562,585	2,128,150	2,565,712	2,156,735	2,591,170	2,159,862	2,591,170	2,156,735	2,828,672	28,616,812	
Net Income	2,392,124	#####	2,593,478	#####	2,322,507	#####	2,411,555	#####	2,771,662	#####	2,643,193	#####	1,018,309	
Cash Flow Adjustments	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(51,032)	(62,388)	
Beginning Cash Balance	5,674,180	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	5,674,180	
Ending Cash Balance	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	6,630,101	6,630,101	

EXPENSES		No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>															
Executive Management	1.00		14,145	14,145	14,145	14,145	14,145	14,145	14,145	14,145	14,145	14,145	14,145	14,145	169,744
Instructional Management	9.00		89,955	89,955	89,955	89,955	89,955	89,955	89,955	89,955	89,955	89,955	89,955	89,955	1,079,460
Deans, Directors & Coordinators	15.00		115,231	115,231	115,231	115,231	115,231	115,231	115,231	115,231	115,231	115,231	115,231	115,231	1,382,775
CFO / Director of Finance	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	5.00		29,702	29,702	29,702	29,702	29,702	29,702	29,702	29,702	29,702	29,702	29,702	29,702	356,424
Administrative Staff	12.00		52,447	52,447	52,447	52,447	52,447	52,447	52,447	52,447	52,447	52,447	52,447	52,447	629,364
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>42.00</b>		<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>301,481</b>	<b>3,617,767</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>															
Teachers - Regular	94.00		554,819	554,819	554,819	554,819	554,819	554,819	554,819	554,819	554,819	554,819	554,819	554,819	6,657,832
Teachers - SPED	10.00		59,463	59,463	59,463	59,463	59,463	59,463	59,463	59,463	59,463	59,463	59,463	59,463	713,560
Substitute Teachers	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	12.00		71,031	71,031	71,031	71,031	71,031	71,031	71,031	71,031	71,031	71,031	71,031	71,031	852,372
Aides	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	5.00		28,543	28,543	28,543	28,543	28,543	28,543	28,543	28,543	28,543	28,543	28,543	28,543	342,515
Other	-		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>121.00</b>		<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>713,857</b>	<b>8,566,279</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>															
Nurse	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00		3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	43,497
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>		<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>43,497</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>164.00</b>		<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>1,018,962</b>	<b>12,227,543</b>
<b>PAYROLL TAXES AND BENEFITS</b>															
Payroll Taxes			82,153	82,153	82,153	82,153	82,153	82,153	82,153	82,153	82,153	82,153	82,153	82,153	985,837
Fringe / Employee Benefits			97,354	97,354	97,354	97,354	97,354	97,354	97,354	97,354	97,354	97,354	97,354	97,354	1,168,242
Retirement / Pension			31,515	31,515	31,515	31,515	31,515	31,515	31,515	31,515	31,515	31,515	31,515	31,515	378,179
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>211,022</b>	<b>2,532,259</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>164.00</b>		<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>1,229,983</b>	<b>14,759,801</b>
<b>CONTRACTED SERVICES</b>															
Accounting / Audit			-	-	-	-	-	-	-	-	-	-	-	34,376	34,376
Legal			5,733	5,733	5,733	5,733	5,733	5,733	5,733	5,733	5,733	5,733	5,733	5,733	68,801
Management Company Fee			-	434,435	-	434,435	-	434,435	-	434,435	-	434,435	-	434,435	2,606,610
Nurse Services			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch			-	596	596	596	596	596	596	596	596	596	596	596	6,556
Payroll Services			13,538	13,538	17,094	17,094	17,094	17,094	17,094	17,094	17,094	17,094	17,094	17,094	198,015
Special Ed Services			-	-	20,103	-	-	-	-	-	-	-	-	-	20,103
Titlement Services (i.e. Title I)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting			120,830	120,830	120,830	120,830	120,830	120,830	120,830	120,830	120,830	120,830	120,830	120,830	1,449,964
<b>TOTAL CONTRACTED SERVICES</b>			<b>140,101</b>	<b>575,132</b>	<b>164,356</b>	<b>578,689</b>	<b>144,254</b>	<b>578,689</b>	<b>144,254</b>	<b>578,689</b>	<b>144,254</b>	<b>578,689</b>	<b>144,254</b>	<b>613,064</b>	<b>4,384,424</b>



YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>Total Revenue</b>	4,505,800	651,090	4,744,857	11,090	4,450,656	491,957	4,568,290	11,090	4,931,524	11,090	4,799,928	457,751	29,635,121
<b>Total Expenses</b>	2,113,676	2,610,966	2,151,379	2,562,585	2,128,150	2,565,712	2,156,735	2,591,170	2,159,862	2,591,170	2,156,735	2,828,672	28,616,812
<b>Net Income</b>	2,392,124	#####	2,593,478	#####	2,322,507	#####	2,411,555	#####	2,771,662	#####	2,643,193	#####	1,018,309
<b>Cash Flow Adjustments</b>	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(51,032)	(62,388)
<b>Beginning Cash Balance</b>	5,674,180	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	5,674,180
<b>Ending Cash Balance</b>	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	6,630,101	6,630,101
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	3,127	-	-	3,127	-	-	3,127	-	-	3,127	12,508
Classroom / Teaching Supplies & Materials	98,027	98,027	55,712	55,712	55,712	55,712	55,712	55,712	55,712	55,712	55,712	55,712	753,169
Special Ed Supplies & Materials	1,138	1,138	508	508	508	508	508	508	508	508	508	508	7,355
Textbooks / Workbooks	33,097	33,097	12,631	12,631	12,631	12,631	12,631	12,631	12,631	12,631	12,631	12,631	192,500
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	21,504	21,504	11,440	11,440	11,440	11,440	11,440	11,440	11,440	11,440	11,440	11,440	157,410
Telephone	13,263	13,263	13,263	13,263	13,263	13,263	13,263	13,263	13,263	13,263	13,263	13,263	159,161
Technology	23,736	23,736	23,736	23,736	23,736	23,736	23,736	23,736	23,736	23,736	23,736	23,736	284,837
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	21,538	21,538	21,538	21,538	21,538	21,538	21,538	21,538	21,538	21,538	215,380
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	62,258	62,258	62,258	62,258	62,258	62,258	62,258	62,258	62,258	62,258	62,258	684,843
Office Expense	9,398	9,398	9,398	9,398	9,398	9,398	9,398	9,398	9,398	9,398	9,398	9,398	112,777
Staff Development	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	365,977
Staff Recruitment	-	-	-	-	-	-	21,830	21,830	21,830	21,830	21,830	21,830	130,982
Student Recruitment / Marketing	-	-	-	-	-	-	6,755	6,755	6,755	6,755	6,755	6,755	40,529
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	8,012	8,012	8,012	8,012	8,012	8,012	8,012	8,012	8,012	8,012	8,012	8,012	96,142
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	11,457	11,457	11,457	11,457	11,457	11,457	11,457	11,457	11,457	11,457	11,457	11,457	137,481
<b>TOTAL SCHOOL OPERATIONS</b>	250,130	312,389	263,578	260,451	260,451	263,578	289,036	289,036	292,163	289,036	289,036	292,163	3,351,050
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	5,110,974
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	425,914	5,110,974
<b>DEPRECIATION &amp; AMORTIZATION</b>	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	810,563
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	200,000
<b>TOTAL EXPENSES</b>	2,113,676	2,610,966	2,151,379	2,562,585	2,128,150	2,565,712	2,156,735	2,591,170	2,159,862	2,591,170	2,156,735	2,828,672	28,616,812
<b>NET INCOME</b>	2,392,124	(1,959,876)	2,593,478	(2,551,495)	2,322,507	(2,073,755)	2,411,555	(2,580,080)	2,771,662	(2,580,080)	2,643,193	(2,370,922)	1,018,309
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Depreciation Add Back	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	810,563
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	67,547	810,563
<b>INVESTMENT ACTIVITIES</b>													
Property and Equipment	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(822,952)
Dissolution Escrow	-	-	-	-	-	-	-	-	-	-	-	-	(50,000)
<b>Total Investment Activities</b>	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(68,579)	(872,952)
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	0
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	0
<b>Total Cash Flow Adjustments</b>	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(1,032)	(51,032)	(62,388)
<b>NET INCOME</b>	2,391,091	#####	2,592,445	#####	2,321,474	#####	2,410,522	#####	2,770,630	#####	2,642,161	#####	955,921
<b>Beginning Cash Balance</b>	5,674,180	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	5,674,180
<b>ENDING CASH BALANCE</b>	8,065,271	6,104,363	8,696,808	6,144,280	8,465,754	6,390,967	8,801,490	6,220,377	8,991,006	6,409,894	9,052,055	6,630,101	6,630,101

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS					DESCRIPTION OF ASSUMPTIONS	
<b>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</b>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					<b>*NOTE: State assumptions that are being made in the section provided below.</b>	
Total Revenue		29,635,121	34,726,407	37,782,248	41,755,497	45,202,797		
Total Expenses		28,616,812	33,410,483	36,832,347	40,496,632	43,591,141		
Net Income (Before Cash Flow Adjustments)		1,018,309	1,315,924	949,901	1,258,864	1,611,656		
Budgeted Student Enrollment		1,288	1,556	1,733	1,909	2,087		
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25		
		Per Pupil Revenue Percentage Increase						
REVENUE		5.0%	0.0%	0.0%	0.0%	0.0%	Per Pupil increased 5% year 1, per guidance from the NYC Charter Center	
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2018-19)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE		15,307	20,696,687	25,012,434	27,847,597	30,682,759	33,549,423	Base rate at \$16,072 Years 1 - 5
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: (Weighted Avg.)		-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)		15,307	20,696,687	25,012,434	27,847,597	30,682,759	33,549,423	
Special Education Revenue			1,579,965	1,817,552	2,014,411	2,153,569	2,350,427	
<b>Grants</b>								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			349,272	-	-	-	-	DYCD Funding at \$1985/student in New Brilla Schools Year 1
Other			4,360,750	5,236,977	6,079,469	6,923,172	7,145,548	Facility Rent Assistance
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			26,986,673	32,066,963	35,941,476	39,759,499	43,045,399	
<b>REVENUE FROM FEDERAL FUNDING</b>								
IDEA Special Needs			117,633	142,163	158,277	174,391	190,326	\$91 / student in IDEA Funding
Title I			699,232	845,038	940,824	1,036,609	1,131,330	\$543 / student in Title I Funding
Title Funding - Other			217,328	262,710	292,522	322,333	351,814	\$169 / student in Title II/III Funding
School Food Service (Free Lunch)			-	-	-	-	-	
<b>Grants</b>								
Charter School Program (CSP) Planning & Implementation			700,000	400,000	-	-	-	Assumes CSP Funding - Implementation
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			1,734,193	1,649,911	1,391,622	1,533,333	1,673,469	
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations			55,144	65,091	71,547	78,003	84,388	Student Fees
Fundraising			500,000	500,000	-	-	-	Fundraising Target
Erate Reimbursement			133,074	197,008	116,112	109,113	110,092	\$150/new student, 90% data costs
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			102,619	124,017	138,074	152,131	166,033	\$80/student in FAMIS Funding
OTHER			123,417	123,417	123,417	123,417	123,417	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			914,254	1,009,533	449,150	462,665	483,929	
<b>TOTAL REVENUE</b>			<b>29,635,121</b>	<b>34,726,407</b>	<b>37,782,248</b>	<b>41,755,497</b>	<b>45,202,797</b>	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS					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					*NOTE: State assumptions that are being made in the section provided below.
		2020-21 THROUGH 2024-25					
Total Revenue		29,635,121	34,726,407	37,782,248	41,755,497	45,202,797	
Total Expenses		28,616,812	33,410,483	36,832,347	40,496,632	43,591,141	
Net Income (Before Cash Flow Adjustments)		1,018,309	1,315,924	949,901	1,258,864	1,611,656	
Budgeted Student Enrollment		1,288	1,556	1,733	1,909	2,087	
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Year 1 No. of Positions					<i>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management	1.00	169,744	173,988	178,337	182,796	187,366	One Network Superintendent
Instructional Management	9.00	1,079,460	1,106,447	1,134,108	1,162,460	1,191,522	Five School Principals, Three Assistant Principals, One Assistant Head of School
Deans, Directors & Coordinators	15.00	1,382,775	1,601,714	1,826,127	2,056,150	2,291,924	Grade and Content Leads at each school, and Director of Engagement for the Network split amongst sites
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	5.00	356,424	365,334	374,467	383,829	393,425	Five Operations Managers; one per site
Administrative Staff	12.00	629,364	645,098	766,120	890,167	912,421	Six Operations Associates, Four Operations Assistants, One Special Projects Manager, One Admissions Specialist. New schools will add special projects coordinator year 3, ops associate year 4
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>42.00</b>	<b>3,617,767</b>	<b>3,892,581</b>	<b>4,279,159</b>	<b>4,675,402</b>	<b>4,976,657</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	94.00	6,657,832	8,099,182	9,009,941	10,085,126	11,187,190	Teachers; new school adds 6 teachers/year years 2-5
Teachers - SPED	10.00	713,560	945,467	1,111,816	1,282,323	1,457,093	New schools each add 1 SPED coordinator, plus 1 Learning Specialist per grade
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	12.00	852,372	1,086,774	1,256,006	1,429,468	1,465,204	New schools adding one specialty teacher each years 2-4
Aides	-	-	-	-	-	-	
Therapists & Counselors	5.00	342,515	351,078	359,855	368,851	378,072	Five Social Workers; one per site
Other	-	-	-	-	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>121.00</b>	<b>8,566,279</b>	<b>10,482,501</b>	<b>11,737,617</b>	<b>13,165,768</b>	<b>14,487,560</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	1.00	43,497	44,584	45,699	46,842	48,013	Facilities Director; split across Network
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>	<b>43,497</b>	<b>44,584</b>	<b>45,699</b>	<b>46,842</b>	<b>48,013</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		<b>164.00</b>	<b>12,227,543</b>	<b>14,419,666</b>	<b>16,062,476</b>	<b>17,888,012</b>	<b>19,512,230</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		985,837	1,176,587	1,321,435	1,487,064	1,627,928	6.2% Social, 1.45% Medicare, Workers Comp, Unemployment
Fringe / Employee Benefits		1,168,242	1,388,533	1,560,054	1,755,557	1,918,024	~\$7000 in health insurance/employee
Retirement / Pension		378,179	449,599	503,916	566,006	618,901	Assume 3% Match, 100% participation
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>2,532,259</b>	<b>3,014,719</b>	<b>3,385,405</b>	<b>3,808,627</b>	<b>4,164,853</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>164.00</b>	<b>14,759,801</b>	<b>17,434,385</b>	<b>19,447,881</b>	<b>21,696,639</b>	<b>23,677,083</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		34,376	35,159	35,958	33,962	35,354	Network wide audit fee per historical prices w/ audit firm
Legal		68,801	46,175	47,225	44,604	46,431	Network wide legal fees
Management Company Fee		2,606,610	3,080,649	3,370,350	3,883,735	4,227,776	CMO Management Fee
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		6,556	-	-	-	-	Assumes free meals for students in out years through School Food
Payroll Services		198,015	229,469	261,504	288,907	316,241	~\$1200/employee in payroll and benefits admin
Special Ed Services		20,103	23,747	24,287	22,939	23,879	\$20K/year for SPED Collaborative membership
Titement Services (i.e. Title I)		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
<b>Total Revenue</b>	29,635,121	34,726,407	37,782,248	41,755,497	45,202,797	
<b>Total Expenses</b>	28,616,812	33,410,483	36,832,347	40,496,632	43,591,141	
<b>Net Income (Before Cash Flow Adjustments)</b>	1,018,309	1,315,924	949,901	1,258,864	1,611,656	
<b>Budgeted Student Enrollment</b>	1,288	1,556	1,733	1,909	2,087	
	<b>Year 1 2020-21</b>	<b>Year 2 2021-22</b>	<b>Year 3 2022-23</b>	<b>Year 4 2023-24</b>	<b>Year 5 2024-25</b>	
Other Purchased / Professional / Consulting	1,449,964	1,777,971	1,707,100	1,780,744	1,877,697	
<b>TOTAL CONTRACTED SERVICES</b>	4,384,424	5,193,169	5,446,425	6,054,890	6,527,377	\$900 - 1100/student in academic and instructional consulting

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
<b>Total Revenue</b>	<b>29,635,121</b>	<b>34,726,407</b>	<b>37,782,248</b>	<b>41,755,497</b>	<b>45,202,797</b>	
<b>Total Expenses</b>	<b>28,616,812</b>	<b>33,410,483</b>	<b>36,832,347</b>	<b>40,496,632</b>	<b>43,591,141</b>	
<b>Net Income (Before Cash Flow Adjustments)</b>	<b>1,018,309</b>	<b>1,315,924</b>	<b>949,901</b>	<b>1,258,864</b>	<b>1,611,656</b>	
<b>Budgeted Student Enrollment</b>	<b>1,288</b>	<b>1,556</b>	<b>1,733</b>	<b>1,909</b>	<b>2,087</b>	
	<b>Year 1 2020-21</b>	<b>Year 2 2021-22</b>	<b>Year 3 2022-23</b>	<b>Year 4 2023-24</b>	<b>Year 5 2024-25</b>	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	12,508	10,554	10,794	10,195	10,613	Network Board expense
Classroom / Teaching Supplies & Materials	753,169	805,103	893,980	987,184	1,099,987	~\$520/student in supplies
Special Ed Supplies & Materials	7,355	6,461	7,175	7,920	8,118	~\$5/student in SPED supplies
Textbooks / Workbooks	192,500	149,069	152,795	156,615	160,531	\$80-90/student in out years for curriculum and educational software
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	157,410	163,331	184,605	189,220	190,240	~\$850/employee in annual equipment
Telephone	159,161	180,958	202,172	221,636	240,208	~\$970/employee per year in phone/cell costs
Technology	284,837	319,947	335,782	324,988	342,852	\$1400 - \$1700/year in IT/Software/Telecom
Student Testing & Assessment	-	-	-	-	-	
Field Trips	215,380	239,791	259,326	279,387	300,134	~\$150/student in field trip costs per year
Transportation (student)	-	-	-	-	-	
Student Services - other	684,843	660,722	770,617	878,184	966,650	~\$500/student network wide in student services; including afterschool and summer schools
Office Expense	112,777	119,334	124,781	137,896	146,077	~\$600/employee in office supplies/year
Staff Development	365,977	402,151	440,784	462,483	486,951	~\$2000/employee in professional development/year
Staff Recruitment	130,982	164,002	159,891	150,082	163,706	\$650-800/year per employee in recruitment
Student Recruitment / Marketing	40,529	63,320	64,903	66,525	68,188	\$30-40/student in student recruitment
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	96,142	102,465	109,045	116,301	124,836	\$515 - \$580/staff member
Fundraising	-	-	-	-	-	
Other	137,481	150,546	169,145	187,843	204,823	Random Acts of Kindness, network bank fees
<b>TOTAL SCHOOL OPERATIONS</b>	<b>3,351,050</b>	<b>3,537,754</b>	<b>3,885,794</b>	<b>4,176,459</b>	<b>4,513,915</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	-	-	-	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	5,110,974	6,095,477	6,772,443	7,452,187	7,638,492	Cumulative lease costs assuming five Brilla campuses
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>5,110,974</b>	<b>6,095,477</b>	<b>6,772,443</b>	<b>7,452,187</b>	<b>7,638,492</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>810,563</b>	<b>949,699</b>	<b>1,079,804</b>	<b>916,457</b>	<b>1,034,275</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	\$40K per school per year in contingency
<b>TOTAL EXPENSES</b>	<b>28,616,812</b>	<b>33,410,483</b>	<b>36,832,347</b>	<b>40,496,632</b>	<b>43,591,141</b>	
<b>NET INCOME</b>	<b>1,018,309</b>	<b>1,315,924</b>	<b>949,901</b>	<b>1,258,864</b>	<b>1,611,656</b>	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
<b>Total Revenue</b>	29,635,121	34,726,407	37,782,248	41,755,497	45,202,797	
<b>Total Expenses</b>	28,616,812	33,410,483	36,832,347	40,496,632	43,591,141	
<b>Net Income (Before Cash Flow Adjustments)</b>	1,018,309	1,315,924	949,901	1,258,864	1,611,656	
<b>Budgeted Student Enrollment</b>	1,288	1,556	1,733	1,909	2,087	
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	1,288	1,556	1,733	1,909	2,087	
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	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>1,288</b>	<b>1,556</b>	<b>1,733</b>	<b>1,909</b>	<b>2,087</b>	
<b>REVENUE PER PUPIL</b>	<b>23,014</b>	<b>22,314</b>	<b>21,806</b>	<b>21,873</b>	<b>21,655</b>	
<b>EXPENSES PER PUPIL</b>	<b>22,223</b>	<b>21,469</b>	<b>21,258</b>	<b>21,213</b>	<b>20,883</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
OPERATING ACTIVITIES						
Depreciation Add Back	810,563	949,699	1,079,804	916,457	1,034,275	
Other	-	-	-	-	-	
Total Operating Activities	810,563	949,699	1,079,804	916,457	1,034,275	
INVESTMENT ACTIVITIES						
Property and Equipment	(822,952)	(691,596)	(822,492)	(607,214)	(862,342)	Property and Capital Expense
Dissolution Escrow	(50,000)	(50,000)	(50,000)	-	-	Dissolution Escrow
Total Investment Activities	(872,952)	(741,596)	(872,492)	(607,214)	(862,342)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>(62,388)</b>	<b>208,102</b>	<b>207,312</b>	<b>309,243</b>	<b>171,933</b>	
<b>NET INCOME</b>	<b>955,921</b>	<b>1,524,026</b>	<b>1,157,213</b>	<b>1,568,107</b>	<b>1,783,589</b>	
<b>Beginning Cash Balance</b>	5,674,180	6,630,101	8,154,127	9,311,340	10,879,447	
<b>ENDING CASH BALANCE</b>	<b>6,630,101</b>	<b>8,154,127</b>	<b>9,311,340</b>	<b>10,879,447</b>	<b>12,663,036</b>	

**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)	1,288	16,072	20,696,687	6,058,348	26,755,035	25,200,000,000	0.106%
Year 2 (2021-22)	1,556	16,072	25,012,434	7,196,691	32,209,125	25,200,000,000	0.128%
Year 3 (2022-23)	1,733	16,072	27,847,597	8,252,156	36,099,753	25,200,000,000	0.143%
Year 4 (2023-24)	1,909	16,072	30,682,759	9,251,131	39,933,890	25,200,000,000	0.158%
Year 5 (2024-25)	2,087	16,072	33,549,423	9,686,301	43,235,725	25,200,000,000	0.172%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
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:	



**2018 New School Proposal  
Budget(s) & Cash Flow(s) Template**

**Brilla 3**

**Contact Name:** Matt Salvatierra  
**Contact Title:** Chief Financial Officer / Chief Operating Officer  
**Contact Email:** [REDACTED]  
**Contact Phone:** [REDACTED]

**First Academic Year:** 2020-21

**Pre-Opening Period:** July 1, 2019 - June 30, 2020

**Note: For pre-opening period if the RFP submission date is:**

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.



**BRILLA 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	88	88	88	88	88	
1st Grade	Elementary School	0	88	88	88	88	
2nd Grade	Elementary School	0	0	88	88	88	
3rd Grade	Elementary School	0	0	0	88	88	
4th Grade	Elementary School	0	0	0	0	88	
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
<b>TOTAL</b>		<b>88</b>	<b>176</b>	<b>265</b>	<b>353</b>	<b>441</b>	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School		3	3	3	3
2nd Grade	Elementary School			3	3	3
3rd Grade	Elementary School				3	3
4th Grade	Elementary School					3
5th Grade	Elementary/Middle School					
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						
<b>TOTAL</b>		<b>3</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>15</b>

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	29	29	29	29	29
1st Grade	Elementary School	0	29	29	29	29
2nd Grade	Elementary School	0	0	29	29	29
3rd Grade	Elementary School	0	0	0	29	29
4th Grade	Elementary School	0	0	0	0	29
5th Grade	Elementary/Middle School	0	0	0	0	0
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	88	176	265	353	441
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
<b>Total Enrollment</b>	<b>88</b>	<b>176</b>	<b>265</b>	<b>353</b>	<b>441</b>
Change in Net Enrollment from Prior Year (Count)	88	88	88	88	88
Change in Net Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	33.3%	25.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS
Targeting 90 kids per grade, per school - budgeting at 98% enrollment

**ESTIMATED ENROLLMENT BY DISTRICT**

<b>ANNUAL ENROLLMENT BY DISTRICT TOTALS</b>	<b>88</b>	<b>176</b>	<b>265</b>	<b>353</b>	<b>441</b>
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	<b>1</b>
---	----------

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2020-21	2021-22	2022-23	2023-24	2024-25
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ 25,200,000,000	\$ 25,200,000,000	\$ 25,200,000,000	\$ 25,200,000,000	\$ 25,200,000,000
<b>ENROLLMENT (Charter School)</b>		88	176	265	353	441
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)		<a href="https://www.google.com/url?q=http://schools.nyc.gov/AboutUs/funding/overview/default.htm&amp;sa=D&amp;source=hangouts&amp;ust=1529699679714000&amp;usg=AFQjCNFHzUUCOYyqV-pEd4fb4rOn5CmLHg">https://www.google.com/url?q=http://schools.nyc.gov/AboutUs/funding/overview/default.htm&amp;sa=D&amp;source=hangouts&amp;ust=1529699679714000&amp;usg=AFQjCNFHzUUCOYyqV-pEd4fb4rOn5CmLHg</a>				

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2020-21	2021-22	2022-23	2023-24	2024-25
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>ENROLLMENT (Charter School)</b>						
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)						

**BRILLA 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	K-1	K-2	K-3	K-4
	Enrollment	88	176	265	353	441

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

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

**ADMINISTRATIVE PERSONNEL FTE**

	FTE				
Executive Management	0.1	0.1	0.1	0.2	0.2
Instructional Management	1.1	1.1	1.1	1.2	1.2
Deans, Directors & Coordinators	1.1	2.1	3.1	4.2	5.2
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	3.0	3.0
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>4.2</b>	<b>5.3</b>	<b>7.4</b>	<b>9.5</b>	<b>10.5</b>

Description of Assumptions
Superintendent - School's proportional share
One School Leader per school, one Asst Head of Schools split proportionally
1 Grade and Content Lead per grade per school. Dir of Engagement split proportionally across network
1 Ops Manager per school
1 Operations Associate per school, add Operations Associate per school year 3, add 1 Ops Assistant per school in year 4.

**INSTRUCTIONAL PERSONNEL FTE**

Teachers - Regular	6.0	12.0	18.0	24.0	30.0
Teachers - SPED	2.0	3.0	4.0	5.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.0	2.0	3.0	4.0	4.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
<b>TOTAL INSTRUCTIONAL</b>	<b>10.0</b>	<b>18.0</b>	<b>26.0</b>	<b>34.0</b>	<b>41.0</b>

Two teachers per class, three classes per grade
1 SPED Coordinator plus 1 learning specialist per grade per school
1 specialty teacher per grade per school
1 social worker per school

**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	0.1	0.1	0.1	0.2	0.2
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>

1 Facility Manager split across Network
---

<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>14.3</b>	<b>23.5</b>	<b>33.6</b>	<b>43.7</b>	<b>51.7</b>
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**BRILLA 3**

<b>STAFFING PLAN WAGES</b>	<b>Acad Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
		2020-21	2021-22	2022-23	2023-24	2024-25
	<b>Grades</b>	K	K-1	K-2	K-3	K-4
	<b>Enrollment</b>	88.20	176.40	264.60	352.80	441.00

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

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

	<b>WAGES</b>					
	<b>Salary/Incr %</b>	<b>2.50%</b>	<b>2.50%</b>	<b>2.50%</b>	<b>2.50%</b>	<b>2.50%</b>
<b>ADMINISTRATIVE PERSONNEL WAGES</b>						
Executive Management	\$ 169,744	\$ 11,626	\$ 19,531	\$ 25,472	\$ 29,029	\$ 31,832
Instructional Management	\$ 118,059	\$ 126,145	\$ 134,595	\$ 141,752	\$ 147,327	\$ 152,455
Deans, Directors & Coordinators	\$ 78,289	\$ 83,651	\$ 167,543	\$ 252,536	\$ 338,485	\$ 426,194
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 68,959	\$ 68,959	\$ 70,682	\$ 72,450	\$ 74,261	\$ 76,117
Administrative Staff	\$ 59,410	\$ 59,410	\$ 60,896	\$ 121,828	\$ 184,285	\$ 188,892
<b>TOTAL ADMINISTRATIVE STAFF</b>		\$ 349,792	\$ 453,247	\$ 614,038	\$ 773,386	\$ 875,489

<b>Description of Assumptions</b>
Assumes 2.5% raises across the board, zero staff attrition

**INSTRUCTIONAL PERSONNEL WAGES**

Teachers - Regular	\$ 70,000	\$ 420,000	\$ 850,500	\$ 1,291,763	\$ 1,744,057	\$ 2,207,658
Teachers - SPED	\$ 75,324	\$ 150,648	\$ 229,738	\$ 310,805	\$ 393,899	\$ 479,071
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 70,000	\$ 70,000	\$ 141,750	\$ 215,294	\$ 290,676	\$ 297,943
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 68,959	\$ 68,959	\$ 70,682	\$ 72,450	\$ 74,261	\$ 76,117
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL INSTRUCTIONAL</b>		\$ 709,606	\$ 1,292,670	\$ 1,890,311	\$ 2,502,893	\$ 3,060,789


**NON-INSTRUCTIONAL PERSONNEL WAGES**

Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 43,497	\$ 2,979	\$ 5,005	\$ 6,527	\$ 7,439	\$ 8,157
<b>TOTAL NON-INSTRUCTIONAL</b>		\$ 2,979	\$ 5,005	\$ 6,527	\$ 7,439	\$ 8,157


<b>TOTAL PERSONNEL SERVICE WAGES</b>		\$ 1,062,377	\$ 1,750,923	\$ 2,510,877	\$ 3,283,717	\$ 3,944,435
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## BRILLA 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

<b>Total Revenue</b>	<b>450,000</b>	CSP, Fundraising
<b>Total Expenses</b>	<b>279,182</b>	
<b>Net Income</b>	<b>170,818</b>	
	<b>START-UP PERIOD</b>	
<b>REVENUE</b>		
<b>REVENUES FROM STATE SOURCES</b>		
<b>Grants</b>		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>-</b>	
<b>REVENUE FROM FEDERAL FUNDING</b>		
<b>Grants</b>		
Charter School Program (CSP) Planning & Implementation	200,000	Assume CSP Allocations for PreOp through Year 2
Other	-	
Other	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>200,000</b>	
<b>LOCAL and OTHER REVENUE</b>		
Contributions and Donations	-	
Fundraising	250,000	Fundraising Target - Network has \$5MM cash on hand in the event this target is not hit
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>250,000</b>	
<b>TOTAL REVENUE</b>	<b>450,000</b>	

**BRILLA 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**

<b>Total Revenue</b>	<b>450,000</b>	CSP, Fundraising
<b>Total Expenses</b>	<b>279,182</b>	
<b>Net Income</b>	<b>170,818</b>	
	<b>START-UP PERIOD</b>	

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	FTE No. of Positions		
Executive Management	-	-	
Instructional Management	1.00	94,548	One Principal for each new school, \$1848 stipend/each
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	33,475	One 6-month Operations Manager in Training at each new school
Administrative Staff	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>1.50</b>	<b>128,023</b>	

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	

**SUBTOTAL PERSONNEL SERVICE COSTS**

<b>1.50</b>	<b>128,023</b>	
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	13,033	6.2% Social, 1.45% Medicare, Workers Comp, Unemployment
Fringe / Employee Benefits	7,726	~\$5000 in health insurance/employee
Retirement / Pension	3,840	Assume 3% Match, 100% participation
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>24,599</b>	

**TOTAL PERSONNEL SERVICE COSTS**

<b>1.50</b>	<b>152,622</b>	
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**CONTRACTED SERVICES**

Accounting / Audit	3,000	\$3000/school for audit services
Legal	7,500	\$7500/school 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	5,125	\$5,125/school other consulting
<b>TOTAL CONTRACTED SERVICES</b>	<b>15,625</b>	

## BRILLA 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

<b>Total Revenue</b>	<b>450,000</b>	CSP, Fundraising
<b>Total Expenses</b>	<b>279,182</b>	
<b>Net Income</b>	<b>170,818</b>	
	<b>START-UP PERIOD</b>	

## SCHOOL OPERATIONS

Board Expenses	410	\$410/school board expense
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	1,024	\$682/employee in supplies/reading materials
Equipment / Furniture	-	
Telephone	600	\$400/employee for cell phones
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	1,025	\$1,025/school in culture supplies and SWAG
Office Expense	616	\$410/employee for office supplies
Staff Development	52,794	\$52K set aside for new school leader training
Staff Recruitment	10,000	\$10,000/school in Staff Recruitment
Student Recruitment / Marketing	6,714	\$6714/school in Student Recruitment - mail, ads, etc
School Meals / Lunch	-	
Travel (Staff)	31,647	\$31,647 for travel related to school leader dev.
Fundraising	-	
Other	103	\$103/school in bank fees
<b>TOTAL SCHOOL OPERATIONS</b>	<b>104,933</b>	

## FACILITY OPERATION &amp; MAINTENANCE

Insurance	4,613	\$4,613/school general/commercial/liability ins.
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>4,613</b>	

## DEPRECIATION &amp; AMORTIZATION

	1,389	Depreciation for Laptops
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## DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY

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<b>TOTAL EXPENSES</b>	<b>279,182</b>	
<b>NET INCOME</b>	<b>170,818</b>	

PRE-OPENING CASH FLOW 1-YEAR	BRILLA 3												
<b>*NOTE:</b> <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2019 - June 30, 2020												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>Total Revenue</b>	-	290,000	-	-	-	53,333	-	-	53,333	-	-	53,333	450,000
<b>Total Expenses</b>	16,934	16,523	17,764	19,294	18,884	18,884	28,436	26,482	26,584	25,876	25,465	38,056	279,182
<b>Net Income</b>	(16,934)	273,477	(17,764)	(19,294)	(18,884)	34,449	(28,436)	(26,482)	26,749	(25,876)	(25,465)	15,277	170,818
<b>Cash Flow Adjustments</b>	-	(5,000)	139	139	139	139	139	139	139	139	139	(24,861)	(28,611)
<b>Beginning Cash Balance</b>	-	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	-
<b>Net Income</b>	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	142,207	142,207
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
<b>Grants</b>													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>													
<b>Grants</b>													
Charter School Program (CSP) Planning & Implementation	-	40,000	-	-	-	53,333	-	-	53,333	-	-	53,333	200,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	40,000	-	-	-	53,333	-	-	53,333	-	-	53,333	200,000
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	250,000	-	-	-	-	-	-	-	-	-	-	250,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	250,000	-	-	-	-	-	-	-	-	-	-	250,000
<b>TOTAL REVENUE</b>	-	290,000	-	-	-	53,333	-	-	53,333	-	-	53,333	450,000



PRE-OPENING CASH FLOW 1-YEAR		BRILLA 3												
<b>*NOTE:</b> 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	-	290,000	-	-	-	-	53,333	-	53,333	-	-	53,333	450,000	
Total Expenses	16,934	16,523	17,764	19,294	18,884	18,884	28,436	26,482	26,584	25,876	25,465	38,056	279,182	
Net Income	(16,934)	273,477	(17,764)	(19,294)	(18,884)	34,449	(28,436)	(26,482)	26,749	(25,876)	(25,465)	15,277	170,818	
Cash Flow Adjustments	-	(5,000)	139	139	139	139	139	139	139	139	139	(24,861)	(28,611)	
Beginning Cash Balance	-	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	-	
Net Income	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	142,207	142,207	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>EXPENSES</b>														
<b>ADMINISTRATIVE PERSONNEL COSTS</b>		FTE No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	9,573	94,548
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	5,579	5,579	5,579	5,579	5,579	5,579	33,475
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>1.50</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>13,304</b>	<b>13,304</b>	<b>13,304</b>	<b>13,304</b>	<b>13,304</b>	<b>15,152</b>	<b>128,023</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>1.50</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>7,725</b>	<b>13,304</b>	<b>13,304</b>	<b>13,304</b>	<b>13,304</b>	<b>13,304</b>	<b>15,152</b>	<b>128,023</b>
<b>PAYROLL TAXES AND BENEFITS</b>														
Payroll Taxes	786	786	786	786	786	786	786	1,354	1,354	1,354	1,354	1,354	1,542	13,033
Fringe / Employee Benefits	429	429	429	429	429	429	429	858	858	858	858	858	858	7,726
Retirement / Pension	232	232	232	232	232	232	232	399	399	399	399	399	454	3,840
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>1,447</b>	<b>1,447</b>	<b>1,447</b>	<b>1,447</b>	<b>1,447</b>	<b>1,447</b>	<b>1,447</b>	<b>2,612</b>	<b>2,612</b>	<b>2,612</b>	<b>2,612</b>	<b>2,612</b>	<b>2,855</b>	<b>24,599</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>1.50</b>	<b>9,172</b>	<b>9,172</b>	<b>9,172</b>	<b>9,172</b>	<b>9,172</b>	<b>9,172</b>	<b>15,916</b>	<b>15,916</b>	<b>15,916</b>	<b>15,916</b>	<b>15,916</b>	<b>18,007</b>	<b>152,622</b>
<b>CONTRACTED SERVICES</b>														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	3,000	3,000
Legal	-	-	-	-	-	-	-	-	-	-	-	-	7,500	7,500
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	854	854	854	854	854	854	5,125
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>854</b>	<b>854</b>	<b>854</b>	<b>854</b>	<b>854</b>	<b>11,354</b>	<b>15,625</b>

PRE-OPENING CASH FLOW 1-YEAR		BRILLA 3												
<b>*NOTE:</b> <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
		July 1, 2019 - June 30, 2020												
Total Revenue	-	290,000	-	-	-	53,333	-	53,333	-	-	53,333	450,000		
Total Expenses	16,934	16,523	17,764	19,294	18,884	18,884	28,436	26,482	26,584	25,876	25,465	38,056	279,182	
Net Income	(16,934)	273,477	(17,764)	(19,294)	(18,884)	34,449	(28,436)	(26,482)	26,749	(25,876)	(25,465)	15,277	170,818	
Cash Flow Adjustments	-	(5,000)	139	139	139	139	139	139	139	139	139	(24,861)	(28,611)	
Beginning Cash Balance	-	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	-	
Net Income	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	142,207	142,207	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>SCHOOL OPERATIONS</b>														
Board Expenses	-	-	-	-	-	-	-	-	103	103	103	103	410	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	102	103	103	103	103	103	103	103	103	103	1,024	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Telephone	50	50	50	50	50	50	50	50	50	50	50	50	600	
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	256	-	-	256	-	-	256	-	-	256	-	-	1,025	
Office Expense	154	-	-	154	-	-	154	-	-	154	-	-	616	
Staff Development	4,271	4,271	4,271	4,271	4,271	4,271	5,815	4,271	4,271	4,271	4,271	4,271	52,794	
Staff Recruitment	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	
Student Recruitment / Marketing	-	-	-	1,119	1,119	1,119	1,119	1,119	1,119	1,119	-	-	6,714	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	31,647	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	9	9	9	9	9	9	9	9	9	9	9	9	103	
TOTAL SCHOOL OPERATIONS	7,377	6,967	8,068	9,598	9,188	9,188	11,142	9,188	9,291	8,582	8,172	8,172	104,933	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>														
Insurance	384	384	384	384	384	384	384	384	384	384	384	384	4,613	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	384	384	384	384	384	384	384	384	384	384	384	384	4,613	
<b>DEPRECIATION &amp; AMORTIZATION</b>														
	-	-	139	139	139	139	139	139	139	139	139	139	1,389	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>														
	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>16,934</b>	<b>16,523</b>	<b>17,764</b>	<b>19,294</b>	<b>18,884</b>	<b>18,884</b>	<b>28,436</b>	<b>26,482</b>	<b>26,584</b>	<b>25,876</b>	<b>25,465</b>	<b>38,056</b>	<b>279,182</b>	
<b>NET INCOME</b>	<b>(16,934)</b>	<b>273,477</b>	<b>(17,764)</b>	<b>(19,294)</b>	<b>(18,884)</b>	<b>34,449</b>	<b>(28,436)</b>	<b>(26,482)</b>	<b>26,749</b>	<b>(25,876)</b>	<b>(25,465)</b>	<b>15,277</b>	<b>170,818</b>	

PRE-OPENING CASH FLOW 1-YEAR	BRILLA 3												
	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	July 1, 2019 - June 30, 2020												
Total Revenue	-	290,000	-	-	-	53,333	-	-	53,333	-	-	53,333	450,000
Total Expenses	16,934	16,523	17,764	19,294	18,884	18,884	28,436	26,482	26,584	25,876	25,465	38,056	279,182
Net Income	(16,934)	273,477	(17,764)	(19,294)	(18,884)	34,449	(28,436)	(26,482)	26,749	(25,876)	(25,465)	15,277	170,818
Cash Flow Adjustments	-	(5,000)	139	139	139	139	139	139	139	139	139	(24,861)	(28,611)
Beginning Cash Balance	-	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	-
Net Income	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	142,207	142,207
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>CASH FLOW ADJUSTMENTS</b>													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	139	139	139	139	139	139	139	139	139	139	1,389
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	139	139	139	139	139	139	139	139	139	139	1,389
INVESTMENT ACTIVITIES													
Property	-	(5,000)	-	-	-	-	-	-	-	-	-	-	(5,000)
Capital Expense	-	-	-	-	-	-	-	-	-	-	-	(25,000)	(25,000)
Total Investment Activities	-	(5,000)	-	-	-	-	-	-	-	-	-	(25,000)	(30,000)
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	(5,000)	139	139	139	139	139	139	139	139	139	(24,861)	(28,611)
<b>NET INCOME</b>	(16,934)	268,477	(17,625)	(19,155)	(18,745)	34,588	(28,297)	(26,343)	26,888	(25,737)	(25,326)	(9,584)	142,207
Beginning Cash Balance	-	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	-
<b>ENDING CASH BALANCE</b>	(16,934)	251,543	233,918	214,763	196,018	230,606	202,309	175,966	202,854	177,117	151,791	142,207	142,207





YEAR 1 BUDGET AND ASSUMPTION	BRILLA 3						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2020 - JUNE 30, 2021						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	2,442,477	106,486	-	-	250,000	2,798,963	Revenue budgeted at 98% enrollment
Total Expenses	1,697,103	449,417	-	-	512,303	2,658,823	Expenses budgeted at 100% enrollment
Net Income	745,374	(342,931)	-	-	(262,303)	140,140	
Budgeted Student Enrollment	88	-				88	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	2,627	2,627	School's proportion of board expense
Classroom / Teaching Supplies & Materials	85,688	20,100	-	-	-	105,788	\$1175/student in classroom supplies
Special Ed Supplies & Materials	-	1,576	-	-	-	1,576	\$17/student SPED supplies
Textbooks / Workbooks	41,444	9,721	-	-	-	51,165	\$568 in curriculum and software
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	16,353	4,151	-	-	4,654	25,159	\$1762/employee in school furniture
Telephone	7,085	1,799	-	-	2,017	10,900	Landline and Cell Rates per historicals
Technology	25,032	6,354	-	-	7,125	38,511	\$2697 in IT consulting, software and hardware
Student Testing & Assessment	-	-	-	-	-	-	
Field Trips	5,106	1,198	-	-	-	6,304	\$70/student field trips
Transportation (student)	-	-	-	-	-	-	
Student Services - other	103,210	24,210	-	-	-	127,420	\$1415/student; includes after-school and summer
Office Expense	10,197	2,588	-	-	2,902	15,687	\$1098/employee in office supplies
Staff Development	29,768	7,557	-	-	8,472	45,797	\$3208/employee in development
Staff Recruitment	9,500	2,411	-	-	2,704	14,615	~\$1000/employee in staff recruitment
Student Recruitment / Marketing	3,046	773	-	-	867	4,686	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	8,743	2,219	-	-	2,488	13,450	\$942/employee in travel
Fundraising	-	-	-	-	-	-	
Other	7,978	2,025	-	-	2,271	12,274	Random Acts of Kindness, Bank Fees
<b>TOTAL SCHOOL OPERATIONS</b>	<b>353,150</b>	<b>86,683</b>	<b>-</b>	<b>-</b>	<b>36,127</b>	<b>475,959</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	294,840	74,844	-	-	83,916	453,600	Rent - inclusive of Ins, Janitorial, Repairs, Security and Utilities
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>294,840</b>	<b>74,844</b>	<b>-</b>	<b>-</b>	<b>83,916</b>	<b>453,600</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>51,452</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>51,452</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>40,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>40,000</b>	\$40K Contingency/school
<b>TOTAL EXPENSES</b>	<b>1,697,103</b>	<b>449,417</b>	<b>-</b>	<b>-</b>	<b>512,303</b>	<b>2,658,823</b>	
<b>NET INCOME</b>	<b>745,374</b>	<b>(342,931)</b>	<b>-</b>	<b>-</b>	<b>(262,303)</b>	<b>140,140</b>	

YEAR 1 BUDGET AND ASSUMPTION	BRILLA 3						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2020 - JUNE 30, 2021						
Total Revenue	2,442,477	106,486	-	-	250,000	2,798,963	Revenue budgeted at 98% enrollment
Total Expenses	1,697,103	449,417	-	-	512,303	2,658,823	Expenses budgeted at 100% enrollment
Net Income	745,374	(342,931)	-	-	(262,303)	140,140	
Budgeted Student Enrollment	88	-				88	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	88					88	
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	-					-	
<b>TOTAL ENROLLMENT</b>	<b>88</b>					<b>88</b>	
<b>REVENUE PER PUPIL</b>	<b>27,692</b>					<b>31,734</b>	
<b>EXPENSES PER PUPIL</b>	<b>19,242</b>					<b>30,145</b>	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRILLA 3 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>Total Revenue</b>	325,249	321,848	340,063	1,848	322,021	113,224	330,078	1,848	433,397	1,848	496,657	110,881	2,798,963
<b>Total Expenses</b>	221,470	257,493	201,570	223,164	199,023	223,821	202,239	226,381	202,896	226,381	202,239	272,144	2,658,823
<b>Net Income</b>	103,779	64,355	138,493	(221,316)	122,998	(110,597)	127,838	(224,533)	230,501	(224,533)	294,417	(161,263)	140,140
<b>Cash Flow Adjustments</b>	(39,406)	(39,406)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(29,451)	(148,321)
<b>Beginning Cash Balance</b>	172,207	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	172,207
<b>Ending Cash Balance</b>	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	164,026	164,026
<b>* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget &amp; Assumptions."</b>													
<b>REVENUE</b>													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	Basic Tuition (2018-19)												
PRIMARY School District: NYC CHANCELLOR'S OFFICE	15,307												
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: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue</b> (Weighted Avg.)	15,307												
Special Education Revenue	16,405	-	16,405	-	16,405	-	16,405	-	16,405	-	16,405	-	98,429
<b>Grants</b>													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	174,636	-	174,636
Other	67,504	-	67,504	-	67,504	-	67,504	-	67,504	-	67,504	-	405,023
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	320,172	-	320,172	-	320,172	-	320,172	-	320,172	-	494,808	-	2,095,670
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	8,057	-	-	-	-	-	8,057
Title I	-	-	11,973	-	-	11,973	-	-	11,973	-	-	11,973	47,893
Title Funding - Other	-	-	3,727	-	-	3,727	-	-	3,727	-	-	3,727	14,906
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grants</b>													
Charter School Program (CSP) Planning & Implementation	-	70,000	-	-	-	93,333	-	-	93,333	-	-	93,333	350,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	70,000	15,700	-	-	109,033	8,057	-	109,033	-	-	109,033	420,856
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	3,228	-	-	-	-	-	-	-	-	-	-	-	3,228
Fundraising	-	250,000	-	-	-	-	-	-	-	-	-	-	250,000
Erate Reimbursement	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	22,180
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	2,343	-	-	2,343	-	-	2,343	-	-	-	7,029
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	5,076	251,848	4,191	1,848	1,848	4,191	1,848	1,848	4,191	1,848	1,848	1,848	282,437
<b>TOTAL REVENUE</b>	325,249	321,848	340,063	1,848	322,021	113,224	330,078	1,848	433,397	1,848	496,657	110,881	2,798,963



YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRILLA 3 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021												
	325,249	321,848	340,063	1,848	322,021	113,224	330,078	1,848	433,397	1,848	496,657	110,881	2,798,963
	TOTAL REVENUE	TOTAL EXPENSES	NET INCOME	CASH FLOW ADJUSTMENTS	BEGINNING CASH BALANCE	ENDING CASH BALANCE							
	221,470	257,493	201,570	223,164	199,023	223,821	202,239	226,381	202,896	226,381	202,239	272,144	2,658,823
	103,779	64,355	138,493	(221,316)	122,998	(110,597)	127,838	(224,533)	230,501	(224,533)	294,417	(161,263)	140,140
	(39,406)	(39,406)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(29,451)	(148,321)
	172,207	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	172,207
	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	164,026	164,026
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL

EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Executive Management	0.07	969	969	969	969	969	969	969	969	969	969	969	969	11,626
Instructional Management	1.07	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	10,512	126,145
Deans, Directors & Coordinators	1.07	6,971	6,971	6,971	6,971	6,971	6,971	6,971	6,971	6,971	6,971	6,971	6,971	83,651
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	68,959
Administrative Staff	1.00	4,951	4,951	4,951	4,951	4,951	4,951	4,951	4,951	4,951	4,951	4,951	4,951	59,410
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>4.21</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>29,149</b>	<b>349,792</b>
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	420,000
Teachers - SPED	2.00	12,554	12,554	12,554	12,554	12,554	12,554	12,554	12,554	12,554	12,554	12,554	12,554	150,648
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.00	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	68,959
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>10.00</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>59,134</b>	<b>709,606</b>
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	0.07	248	248	248	248	248	248	248	248	248	248	248	248	2,979
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>0.07</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>2,979</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>14.27</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>88,531</b>	<b>1,062,377</b>
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		7,388	7,388	7,388	7,388	7,388	7,388	7,388	7,388	7,388	7,388	7,388	7,388	88,654
Fringe / Employee Benefits		8,277	8,277	8,277	8,277	8,277	8,277	8,277	8,277	8,277	8,277	8,277	8,277	99,324
Retirement / Pension		2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	2,757	33,080
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>18,421</b>	<b>221,058</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>14.27</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>106,953</b>	<b>1,283,435</b>
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	5,106
Legal		1,544	1,544	1,544	1,544	1,544	1,544	1,544	1,544	1,544	1,544	1,544	1,544	18,533
Management Company Fee		-	24,142	-	24,142	-	24,142	-	24,142	-	24,142	-	24,142	144,851
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	298	298	298	298	298	298	298	298	298	298	298	3,278
Payroll Services		-	-	1,778	1,778	1,778	1,778	1,778	1,778	1,778	1,778	1,778	1,778	17,781
Special Ed Services		-	-	1,891	-	-	-	-	-	-	-	-	-	1,891
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		13,578	13,578	13,578	13,578	13,578	13,578	13,578	13,578	13,578	13,578	13,578	13,578	162,937
<b>TOTAL CONTRACTED SERVICES</b>		<b>15,122</b>	<b>39,562</b>	<b>19,090</b>	<b>41,340</b>	<b>17,199</b>	<b>41,340</b>	<b>17,199</b>	<b>41,340</b>	<b>17,199</b>	<b>41,340</b>	<b>17,199</b>	<b>46,446</b>	<b>354,376</b>

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRILLA 3 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021												
	325,249	321,848	340,063	1,848	322,021	113,224	330,078	1,848	433,397	1,848	496,657	110,881	2,798,963
	221,470	257,493	201,570	223,164	199,023	223,821	202,239	226,381	202,896	226,381	202,239	272,144	2,658,823
Total Revenue	221,470	257,493	201,570	223,164	199,023	223,821	202,239	226,381	202,896	226,381	202,239	272,144	2,658,823
Total Expenses	103,779	64,355	138,493	(221,316)	122,998	(110,597)	127,838	(224,533)	230,501	(224,533)	294,417	(161,263)	140,140
Net Income	(39,406)	(39,406)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(29,451)	(148,321)
Cash Flow Adjustments	172,207	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	172,207
Beginning Cash Balance	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	164,026	164,026
Ending Cash Balance													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	657	-	-	657	-	-	657	-	-	657	2,627
Classroom / Teaching Supplies & Materials	26,447	26,447	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289	5,289	105,788
Special Ed Supplies & Materials	394	394	79	79	79	79	79	79	79	79	79	79	1,576
Textbooks / Workbooks	12,791	12,791	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	51,165
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	6,290	6,290	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	25,159
Telephone	908	908	908	908	908	908	908	908	908	908	908	908	10,900
Technology	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	38,511
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	630	630	630	630	630	630	630	630	630	630	6,304
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	11,584	11,584	11,584	11,584	11,584	11,584	11,584	11,584	11,584	11,584	11,584	127,420
Office Expense	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	15,687
Staff Development	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	45,797
Staff Recruitment	-	-	-	-	-	-	2,436	2,436	2,436	2,436	2,436	2,436	14,615
Student Recruitment / Marketing	-	-	-	-	-	-	781	781	781	781	781	781	4,686
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	13,450
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	12,274
TOTAL SCHOOL OPERATIONS	57,307	68,891	33,440	32,783	32,783	33,440	36,000	36,000	36,657	36,000	36,000	36,657	475,959
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	453,600
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	453,600
<b>DEPRECIATION &amp; AMORTIZATION</b>	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	51,452
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	40,000
<b>TOTAL EXPENSES</b>	221,470	257,493	201,570	223,164	199,023	223,821	202,239	226,381	202,896	226,381	202,239	272,144	2,658,823
<b>NET INCOME</b>	103,779	64,355	138,493	(221,316)	122,998	(110,597)	127,838	(224,533)	230,501	(224,533)	294,417	(161,263)	140,140
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Depreciation Add Back	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	51,452
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	4,288	51,452
<b>INVESTMENT ACTIVITIES</b>													
Property and Equipment	(43,693)	(43,693)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(174,773)
Dissolution Escrow	-	-	-	-	-	-	-	-	-	-	-	-	(25,000)
Total Investment Activities	(43,693)	(43,693)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(8,739)	(199,773)
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	0	0
<b>Total Cash Flow Adjustments</b>	(39,406)	(39,406)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(4,451)	(29,451)	(148,321)
<b>NET INCOME</b>	64,373	24,949	134,042	(225,767)	118,547	(115,048)	123,387	(228,984)	226,050	(228,984)	289,966	(190,714)	(8,181)
Beginning Cash Balance	172,207	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	172,207
<b>ENDING CASH BALANCE</b>	236,580	261,530	395,572	169,805	288,352	173,304	296,691	67,708	293,757	64,773	354,740	164,026	164,026

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BRILLA 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		2,798,963	4,455,409	6,011,527	7,984,356	9,692,255	
Total Expenses		2,658,823	4,338,517	5,948,543	7,705,783	8,975,014	
Net Income (Before Cash Flow Adjustments)		140,140	116,892	62,984	278,573	717,242	
Budgeted Student Enrollment		88	176	265	353	441	
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
		Per Pupil Revenue Percentage Increase					
REVENUE		5.0%	0.0%	0.0%	0.0%	0.0%	Per Pupil increased 5% year 1, per guidance from the NYC Charter Center
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2018-19)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	15,307	1,417,581	2,835,163	4,252,744	5,670,325	7,087,906	Base rate at \$16,072 Years 1 - 5
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:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 15,307	1,417,581	2,835,163	4,252,744	5,670,325	7,087,906	
Special Education Revenue		98,429	168,008	266,438	336,017	434,446	Assumes 6% of students between 20% and 60%, and 3% greater than 60%
<b>Grants</b>							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		174,636	-	-	-	-	DYCD Funding at \$1985/student in New Brilla Schools
Other		405,023	810,046	1,215,070	1,620,093	1,731,281	Facility Rent Assistance
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,095,670	3,813,217	5,734,251	7,626,434	9,253,633	
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs		8,057	16,114	24,171	32,228	40,196	\$91 / student in IDEA Funding
Title I		47,893	95,785	143,678	191,570	238,931	\$543 / student in Title I Funding
Title Funding - Other		14,906	29,812	44,717	59,623	74,363	\$169 / student in Title II/III Funding
School Food Service (Free Lunch)		-	-	-	-	-	
<b>Grants</b>							
Charter School Program (CSP) Planning & Implementation		350,000	200,000	-	-	-	Assumes CSP Funding - Implementation
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		420,856	341,711	212,566	283,422	353,490	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations		3,228	6,456	9,684	12,912	16,105	Student Fees
Fundraising		250,000	250,000	-	-	-	Fundraising Target
Erate Reimbursement		22,180	29,967	33,939	33,473	33,962	\$150/new student, 90% data costs
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		7,029	14,057	21,086	28,115	35,065	\$80/student in FAMIS Funding
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		282,437	300,481	64,710	74,500	85,132	
<b>TOTAL REVENUE</b>		<b>2,798,963</b>	<b>4,455,409</b>	<b>6,011,527</b>	<b>7,984,356</b>	<b>9,692,255</b>	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRILLA 3					DESCRIPTION OF ASSUMPTIONS	
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25						
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>	
Total Revenue		2,798,963	4,455,409	6,011,527	7,984,356	9,692,255	
Total Expenses		2,658,823	4,338,517	5,948,543	7,705,783	8,975,014	
Net Income (Before Cash Flow Adjustments)		140,140	116,892	62,984	278,573	717,242	
Budgeted Student Enrollment		88	176	265	353	441	
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
<b>EXPENSES</b>							<i>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Year 1 No. of Positions						
Executive Management	0.07	11,626	19,531	25,472	29,029	31,832	Superintendent - split proportionally across network
Instructional Management	1.07	126,145	134,595	141,752	147,327	152,455	One School Prinicipal, one Asst. Head of schools split proportionally across network
Deans, Directors & Coordinators	1.07	83,651	167,543	252,536	338,485	426,194	One Grade and Content Lead added Years 1-5, Director of Engement split proportionally across network
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	68,959	70,682	72,450	74,261	76,117	One Operations Manager
Administrative Staff	1.00	59,410	60,896	121,828	184,285	188,892	One Ops Associate, add Special Projects Coordinator Year 3, add Operations Assistant Year 4
<b>TOTAL ADMINISTRATIVE STAFF</b>	4.21	349,792	453,247	614,038	773,386	875,489	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	6.00	420,000	850,500	1,291,763	1,744,057	2,207,658	Adding 6 teachers per grade level years 2-5
Teachers - SPED	2.00	150,648	229,738	310,805	393,899	479,071	SPED Coordinator, plus one additional Learning Specialist per grade added
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	1.00	70,000	141,750	215,294	290,676	297,943	Add one Specialty Teacher Years 2-3
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	68,959	70,682	72,450	74,261	76,117	One Social Worker
Other	-	-	-	-	-	-	
<b>TOTAL INSTRUCTIONAL</b>	10.00	709,606	1,292,670	1,890,311	2,502,893	3,060,789	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	0.07	2,979	5,005	6,527	7,439	8,157	Facility Manager - split propotionally across network
<b>TOTAL NON-INSTRUCTIONAL</b>	0.07	2,979	5,005	6,527	7,439	8,157	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	14.27	1,062,377	1,750,923	2,510,877	3,283,717	3,944,435	Salaries inflated at a rate of 2.5% / year
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		88,654	148,979	216,749	287,812	344,572	6.2% Social, 1.45% Medicare, Workers Comp, Unemployment
Fringe / Employee Benefits		99,324	167,813	246,702	329,658	394,448	~\$7000 in health insurance/employee
Retirement / Pension		33,080	55,589	80,877	107,392	128,572	Assume 3% Match, 100% participation
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		221,058	372,380	544,328	724,862	867,592	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	14.27	1,283,435	2,123,303	3,055,205	4,008,579	4,812,027	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		5,106	6,483	8,248	8,261	8,738	School percentage of network audit fee
Legal		18,533	8,514	10,832	10,849	11,476	School percentage of network legal fees
Management Company Fee		144,851	286,816	431,667	688,359	860,380	CMO Mangement Fee
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		3,278	-	-	-	-	Assumes free meals for students in out years through School Food
Payroll Services		17,781	27,572	43,477	55,675	67,122	\$1245/staff member in payroll/benefits admin
Special Ed Services		1,891	4,379	5,571	5,580	5,902	School percentage of network SPED Collaborative Fee
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		162,937	337,247	319,596	369,859	416,907	
<b>TOTAL CONTRACTED SERVICES</b>		354,376	671,010	819,390	1,138,582	1,370,526	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRILLA 3					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
<b>Total Revenue</b>	<b>2,798,963</b>	<b>4,455,409</b>	<b>6,011,527</b>	<b>7,984,356</b>	<b>9,692,255</b>	
<b>Total Expenses</b>	<b>2,658,823</b>	<b>4,338,517</b>	<b>5,948,543</b>	<b>7,705,783</b>	<b>8,975,014</b>	
<b>Net Income (Before Cash Flow Adjustments)</b>	<b>140,140</b>	<b>116,892</b>	<b>62,984</b>	<b>278,573</b>	<b>717,242</b>	
<b>Budgeted Student Enrollment</b>	<b>88</b>	<b>176</b>	<b>265</b>	<b>353</b>	<b>441</b>	
	<b>Year 1 2020-21</b>	<b>Year 2 2021-22</b>	<b>Year 3 2022-23</b>	<b>Year 4 2023-24</b>	<b>Year 5 2024-25</b>	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	2,627	1,946	2,476	2,480	2,623	School's proportional share of board expense
Classroom / Teaching Supplies & Materials	105,788	112,948	156,406	196,521	245,496	\$625/student year 2 to \$545/student by year 5
Special Ed Supplies & Materials	1,576	1,077	1,380	1,697	1,740	~5/student in SPED Supplies
Textbooks / Workbooks	51,165	28,322	29,030	29,756	30,500	School's proportional share of curriculum and learning software
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	25,159	27,643	36,929	37,852	36,943	
Telephone	10,900	16,252	26,189	34,178	41,548	~\$700/employee in phone/cell per year
Technology	38,511	63,149	80,089	83,703	90,665	School's proportional share of network IT and Telecom
Student Testing & Assessment	-	-	-	-	-	
Field Trips	6,304	12,780	19,870	27,155	34,715	~\$70/student in field trips per year
Transportation (student)	-	-	-	-	-	
Student Services - other	127,420	94,620	143,982	191,968	230,023	~\$25/student in student services; after school, summer, etc
Office Expense	15,687	17,259	19,672	25,526	28,531	~\$600/employee in office supplies and expenses
Staff Development	45,797	59,138	77,644	86,451	95,066	~\$2000/employee staff development
Staff Recruitment	14,615	30,055	29,598	34,347	40,141	School's proportional share of recruitment costs
Student Recruitment / Marketing	4,686	15,692	16,084	16,486	16,898	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	13,450	15,174	18,583	21,930	25,293	\$500-650/employee for travel
Fundraising	-	-	-	-	-	
Other	12,274	17,524	26,209	34,255	41,254	Random Acts of Kindness, Bank Fees
<b>TOTAL SCHOOL OPERATIONS</b>	<b>475,959</b>	<b>513,580</b>	<b>684,142</b>	<b>824,306</b>	<b>961,435</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	-	-	-	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	453,600	907,200	1,209,600	1,512,000	1,549,800	80 sq ft per student, \$42/sq ft in rent, escalating from 30% - 60% - 80% - 100% years 1-4
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>453,600</b>	<b>907,200</b>	<b>1,209,600</b>	<b>1,512,000</b>	<b>1,549,800</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>51,452</b>	<b>83,424</b>	<b>140,207</b>	<b>182,316</b>	<b>241,225</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	\$40K contency per year per school
<b>TOTAL EXPENSES</b>	<b>2,658,823</b>	<b>4,338,517</b>	<b>5,948,543</b>	<b>7,705,783</b>	<b>8,975,014</b>	OTP Expenses inflated at 2.5% / year
<b>NET INCOME</b>	<b>140,140</b>	<b>116,892</b>	<b>62,984</b>	<b>278,573</b>	<b>717,242</b>	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRILLA 3					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,798,963	4,455,409	6,011,527	7,984,356	9,692,255	
Total Expenses	2,658,823	4,338,517	5,948,543	7,705,783	8,975,014	
Net Income (Before Cash Flow Adjustments)	140,140	116,892	62,984	278,573	717,242	
Budgeted Student Enrollment	88	176	265	353	441	
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	88	176	265	353	441	Target enrollment 90; revenue at 98% enrollment, expense at 100% enrollment
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	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>88</b>	<b>176</b>	<b>265</b>	<b>353</b>	<b>441</b>	
<b>REVENUE PER PUPIL</b>	<b>31,734</b>	<b>25,257</b>	<b>22,719</b>	<b>22,631</b>	<b>21,978</b>	
<b>EXPENSES PER PUPIL</b>	<b>30,145</b>	<b>24,595</b>	<b>22,481</b>	<b>21,842</b>	<b>20,352</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
OPERATING ACTIVITIES						
Depreciation Add Back	51,452	83,424	140,207	182,316	241,225	
Other	-	-	-	-	-	
Total Operating Activities	51,452	83,424	140,207	182,316	241,225	
INVESTMENT ACTIVITIES						
Property and Equipment	(174,773)	(101,151)	(211,203)	(187,128)	(231,128)	Classroom/Office Furniture, Equipment, Computers, CIP
Dissolution Escrow	(25,000)	(25,000)	(25,000)	-	-	Dissolution Escrow
Total Investment Activities	(199,773)	(126,151)	(236,203)	(187,128)	(231,128)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>(148,321)</b>	<b>(42,727)</b>	<b>(95,996)</b>	<b>(4,812)</b>	<b>10,097</b>	
<b>NET INCOME</b>	<b>(8,181)</b>	<b>74,165</b>	<b>(33,013)</b>	<b>273,761</b>	<b>727,339</b>	
<b>Beginning Cash Balance</b>	<b>172,207</b>	<b>164,026</b>	<b>238,191</b>	<b>205,179</b>	<b>478,940</b>	
<b>ENDING CASH BALANCE</b>	<b>164,026</b>	<b>238,191</b>	<b>205,179</b>	<b>478,940</b>	<b>1,206,279</b>	

**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)	88	16,072	1,417,581	511,510	1,929,091	25,200,000,000	0.008%
Year 2 (2021-22)	176	16,072	2,835,163	994,169	3,829,331	25,200,000,000	0.015%
Year 3 (2022-23)	265	16,072	4,252,744	1,505,678	5,758,422	25,200,000,000	0.023%
Year 4 (2023-24)	353	16,072	5,670,325	1,988,338	7,658,663	25,200,000,000	0.030%
Year 5 (2024-25)	441	16,072	7,087,906	2,205,923	9,293,829	25,200,000,000	0.037%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:				<a href="https://www.google.com/url?q=http://schools.nyc.gov/AboutUs/funding/overview/default.htm&amp;sa=D&amp;source=hangouts&amp;ust=1529699679714000&amp;usg=AFQjCNFHzUucOYyqV-pEd4fb4rOn5CmLHg">https://www.google.com/url?q=http://schools.nyc.gov/AboutUs/funding/overview/default.htm&amp;sa=D&amp;source=hangouts&amp;ust=1529699679714000&amp;usg=AFQjCNFHzUucOYyqV-pEd4fb4rOn5CmLHg</a>			
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:							

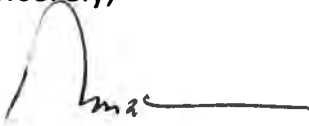
# The Carson Family Charitable Trust

May 22, 2018

To Whom It May Concern:

The Carson Family Charitable Trust has committed \$750,000 over three years to support Seton Education Partners in launching more charter schools in New York City. Our funding is contingent upon the identification of one or more new Seton Partners school sites in New York City.

Sincerely,

A handwritten signature in black ink, appearing to read "Russell L. Carson", with a long horizontal line extending to the right.

Russell L. Carson

Chairman







June 18, 2018

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

Dear Members of the Charter School Institute:

I am writing to express my support for the expansion of the Brilla College Preparatory Charter Schools network in the South Bronx. The William E. Simon Foundation has supported Brilla from the start, and has been a proud partner of its expansion to date. We strongly believe that not only will the students and families involved in the schools benefit from continued expansion, but that the larger South Bronx community will as well.

The aim of the William E. Simon Foundation is to help inner-city youth and families gain access to education and community-based services that promote their independence, personal success, and full participation in America's free, democratic society. The Foundation achieves this goal through its support of direct services and public policy research. In its direct service portfolio, the Foundation focuses primarily on two geographical areas: Jersey City, New Jersey and the South Bronx, New York. The Brilla schools rank among the strongest of our South Bronx partners, particularly due to the combination of their solid academics and their warm environment. Students are encouraged to develop the personal values, skills, and habits that enable them to become independent, contributing members of society.

The Foundation has supported the Brilla network's development and operations since 2012 and we recently pledged an additional \$80,000 specifically for this expansion effort. I am happy to provide any additional information you may require as you make your decision.

Sincerely,

A handwritten signature in black ink that reads 'Sara Snider'.

Sara Snider  
Program Director

## Response 21g Non-SUNY Financials

Not applicable



## Response 23a Supplemental Narrative

In Response 5, we incorporated by reference our Curriculum and Instruction section from our BCP2 Charter Application in 2016. We wish to supplement that reference with an exposition of curricular materials we have developed over the past two years. They include: text matrices, scopes and sequences, sample unit plans, sample lesson plans, instructional rounds materials, etc.

## Response 23a Supplemental Narrative

We submitted Seton Education Partners' business plan narrative responses as separate attachments required by the RFP in BPA S01 – S08. If a specific narrative response section for the business plan was not able to be addressed, then it was included as part of BPA S01. We provide the entire attached business plan as part of this section.



# Elementary Mathematics

## Scope and Sequence

Revised on: **6/1/18**



Content:	
Table of Contents	Page
Curriculum Core Values	3
Guiding Principles/Instructional Philosophy	4
Overview & Outcomes	5
Unit & Lesson Plan Structure <ul style="list-style-type: none"><li>● Lesson Plan Rubric</li></ul>	6-9
Unit Scope <ul style="list-style-type: none"><li>● Unit Number + Instructional Days</li><li>● Unit Topic</li><li>● Unit Synopsis</li><li>● Key Standards Assessed (abbreviated)</li></ul>	10-27
Assessment Types <ul style="list-style-type: none"><li>● Quantitative<ul style="list-style-type: none"><li>○ Example Question Types &amp; DOK Level</li></ul></li><li>● Qualitative<ul style="list-style-type: none"><li>○ Example Question Types &amp; DOK Level</li></ul></li></ul>	28-30
Report Card Rubric	31
Report Card Narratives	32-35
Appendix <ul style="list-style-type: none"><li>● Samples of Scholar Work</li><li>● Instructional Quality Tools<ul style="list-style-type: none"><li>○ Checklists for Implementation</li></ul></li><li>● Questioning</li><li>● Discourse Framework</li></ul>	36-43



## Curriculum Core Values

### Overarching Beliefs:

At Brilla Charter Schools, we adamantly believe that teachers teach our learners, not a curriculum or product. However, we recognize that the curricular resources provided to our teachers matters greatly and that quality is of utmost importance. Students must interact with materials that are of high quality in order to consistently leverage their development of higher order thinking skills - analysis, synthesis, evaluation, creation - on a regular basis. Curriculum should inspire its consumers - students and teachers - to achieve excellence and a lifelong love of learning.

The questions, tasks, problems, and texts need to demand complex thinking from all of our learners. It must be interesting. At Brilla Charter Schools, we believe that complexity and joy can be interwoven to develop self-learners who are motivated, successful, and excited. Our curriculum serves as communication to the outside world about what we value and must serve to maximize our mission and vision for our students - to create classically thoughtful, excellent, multi-dimensional individuals who care passionately about their character, their learning, and their community.

### High Quality Curriculum Indicators:

#### **High Quality Curriculum emphasizes the essential elements of our mission.**

Our curriculum must clearly and concisely communicate the Brilla Way - that our learning organization focuses on the development of the WHOLE student. The curriculum should help teachers leverage the elements of Classical Education in order to inspire discourse, critical thinking, and high quality communication. Character, and its explicit and implicit themes, must be emphasized.

#### **High Quality Curriculum places student mastery and student work front and center.**

Curriculum and expected student outcomes must be purposefully connected. Many times, curriculum and student data is disconnected with blurred throughlines. Our curriculum MUST directly align with the expectations and demands of complex content and standards. Student performance data and student work, as a result of the curriculum, serves as a reflective mirror for our teachers so they can make changes to their practices to improve student learning.

#### **High Quality Curriculum is user-friendly.**

Teachers and leaders are consumers. If our curriculum is not short, concise, and digestible, then we are not meeting the needs of our consumer and the demand and quality of implementation will drop. Language economy is paramount. Scopes and sequences, unit plans, and lesson plans should not be scripted - but provide a clear destination for where learners need to arrive. Lesson plans should be not be longer than one page front-to-back.

#### **High Quality Curriculum demands high quality preparation and implementation.**

Implementers of our curriculum must expect excellence from themselves and their colleagues for successful preparation and implementation. Our curriculum makes clear the absolute non-negotiable that intellectual preparation is imperative - while also providing the resources that are foundational to adult mastery so implementers are inspired to build their own content knowledge. There are no shortcuts to high impact instruction - rigorous preparation is absolutely essential.

#### **High Quality Curriculum empowers teachers to own their students' progress.**

Our curriculum allows teachers to reach all students. The curriculum requires that teachers plan for mastery of all students and acknowledges implementers' expertise as creative professionals who know how to best inspire a love of learning simultaneous to ensuring all learners make significant academic and character growth. Our curriculum instills a high benchmark for excellence.





## Guiding Principles/Instructional Philosophy

- **Routines:** During Routines, scholars are grounded in the communal culture of mathematics teaching and learning. Teachers select 1-3 concise exercises *daily* to stimulate mathematical thinking connected to prior lessons, from both the current unit as well as previous units, to solidify conceptual underpinnings connected to procedures and solicit conversation around any misconceptions that may still exist for some students. The routine *may* also serve to **plant seeds** for that day's lesson or upcoming lessons in that week or unit.
- **Small Group Instructional Rotation:** This is the primary teaching and learning block during which new ideas are introduced. These unit plans are informed primarily by the EngageNY curriculum, created by the state and aligned to Common Core standards. Curriculum is intentionally sequenced by topic to ensure that students have the requisite understanding to fully access new learning objectives and integrate them into their developing schemas. There's also a deliberate progression of the *how* learning opportunities are presented, beginning with concrete (typically a hands-on experience), progressing to pictorial (drawing and interpreting models), and finally to abstract (solving using primarily discussion in the early elementary years and primarily using equations in the upper elementary years). Although time-consuming at first, the use of manipulatives is critical to develop conceptual understanding, especially early on in units; all formal operational thinking must first be grounded in the concrete in order to eventually attain a deep understanding of abstract concepts. When necessary, it is better to take the time to re-establish meaning at the concrete and/or pictorial levels so that growth towards the abstract is efficient as possible.
- **Blended Learning Rotation:** Scholars independently practice concepts and skills learned in Small Group Instructional Rotations on computers using two programs: Zearn and ST Math. Zearn is developed by Eureka Math (creators of EngageNY) and is also aligned to Common Core standards. Zearn's blended learning program is differentiated by student and individually tracks their progress based on their unique responses to problems. Teachers can access metrics of student progress in real-time and receive alerts if a student is showing repeated confusion on a question type or topic, which can be used to prompt differentiated student support via Zearn or via small group instructional time.
- **Discourse:** Humans deepen understanding through conversation, which is a pinnacle of classical education. The process of proving/disproving notions directly engages scholars in the Standards for Mathematical Practice and provides scholars the opportunity to consider multiple perspectives rather than solely relying on their own or their teachers'. Students will begin to internalize mathematical language only when they hear it from teachers, peers, and use it themselves. The verbal deliberation of ideas also serves to uncover potential misconceptions and/or solidify their own understandings. Various Discourse Frameworks can be leveraged to drive the facilitation of planning discourse (**see Appendix section for Discourse Frameworks**) in a way that is tailored to the day's learning objective.
- **Math Stories:** Story problems are universally challenging for students. This component of the math program is designed to build students' capacity to frame their approach to thinking about story problems in a way that is transferable to *any* grade level, topic, and level of complexity. Teachers should facilitate students making connections to Small Group Instructional Rotations in order to build students' expressive language ability and foster competence and independence in students' ability to explain, analyze and critique problem solving approaches.



## Content Overview & Outcomes

- Kindergarten: Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.
- First Grade: First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Second Grade: Second Grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.
- Third Grade: Third Grade mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.
- Fourth Grade: Fourth Grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like-denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

## Unit & Lesson Structure

At Brilla Charter Schools, units are designed using the key elements of Understanding by Design. All units and lessons are planned with the end in mind. Our unit plan template and lesson plan templates are designed to help teachers move scholars efficiently and deeply through the content. While all unit plans follow the exact template across campuses, some lesson plans, depending on content, may look different. Below is a table that outlines the essential elements that are a part of a math content lesson plan.

Lesson Element	Why it's Crucial
Vocabulary	<p>This part of the lesson plan template identifies content-specific language that students are being introduced to for the first time. Lesson plans will identify <i>how</i> this vocabulary is defined, so that it is normed across the grade/school, and <i>when</i> this vocabulary needs to be unpacked, including a description of the Anchor Chart that needs to be posted for students to reference throughout the lesson/unit. The expectation is that teachers model appropriate use of this vocabulary <i>in context</i> and hold students accountable for using it accurately in their verbal and written explanations of their thinking.</p> <p><i>Example: Scaled graphs (bar or picture graph in which the scale uses units with a value greater than 1)</i></p>
Standards	<p>Unit plans include all standards covered in the unit. Lesson plans include only the focus standards present in that lesson (or that particular week's set of lessons). These standards should be unpacked during unit/lesson studies part of teachers' daily intellectual preparation for instruction.</p> <p><i>Example: 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</i></p>
Objective	<p>Unit plans have Teacher objectives listed in the Scope &amp; Sequence. Lesson plans have the objectives written in 2 ways: for the Teacher and a Student-friendly version, the latter of which should be unpacked at the beginning of each lesson and circled back to during the lesson closing. Objectives include a "by" statement to indicate <i>how</i> students will be accessing the <i>what</i> of the learning target.</p> <p><i>Example: I can create a ruler with whole and partial unit intervals by applying what I know about fractions.</i></p>
Assessment	<p>Each lesson includes a formative assessment. This may be of the written or oral variety and is always objective-aligned. A written assessment likely includes two to three objective-aligned questions that assess student mastery of the standard and learning objective. An oral assessment is "administered" during Independent Practice and in the form of "conferring questions." All assessments should mirror the "rollercoaster of complexity" from the unit plan.</p> <p><i>Example: Exit Ticket, Qualitative Data Tracker (e.g. Discourse)</i></p>



## Math Scope and Sequence

Materials	<p>Each lesson includes objective-specific materials/manipulatives. Each Planner is responsible for connecting with the Lead to make sure all necessary materials are ready for each classroom for each lesson (in some specific cases, materials may need to be ordered ahead of time).</p> <p><i>Example: Problem Set; whiteboard/dry-erase marker; square tiles; fraction strips</i></p>
Routines	<p>This is a flexible time designed to be used in both a predictive and responsive fashion. Routines can function as a way to preview/support/launch the daily lesson. Some routines are designed to target the development of number sense or a conceptual/Enduring Understanding, while other routines can serve as spiral review “menu” for teachers to choose from based on the needs of his/her students. Structures can be tailored to meet the needs of the whole-group or of a small group.</p> <p><i>Example: Calendar Math; Math in Minutes; Corrective Instruction; “Rename Me”; “Fractions on a Number Line”; “Find My Factors”</i></p>
Story Problem of the Day	<p>Students learn how to interpret, visually represent and use equations to solve real-world story problems. In grades 3-4, the Strategic Math Plan provides students with a transferrable approach to solve <i>any</i> type of problem about <i>any</i> math topic.</p> <p><i>Example: Oscar the librarian works to keep books organized in different sections of the library. One bookcase has 8 shelves with exactly 11 books on each shelf. After a student checks out 3 books from that shelf, how many books are left on that shelf?</i></p>
Lesson	<p>This is the primary teaching and learning block during which new ideas are introduced. This component of instruction often comes directly from the state-designed and Common Core-aligned EngageNY curriculum, but some learning activities may be supplemented from another curriculum or designed by the Planner/Lead. Curriculum is intentionally sequenced by topic to ensure that students have the requisite understanding to fully access new learning objectives and integrate them into their developing schemas. There’s also a deliberate progression of the <i>how</i> learning opportunities are presented, beginning with concrete (typically a hands-on experience), progressing to pictorial (drawing and interpreting models), and finally to abstract (solving using primarily discussion in the early elementary years and using primarily equations in the upper elementary years).</p> <p><u>*Notes:</u></p> <ul style="list-style-type: none"><li>- The use of manipulatives is critical to develop conceptual understanding, especially early on in units; all formal operational thinking must first be grounded in the concrete and is necessary in order to eventually attain a deep understanding of abstract concepts. When necessary, it is better to take the time to re-establish meaning at the concrete and/or pictorial levels so that growth towards the abstract is efficient as possible.</li><li>- While lessons have historically been very script-heavy, planners are making a concerted effort to decrease predetermined scripts in order to increase the focus on teacher questions (open vs. closed questions; procedural vs. conceptual questions) and the alignment of questioning to both daily lesson objectives, as well as the overarching Essential Questions/Enduring Understandings of the unit.</li></ul>



## Math Scope and Sequence

	<ul style="list-style-type: none"><li>- Most lessons follow the “I Do/We Do” model, but a handful of lessons may be launched with the Story Problem of the Day or with the introduction of a 1-day or multi-day learning task.</li></ul> <p><i>Example: see sample Lessons on the Google Drive.</i></p>
Independent Practice	<p>The purpose of this structure is for scholars to get at-bats at mastery without the support of the teacher (or initially with declining scaffolding, depending on the needs of the students that comprise the group).</p> <p><u>*Notes:</u></p> <ul style="list-style-type: none"><li>- While the IP section has historically been very problem-specific, planners are making a concerted effort to provide Conferring Questions aligned to both daily lesson objectives, as well as the overarching Essential Questions/ Enduring Understandings of the unit.</li><li>- Teacher questions should be mostly <i>open</i> (rather than <i>closed</i>) and <i>conceptual</i> (rather than <i>procedural</i>).</li></ul> <p><i>Example: Is this measurement length close to a whole unit or a partial unit? How do you know?</i></p>
Discourse	<p>Planners/teachers choose a Discourse Framework to use that is tailored to lesson objective and will allow students an opportunity to develop and build an understanding about a math concept over time. The exact framework and question used to drive Discourse may come directly from the lesson’s Conferring Questions and serves as a stepping stone to the Essential Questions/ Enduring Understandings of the unit. Teachers must be responsive to real-time student data in order to ensure student readiness to access the driving question. While discussions are student-driven, the teacher has the autonomy to make choices if the planned Discourse framework/question is premature.</p> <p><i>Example: Journaling, Problem Deep-Dive, Problem Comparison</i></p>
Blended Learning	<p>Systematic, mastery-based personalized instruction in the remedial math skills that are necessary to master grade level standards. Blended learning also provides additional instruction and practice that occurs either in small groups or individually, through the use of personalized online learning programs.</p> <p><i>Example: Students use ST Math or Zearn.</i></p>



## Lesson Plan Rubric

<b>Standards &amp; Objectives</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Standard(s) that is being assessed during the lesson is included in full</li><li><input type="checkbox"/> Student-friendly learning objective(s), written in “I can...” language is aligned to standard(s) being assessed and aligns with complexity of task and assessment<ul style="list-style-type: none"><li><input type="checkbox"/> The lesson plan includes the “Why” and “How” unpacking of the student learning objective</li></ul></li><li><input type="checkbox"/> Mastery Criteria that includes exemplary response/assessment for lesson standard provides a strong benchmark for teachers and students</li></ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Each component of the lesson includes high leverage engagement strategies written clearly for easy teacher implementation (i.e. CFUs)</li><li><input type="checkbox"/> At least one component of the lesson plan includes the opportunity for:<ul style="list-style-type: none"><li><input type="checkbox"/> Prolonged, authentic student discourse, or independent application time</li><li><input type="checkbox"/> Writing to learn strategies</li></ul></li></ul>
<b>Higher Order Thinking</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Multiple open, standards-aligned questions are scripted at strategic points throughout the lesson</li><li><input type="checkbox"/> Every lesson assessment includes an opportunity for every student to prove mastery of the daily learning objective(s) (i.e. fist-to-five or exit ticket)</li><li><input type="checkbox"/> Lesson plan includes a thoughtful reference to the unit essential question(s) to connect big ideas or thematic principles of the content</li></ul>
<b>Lesson Access</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Some lesson materials are differentiated in order to meet student needs</li><li><input type="checkbox"/> SPED and ELL strategies are included from Strategy Bank in the lesson plan and labeled with specific teacher instructions</li><li><input type="checkbox"/> Lesson components include best practice resources for ensuring all students can reach the same learning objective, including graphic organizers, tiered rubrics, teacher listening trackers, etc.</li></ul>
<b>Consumer Quality</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Lesson plan is concise, provides enough detail to ensure quality implementation across grade levels and classrooms, and requires thoughtful internalization</li><li><input type="checkbox"/> All necessary resources are hyperlinked and labeled within the lesson plan</li><li><input type="checkbox"/> Offers different instructional options for teachers to choose from</li><li><input type="checkbox"/> Lesson plan is named and organized appropriately in Google Drive</li></ul>



# Unit Plan Scope & Sequence

GRADE: Kindergarten		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed
Module 1 6 Weeks (43 days)	<p><b>Numbers to Ten</b> The purpose of this unit is to establish what “learning math” looks and feels like in school! As this is most children’s first formal school experience, it is critical to create norms and routines to build upon this year and in future years. Being <i>patient</i> while children grapple with immensely abstract concepts (which seem simple and “easy” in our adult minds) and allowing them to construct meaning and develop understanding at their own pace is essential. Children begin to develop awareness of themselves as <i>learners</i> and which tools/strategies work best for <i>them</i>. Establishing a positive math culture, where <i>all</i> ideas are valued and discussed openly, regardless of their accuracy, is equally as important as building the foundational understandings of cardinality, subitizing, and using numerals to represent quantities. Children begin developing the receptive and expressive language skills necessary to classify and internalize new concepts.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Attributes of Two Related Objects</i></li> <li>• Topic B: <i>Classify to Make Categories and Count</i></li> <li>• Topic C: <i>Numerals to 5 in Different Configurations, Math Drawings, and Expressions</i></li> <li>• Topic D: <i>The Concept of Zero and Working with Numbers 0-5</i></li> <li>• Topic E: <i>Working with Numbers 6-8 in Different Configurations</i></li> <li>• Topic F: <i>Working with Numbers 9-10 in Different Configurations</i></li> <li>• Topic G: <i>One More Than with Numbers 0-10</i></li> <li>• Topic H: <i>One Less Than with Numbers 0-10</i></li> </ul>	<p><b>Know number names and the count sequence.</b></p> <ul style="list-style-type: none"> <li>• K.CC.3</li> </ul> <p><b>Count to tell the number of objects.3</b></p> <ul style="list-style-type: none"> <li>• K.CC.4</li> <li>• K.CC.5</li> </ul> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.4</b></p> <ul style="list-style-type: none"> <li>• K.OA.3</li> </ul> <p><b>Classify objects and count the number of objects in each category.</b></p> <ul style="list-style-type: none"> <li>• K.MD.3</li> </ul>
Module 2 2 Weeks (12 days)	<p><b>Two-Dimensional and Three-Dimensional Shapes</b> The purpose of this unit is for students to be able to classify shapes, both two-dimensional and three-dimensional in order to make sense of the world of shapes around them. Students describe flat shapes in their environment using informal language, at first, then begin classifying examples and nonexamples of polygons (triangles, squares, circle, rectangles, hexagons, trapezoids, rhombus and parallelogram) and quadrilaterals. Students embark on a similar exploration of their environment looking for three-dimensional shapes and the presence of two-dimensional shapes within.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>2-Dimensional Flat Shapes</i></li> <li>• Topic B: <i>3-Dimensional Solid Shapes</i></li> <li>• Topic C: <i>2-Dimensional and 3-Dimensional Shapes</i></li> </ul>	<p><b>Classify objects and count the number of objects in each category.</b></p> <ul style="list-style-type: none"> <li>• K.MD.3</li> </ul> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <ul style="list-style-type: none"> <li>• K.G.1</li> <li>• K.G.2</li> <li>• K.G.3</li> </ul> <p><b>Analyze, compare, create, and compose shapes.</b></p> <ul style="list-style-type: none"> <li>• K.G.4</li> </ul>



## Math Scope and Sequence

<p>Module 3 7 Weeks (38 days)</p>	<p><b>Comparison of Length, Weight, Capacity, and Numbers to 10</b></p> <p>Students build upon their analysis and classification of geometric shapes to compare and analyze length, volume, weight, capacity, and numbers. Students will focus first on length, then weight and last volume. Each of these topics will encourage students to choose analyze if they could have chosen by a different attribute. Real-life objects are used to classify these attributes of comparison. Comparison language, specific to the attribute, is introduced: <i>longer/shorter than, heavier/lighter than, more/less than</i> and the <i>same as</i>. At the end of the unit, students count and match sets to compare and learn to distinguish between the measurable attributes of a set number of objects.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Comparison of Length and Height</i></li><li>● Topic B: <i>Comparison of Length and Height of Linking Cube Sticks Within 10</i></li><li>● Topic C: <i>Comparison of Weight</i></li><li>● Topic D: <i>Comparison of Volume</i></li><li>● Topic E: <i>Are There Enough?</i></li><li>● Topic F: <i>Comparison of Sets Within 10</i></li><li>● Topic G: <i>Comparison of Numerals</i></li><li>● Topic H: <i>Clarification of Measurable Attributes</i></li></ul>	<p><b>Compare numbers.</b></p> <ul style="list-style-type: none"><li>● K.CC.6</li><li>● K.CC.7</li></ul> <p><b>Describe and compare measurable attributes.</b></p> <ul style="list-style-type: none"><li>● K.MD.1</li><li>● K.MD.2</li></ul>
<p>Module 4 9 weeks (47 days)</p>	<p><b>Number Pairs, Addition and Subtraction to 10</b></p> <p>Students begin to harness their practiced counting abilities, knowledge of the value of numbers, and work with embedded numbers to reason about and solve addition and subtraction expressions and equations. Students decompose numbers to 10 and work with the number bond model as a way to visually represent part-whole relationships. Using concrete manipulatives and pictorial representations at first, scholars build towards using number sentences to represent problem types for the first time! Students explore the three types of addition problems (<b>add to with result unknown, put together with total unknown, and both addends unknown</b>) before exploring subtraction to 8, which allows them to begin to see the inverse relationship between addition and subtraction and patterns when adding 1 and adding 0.</p> <p><b>Topic:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Attributes of Two Related Objects</i></li><li>● Topic B: <i>Classify to Make Categories and Count</i></li><li>● Topic C: <i>Numerals to 5 in Different Configurations, Drawings, and Expressions</i></li><li>● Topic D: <i>The Concept of Zero and Working with Numbers 0-5</i></li><li>● Topic E: <i>Working with Numbers 6-8 in Different Configurations</i></li><li>● Topic F: <i>Working with Numbers 9-10 in Different Configurations</i></li><li>● Topic G: <i>One More Than with Numbers 0-10</i></li><li>● Topic H: <i>One Less Than with Numbers 0-10</i></li></ul>	<p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <ul style="list-style-type: none"><li>● K.OA.1</li><li>● K.OA.2</li><li>● K.OA.3</li><li>● K.OA.4</li><li>● K.OA.5</li></ul>





## Math Scope and Sequence

<p>Module 5 6 Weeks (30 days)</p>	<p><b>Numbers 10-20 and Counting to 100</b></p> <p>Students clarify the meaning of the 10 ones and some ones within a teen number and extend that understanding to count to 100. They see two distinct sets which are then counted the Say Ten way: “ten 1, ten 2, ten 3... 2 tens.” Students hear the separation of the 10 ones and some ones as they count, solidifying their understanding as they also return to regular counting: eleven, twelve, thirteen, etc. The two distinct sets of ones are composed, or brought together, through the use of the Hide Zero cards and number bonds. Students represent the whole number numerically while continuing to separate the count of 10 ones from the count of the remaining ones with drawings and materials in different configurations: towers or linear configurations, arrays (including the 10-frame or 5-groups), and circles. They count to 100 first by tens both the Say Ten way—1 ten, 2 tens, 3 tens, 4 tens, etc.—and the regular way: twenty, thirty, forty, etc. They then count by ones to 100, first within a decade and finally across the decade. They model teen quantities with materials in a number bond and hide one part, and the hidden part is represented as an addition sentence with a hidden part.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>• Topic A: <i>Count 10 Ones and Some Ones</i></li><li>• Topic B: <i>Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Teen Numbers</i></li><li>• Topic C: <i>Decompose Numbers 11-20, and Count to Answer “How Many?” Questions in Varied Configurations</i></li><li>• Topic D: <i>Extend the Say Ten and Regular Count Sequence to 100</i></li><li>• Topic E: <i>Represent and Apply Compositions and Decompositions of Teen</i></li></ul>	<p><b>Know number names and the count sequence.</b></p> <ul style="list-style-type: none"><li>• K.CC.1</li><li>• K.CC.2</li><li>• K.CC.3</li></ul> <p><b>Count to tell the number of objects.</b></p> <ul style="list-style-type: none"><li>• K.CC.4</li><li>• K.CC.5</li></ul> <p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <ul style="list-style-type: none"><li>• K.NBT.1</li></ul>
<p>Module 6 2 Weeks (10 days)</p>	<p><b>Analyzing, Comparing, and Composing Shapes</b></p> <p>The purpose of this unit is to continue to explore geometry by developing spatial reasoning skills and laying the groundwork for an understanding of area through the composition of geometric figures. Students will be able to: explore the relationship between real world and constructed models, explore relationships between flats and solids by using flats to build solids, and use flats to compose geometric shapes and decompose shapes by covering part of a large shape with a smaller shape and analyzing the remaining space. Students progress through stages as they build competence in combining shapes to form pictures, beginning with trial and error and gradually considering the systematic combination of components.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>• Topic A: <i>Building and Drawing Flat and Solid Shapes</i></li><li>• Topic B: <i>Composing and Decomposing Shapes</i></li></ul>	<p><b>Count to tell the number of objects.</b></p> <ul style="list-style-type: none"><li>• K.CC.4</li></ul> <p><b>Analyze, compare, create, and compose shapes.</b></p> <ul style="list-style-type: none"><li>• K.G.5</li><li>• K.G.6</li></ul>



GRADE: First Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Module 1 9 Weeks (45 days)	<p><b>Sums and Differences to 10</b></p> <p>Set the foundation for students to master sums and differences to 10. It is critical that students learn to subitize (“seeing” values rather than having to count them individually, a la <i>5-group</i>) so that they know “4” represents not just “4” but all of the values “hiding inside” it. Students must practice decomposing totals by friendly, “landmark” numbers, like 5, so that they develop the necessary efficiency to employ more abstract strategies, like “counting on.” Abstract symbols are introduced to represent addition, subtraction, and equality. The understanding of the inverse relationship between addition and subtraction begins to develop and the addition table is introduced to provide opportunities for patterns to be noticed and relationships to be identified (e.g. compensation).</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Embedded Numbers and Decompositions</i></li> <li>• Topic B: <i>Counting On from Embedded Numbers</i></li> <li>• Topic C: <i>Addition Word Problems</i></li> <li>• Topic D: <i>Strategies for Counting On</i></li> <li>• Topic E: <i>The Commutative Property of Addition and the Equal Sign</i></li> <li>• Topic F: <i>Development of Addition Fluency Within 10.</i></li> <li>• Topic G: <i>Subtraction as an Unknown Addend Problem</i></li> <li>• Topic H: <i>Subtraction Word Problems</i></li> <li>• Topic I: <i>Decomposition Strategies for Subtraction</i></li> <li>• Topic J: <i>Development of Subtraction Fluency Within 10</i></li> </ul>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.1</li> </ul> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.3</li> <li>• 1.OA.4</li> </ul> <p><b>Add and subtract within 20.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.5</li> <li>• 1.OA.6</li> </ul> <p><b>Work with addition and subtraction equations.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.7</li> <li>• OA.8</li> </ul>
Module 2 7 Weeks (35 days)	<p><b>Introduction to Place Value Through Addition and Subtraction to 20</b></p> <p>Module 2 serves as a bridge from students' prior work with problem solving within 10 to work within 100 as students begin to solve addition and subtraction problems involving teen numbers. Students transition from the more tedious strategy of “counting all” to the more efficient strategy of “counting on.” Students learn to compose and decompose 10 (named as “make ten” or “take from ten.”) Students use the commutative property to reorder numbers and count on from the larger addend. Students use “counting on” by modeling the situations with concrete materials, moving to representations of 5-groups, and progressing to modeling with number bonds. This is a critical step in building flexible part–whole thinking whereby students see numbers as parts and wholes rather than as discrete counts or one part and some ones. Five-groups soon begin to be thought of as ten-frames, focusing on the usefulness of trying to group 10 when possible. Finally, students relate counting on and subtraction--the model is identical, but the thinking is very different (“adding up” as opposed to “adding to”).</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems</i></li> <li>• Topic B: <i>Counting On or Taking from 10 to Solve Result Unknown and Total Unknown Problems</i></li> <li>• Topic C: <i>Strategies for Solving Change or Addend Unknown Problems</i></li> </ul>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.1</li> <li>• 1.OA.2</li> </ul> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.3</li> <li>• 1.OA.4</li> </ul> <p><b>Add and subtract within 20.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.6</li> </ul> <p><b>Understand place value.</b></p> <ul style="list-style-type: none"> <li>• 1.NBT.2</li> </ul>



## Math Scope and Sequence

	<ul style="list-style-type: none"> <li>• Topic D: <i>Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones</i></li> </ul>	
<p>Module 3 3 Weeks (15 days)</p>	<p><b>Ordering and Comparing Length Measurements as Numbers</b></p> <p>The purpose of this unit is to extend students’ Kindergarten experiences with direct length comparison to the new learning of indirect comparison, or transitivity, whereby the length of one object is used to compare the lengths of two other objects. “My string is longer than your book. Your book is longer than my pencil. That means my string is longer than my pencil!” Comparative statements like <i>longer than</i> and <i>shorter than</i> are taken to a new level of precision by introducing the idea of a <i>length unit</i>, as students learn that the total number of cubes laid end to end with no gaps or overlaps represents the length of that object. Students learn about the centimeter, alongside a ruler, before exploring non-standard units of measurement. Finally, students collect data about their classmates and sort that information into three categories.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Indirect Comparison In Length Measurement</i></li> <li>• Topic B: <i>Standard Length Units</i></li> <li>• Topic C: <i>Non-Standard and Standard Length Units</i></li> <li>• Topic D: <i>Data Interpretation</i></li> </ul>	<p><b>Measure lengths indirectly and by iterating length units.</b></p> <ul style="list-style-type: none"> <li>• 1.MD.1</li> <li>• 1.MD.2</li> </ul> <p><b>Measurement &amp; Data</b></p> <ul style="list-style-type: none"> <li>• 1.MD.1</li> <li>• 1.MD.2</li> <li>• 1.MD.4</li> </ul> <p><b>Operations &amp; Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>• 1.OA.1</li> </ul> <p><b>Represent and interpret data</b></p> <ul style="list-style-type: none"> <li>• 1.MD.4</li> </ul> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <ul style="list-style-type: none"> <li>• 1.OA.1</li> </ul>
<p>Module 4 7 Weeks (35 days)</p>	<p><b>Place Value, Comparison, Addition and Subtraction to 40</b></p> <p>Module 4 builds upon Module 2’s work with place value within 20, now focusing on the role of place value in the addition and subtraction of numbers to 40. Students study, organize, and manipulate numbers within 40 by decomposing them into tens and ones, making numbers to 40 in only ones and then tens and one. They begin to compare numbers by place and ultimately represent comparisons using <i>less than</i> (&lt;) and <i>greater than</i> (&gt;) symbols. Students will be able to add multiples of ten by applying what they know about adding ones (e.g. if <math>3 + 1 = 4</math>, then 3 tens + 1 ten = 4 tens). Scholars add two-digit numbers by counting on and using the make ten strategy from Module 2 before using tape diagrams to represent word problems pictorially.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Tens and Ones</i></li> <li>• Topic B: <i>Comparison of Pairs of Two-Digit Numbers</i></li> <li>• Topic C: <i>Addition of Tens or Ones To a Two-Digit Number</i></li> <li>• Topic D: <i>Addition of Tens or Ones to a Two-Digit Number</i></li> <li>• Topic E: <i>Varied Problem Types Within 20</i></li> <li>• Topic F: <i>Addition of Tens and Ones to a Two-Digit Number</i></li> </ul>	<p><b>Extend the counting sequence</b></p> <ul style="list-style-type: none"> <li>• 1.NBT.1</li> </ul> <p><b>Number &amp; Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>• 1.NBT.1</li> <li>• 1.NBT.2</li> <li>• 1.NBT.2.a</li> <li>• 1.NBT.2.c</li> <li>• 1.NBT.3</li> <li>• 1.NBT.4</li> <li>• 1.NBT.5</li> <li>• 1.NBT.6</li> </ul> <p><b>Operations &amp; Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>• 1.OA.1</li> </ul> <p><b>Represent and solve problems involving addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• 1.OA.1</li> </ul> <p><b>Understand place value</b></p> <ul style="list-style-type: none"> <li>• 1.NBT.2</li> </ul>



## Math Scope and Sequence

		<ul style="list-style-type: none"> <li>● 1.NBT.2.a</li> <li>● 1.NBT.2.c</li> <li>● 1.NBT.3</li> </ul> <p><b>Use place value understanding and properties of operations to add and subtract</b></p> <ul style="list-style-type: none"> <li>● 1.NBT.4</li> <li>● 1.NBT.5</li> <li>● 1.NBT.6</li> </ul>
<p>Module 5 3 Weeks (15 days)</p>	<p><b>Identifying, Composing, and Partitioning Shapes</b></p> <p>The purpose of Module 5 is for students to consider part–whole relationships through a geometric lens. Students identify the defining parts, or attributes, of two- and three-dimensional shapes, building on their kindergarten experiences of sorting, analyzing, comparing, and creating various two- and three-dimensional shapes and objects. New shape names are added to the students’ repertoire, including <i>trapezoid</i>, <i>rhombus</i>, <i>cone</i>, and <i>rectangular prism</i>. Students then combine shapes to create a new whole: a composite shape. Then, students relate geometric figures to equal parts and name the parts as halves and fourths. Students see that as they create more parts, decomposing the shares from halves to fourths, the parts get smaller. Finally, students apply their understanding of halves to tell time to the hour and half-hour. Students construct simple clocks and begin to understand the hour hand, then the minute hand, and then both together.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Topic A: <i>Attributes of Shapes</i></li> <li>● Topic B: <i>Part-Whole Relationships Within Composite Shapes</i></li> <li>● Topic C: <i>Halves and Quarters of Rectangles and Circles</i></li> <li>● Topic D: <i>Application of Halves to Tell Time</i></li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>● 1.G.1</li> <li>● 1.G.2</li> <li>● 1.G.3</li> </ul> <p><b>Measurement &amp; Data</b></p> <ul style="list-style-type: none"> <li>● 1.MD.3</li> </ul> <p><b>Reason with shapes and their attributes</b></p> <ul style="list-style-type: none"> <li>● 1.G.1</li> <li>● 1.G.2</li> <li>● 1.G.3</li> </ul> <p><b>Tell and write time</b></p> <ul style="list-style-type: none"> <li>● 1.MD.3</li> </ul>
<p>Module 6 7 Weeks (35 days)</p>	<p><b>Place Value, Comparison, Addition and Subtraction to 100</b></p> <p>Scholars will solve comparative word problems using tape diagrams. Scholars rename unit form and standard form for numbers up to 120, as well as mentally computing “ten more, ten less” and “one more, one less.” They continue comparing numbers using the inequality and equality symbols. Scholars extend their understanding of tens and ones to add and subtract 2-digit numbers, including occasions that require regrouping or “de-grouping” of tens. Scholars work with the context of money and explore decomposition of coins to further their understanding of place value. Scholars develop mathematical discussion skills, whereby they explain and share their reasoning, as well as evaluate peers’ strategies.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Topic A: <i>Comparison Word Problems</i></li> <li>● Topic B: <i>Numbers to 120</i></li> <li>● Topic C: <i>Addition to 100 Using Place Value Understanding</i></li> <li>● Topic D: <i>Varied Place Value Strategies for Addition to 100</i></li> <li>● Topic E: <i>Coins and Their Values</i></li> </ul>	<p><b>Extend the counting sequence</b></p> <ul style="list-style-type: none"> <li>● 1.NBT.1</li> </ul> <p><b>Measurement &amp; Data</b></p> <ul style="list-style-type: none"> <li>● 1.MD.3</li> </ul> <p><b>Number &amp; Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>● 1.NBT.1</li> <li>● 1.NBT.2</li> <li>● 1.NBT.3</li> <li>● 1.NBT.4</li> <li>● 1.NBT.5</li> <li>● 1.NBT.6</li> </ul> <p><b>Operations &amp; Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>● 1.OA.1</li> </ul>



## Math Scope and Sequence

- Topic F: *Varied Problem Types Within 20*

**Represent and solve problems involving addition and subtraction**

- 1.OA.1

**Tell and write time**

- 1.MD.3

**Understand place value**

- 1.NBT.2
- 1.NBT.3

**Use place value understanding and properties of operations to add and subtract**

- 1.NBT.4
- 1.NBT.5
- 1.NBT.6



GRADE: Second Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed
Module 1 2 weeks (10 days)	<p><b>Sums and Difference to 100</b></p> <p>The purpose of this unit is to set the foundation for students to master sums and differences to 100. This unit fosters students’ ability to notice relationships between places so that they can generalize what they know about ones when working with tens. Students practice decomposing addends and minuends by place so that they develop the mental math skills necessary to add and subtract within 100 fluently <i>without</i> using standard algorithms. Later, students will need to draw from this fluency when using standard algorithms to add and subtract larger values. Conversations that bring the inverse relationship of addition and subtraction to the surface are addressed if/when students demonstrate a lack of understanding around this integral idea.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Foundations for Fluency with Sums and Differences Within 100</i></li> <li>• Topic B: <i>Initiating Fluency with Addition and Subtraction Within 100</i></li> </ul>	<p><b>Represent and solve problems involving addition and subtraction.5</b></p> <ul style="list-style-type: none"> <li>• 2.OA.1</li> </ul> <p><b>Add and subtract within 20.</b></p> <ul style="list-style-type: none"> <li>• 2.OA.2</li> </ul> <p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <ul style="list-style-type: none"> <li>• 2.NBT.5</li> </ul>
Module 2 2 Weeks (12 days)	<p><b>Addition and Subtraction of Length Units</b></p> <p>The purpose of this unit is to set the foundation for students to conceptualize length as a measurement using formal, standardized units on novel measurement tools. In previous grades, students used informal standardized units (e.g. new crayons, new pencils, cubes) as physical units by laying multiple copies end to end along various objects. Students learn to measure using only <i>one</i> physical unit using the “mark and advance” or “mark and move forward” strategy. Critical understandings about measurement begin to form: length as the distance <i>between</i> benchmark numbers, rather than just the endpoint; 0 marks the beginning point, <i>not</i> 1. Students work carefully to ensure that there are no gaps or overlaps during the physical measurement process. Finally, students compare measurements using multiple units, standardized and non-standardized, and start to recognize that the shorter the length unit, the greater the number of units needed to measure the same object as compared to using a longer length unit, which requires a lesser number of units.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Understand Concepts About the Ruler</i></li> <li>• Topic B: <i>Measure and Estimate Length Using Length Using Different Measurement Tools</i></li> <li>• Topic C: <i>Measure and Compare Lengths Using Different Length Units</i></li> <li>• Topic D: <i>Relate Addition and Subtraction to Length</i></li> </ul>	<p><b>Measure and Estimate Lengths in Standard Units</b></p> <ul style="list-style-type: none"> <li>• 2.MD.1</li> <li>• 2.MD.2</li> <li>• 2.MD.3</li> <li>• 2.MD.4</li> </ul> <p><b>Measurement &amp; Data</b></p> <ul style="list-style-type: none"> <li>• 2.MD.1</li> <li>• 2.MD.2</li> <li>• 2.MD.3</li> <li>• 2.MD.4</li> <li>• 2.MD.5</li> <li>• 2.MD.6</li> </ul> <p><b>Relate Addition and Subtraction to Length</b></p> <ul style="list-style-type: none"> <li>• 2.MD.5</li> <li>• 2.MD.6</li> </ul>



## Math Scope and Sequence

<p>Module 3 5 Weeks (25 days)</p>	<p><b>Place Value, Counting and Comparison of Numbers to 1000</b></p> <p>The purpose of this unit is to set the foundation for extending the understanding of place value beyond tens and ones to hundreds up to thousands. Over the course of the unit, modeling moves from physical bundles that concretely show proportionality to more abstract models using place value discs on a place value chart. Counting up on the place value chart is counterintuitive, moving right to left as the places increase. In addition to trading 10 ones for 1 ten, students now trade 10 tens for 1 hundred. Students use experience measuring with a centimeter ruler to count left to right on the number line. Students develop mastery moving fluidly between the place value chart and number line model to rename units and compare numbers.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Forming Base Ten Units of Ten, a Hundred, and a Thousand</i></li><li>● Topic B: <i>Understanding Place Value Units of One, Ten, and a Hundred</i></li><li>● Topic C: <i>Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms</i></li><li>● Topic D: <i>Modeling Base Ten Numbers Within 1000 with Money</i></li><li>● Topic E: <i>Modeling Numbers Within 1000 with Place Value Disks</i></li><li>● Topic F: <i>Comparing Two Three-Digit Numbers</i></li><li>● Topic G: <i>Finding 1, 10, and 100 More or Less Than a Number</i></li></ul>	<p><b>Number &amp; Operations in Base Ten</b></p> <ul style="list-style-type: none"><li>● 2.NBT.1</li><li>● 2.NBT.1.a</li><li>● 2.NBT.1.b</li><li>● 2.NBT.2</li><li>● 2.NBT.3</li><li>● 2.NBT.4</li></ul> <p><b>Understand Place Value</b></p> <ul style="list-style-type: none"><li>● 2.NBT.1</li><li>● 2.NBT.1.a</li><li>● 2.NBT.1.b</li><li>● 2.NBT.2</li><li>● 2.NBT.3</li><li>● 2.NBT.4</li></ul>
<p>Module 4 7 Weeks (35 days)</p>	<p><b>Addition and Subtraction Within 200 with Word Problems to 100</b></p> <p>The purpose of this unit is to build on place value understanding to compose and decompose units to add and subtract to 200. Various strategies are introduced for students to develop number sense, like counting on and compensation. Students model using concrete manipulatives, like place value discs, then pictorial representations (the chip model,, number bonds, tape diagrams, and some work with the number line) before moving to abstraction computation using partial sums and finally, the standard algorithms. Place value language is emphasized throughout the unit and students apply properties of addition and subtraction to make solving problems easier. Scholars solve one- and two-step addition and subtraction story problems by using the “Read, Draw, Write” (RDW) approach.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Sum and Differences Within 100</i></li><li>● Topic B: <i>Strategies for Composing a Ten</i></li><li>● Topic C: <i>Strategies for Decomposing a Ten</i></li><li>● Topic D: <i>Strategies for Composing Tens and Hundreds</i></li><li>● Topic E: <i>Strategies for Decomposing Tens and Hundreds</i></li><li>● Topic F: <i>Student Explanations of Written Methods</i></li></ul>	<p><b>Numbers &amp; Operations in Base Ten</b></p> <ul style="list-style-type: none"><li>● 2.NBT.5</li><li>● 2.NBT.6</li><li>● 2.NBT.7</li><li>● 2.NBT.8</li><li>● 2.NBT.9</li></ul> <p><b>Operations &amp; Algebraic Thinking</b></p> <ul style="list-style-type: none"><li>● 2.OA.1</li></ul> <p><b>Represent and solve problems involving addition and subtraction</b></p> <ul style="list-style-type: none"><li>● 2.OA.1</li></ul> <p><b>Use place value understanding and properties of operations to add and subtract</b></p> <ul style="list-style-type: none"><li>● 2.NBT.5</li><li>● 2.NBT.6</li><li>● 2.NBT.7</li><li>● 2.NBT.8</li><li>● 2.NBT.9</li></ul>





## Math Scope and Sequence

<p>Module 5 5 Weeks (24 days)</p>	<p><b>Addition and Subtraction Within 1000 with Word Problems to 100</b></p> <p>The purpose of this unit is to extend place value understanding up to 1,000 by renaming place value units and composing/decomposing units to add and subtract up to 200. Students relate <i>100 more/100 less</i> to addition and subtraction and use the strategy of “counting on” and “make ten/hundred” before exploring the more advanced strategy of <i>compensation</i> to make related, simpler problems. Students relate manipulative representations to math drawings before using the standard algorithm and develop reasoning to explain relationships between addition and subtraction strategies.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Strategies for Adding and Subtracting Within 1000</i></li> <li>• Topic B: <i>Strategies for Composing Tens and Hundreds Within 1000</i></li> <li>• Topic C: <i>Strategies for Decomposing Tens and Hundreds Within 1000</i></li> <li>• Topic D: <i>Student Explanations for Choice of Solution Methods</i></li> </ul>	<p><b>Number &amp; Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>• 2.NBT.7</li> <li>• 2.NBT.8</li> <li>• 2.NBT.9</li> </ul> <p><b>Use place value understanding and properties of operations to add and subtract</b></p> <ul style="list-style-type: none"> <li>• 2.NBT.7</li> <li>• 2.NBT.8</li> <li>• 2.NBT.9</li> </ul>
<p>Module 6 5 Weeks (24 days)</p>	<p><b>Foundations of Multiplication and Division</b></p> <p>The purpose of this unit is to lay conceptual foundation for multiplication and division in Grade 3 and for the idea that numbers other than 1, 10, and 100 can serve as equal groups. Students begin by using concrete materials and progress to pictorial representations (e.g. circles and stars). Students calculate using repeated addition and represent equal groups using tape diagrams, and later, arrays, by organizing quantities in equal rows and/or columns. Scholars use counters and square tiles in preparation for composing rectangles. Scholars partition rectangles using same-size square tiles with no gaps/overlaps. Last, even numbers are explored as a way to introduce skip-counting, doubling, and pattern-noticing to later distinguish even from odd.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Formation of Equal Groups</i></li> <li>• Topic B: <i>Arrays and Equal Groups</i></li> <li>• Topic C: <i>Rectangular Arrays as a Foundation for Multiplication and Division</i></li> <li>• Topic D: <i>The Meaning of Even and Odd Numbers</i></li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• 2.G.2</li> </ul> <p><b>Operations &amp; Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>• 2.OA.3</li> <li>• 2.OA.4</li> </ul> <p><b>Reason and Shapes and their Attributes</b></p> <ul style="list-style-type: none"> <li>• 2.G.2</li> </ul> <p><b>Work with Equal Groups of Objects to Gain Foundations for Multiplication</b></p> <ul style="list-style-type: none"> <li>• 2.OA.3</li> <li>• 2.OA.4</li> </ul>
<p>Module 7 6 Weeks (30 days)</p>	<p><b>Problem Solving with Length, Money, and Data</b></p> <p>The purpose of this unit is to allow scholars the opportunity to practice what they’ve learned so far in terms of addition and subtraction and apply that knowledge to various types of units within the context of length, money and data. Scholars represent, interpret, and solve problems based on categorical data. Scholars activate prior knowledge of bills and coins to solve multi-step word problems and show multiple ways to represent the same quantity of coins. Next, scholars refer back to measurement and the skills represented in Module 2, now measuring in inches. Scholars develop the understanding that the smaller a unit is, the more iterations are necessary to cover a given distance. Then, scholars use different units of measurement to measure different objects. Later, scholars use drawings, such as tape diagrams and number bonds, to represent equations in addition and subtraction word problems before representing whole numbers as lengths on a number line. Lastly, scholars generate measurement data and represent it using a line plot of which the scale will correspond to the scale on their rulers.</p>	<p><b>Measure and Estimate Lengths in Standard Units</b></p> <ul style="list-style-type: none"> <li>• 2.MD.1</li> <li>• 2.MD.2</li> <li>• 2.MD.3</li> <li>• 2.MD.4</li> </ul> <p><b>Relate Addition and Subtraction to Length</b></p> <ul style="list-style-type: none"> <li>• 2.MD.5</li> <li>• 2.MD.6</li> </ul> <p><b>Represent and Interpret Data</b></p> <ul style="list-style-type: none"> <li>• 2.MD.9</li> <li>• 2.MD.10</li> </ul>





## Math Scope and Sequence

	<p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Problem Solving with Length, Monet, and Data</i></li><li>● Topic B: <i>Problem Solving with Coins and Bills</i></li><li>● Topic C: <i>Creating an Inch Ruler</i></li><li>● Topic D: <i>Measuring and Estimating Length Using Customary and Metric Units</i></li><li>● Topic E: <i>Problem Solving with Customary and Metric Units</i></li><li>● Topic F: <i>Displaying Measurement Data</i></li></ul>	<p><b>Use Place Value Understanding and Properties of Operations to Add and Subtract</b></p> <ul style="list-style-type: none"><li>● 2.NBT.5</li></ul> <p><b>Work with Time and Money</b></p> <ul style="list-style-type: none"><li>● 2.MD.8</li></ul>
<p>Module 8 4 Weeks (20 days)</p>	<p><b>Time, Shapes, and Fractions as Equal Parts of Shapes</b></p> <p>Students extend their understanding of part–whole relationships through the lens of geometry. As students compose and decompose shapes, they begin to develop an understanding of unit fractions as equal parts of a whole. Students build on their prior knowledge of a shape’s defining attributes to recognize and draw categories of polygons with specified attributes: the number of sides, corners, and angles. Once students are able to describe and analyze polygons and the cube according to their attributes, they are ready to combine two or more smaller shapes to build composite shapes. Students decompose circles and rectangles into equal parts and describe them as halves, thirds or fourths/quarters, learning to describe the whole by the number of equal parts. Students apply their understanding of partitioning the whole into halves and fourths to tell time to the nearest five minutes, using both analog and digital clocks, by constructing simple clocks and see the relationship to partitioning a circle into quarters and halves, thereby decomposing 60 minutes.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Attributes of Geometric Shapes</i></li><li>● Topic B: <i>Composite Shapes and Fraction Concepts</i></li><li>● Topic C: <i>Halves, Thirds, and Fourths of Circles and Rectangles</i></li><li>● Topic D: <i>Application of Fractions to Tell Time</i></li></ul>	<p><b>Reason and Shapes and their Attributes</b></p> <ul style="list-style-type: none"><li>● 2.G.1</li><li>● 2.G.3</li></ul> <p><b>Work with Time and Money</b></p> <ul style="list-style-type: none"><li>● 2.MD.7</li></ul>



GRADE: Third Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed
Module 1 5 weeks (25 days)	<p><b>Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10</b></p> <p>The purpose of this unit is to prepare students for multiplication and division by first exposing them to the properties of these operations. By building on students’ fluency with addition and their knowledge of arrays, and using repeated addition to find the total from a number of equal groups, this unit exposes students to patterns. Multiplication is conceptualized as simply a more efficient method of addition. Arrays become a cornerstone foundation, not just for this module, but also for future modules this year and beyond. The array model is used to uncover the meaning of factors as “the number of groups” or “the size of each group.” Students use the array as a vehicle for understanding division as an unknown factor problem, or the inverse of multiplication.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Multiplication and the Meaning of the Factors</i></li> <li>• Topic B: <i>Division as an Unknown Factor Problem</i></li> <li>• Topic C: <i>Multiplication Using Units of 2 and 3</i></li> <li>• Topic D: <i>Division Using Units of 2 and 3</i></li> <li>• Topic E: <i>Multiplication and Division Using Units of 4</i></li> <li>• Topic F: <i>Distributive Property and Problem Solving Using Units of 2-5 and 10</i></li> </ul>	<p><b>Represent and solve problems involving multiplication and division.</b></p> <ul style="list-style-type: none"> <li>• 3.OA.1</li> <li>• 3.OA.2</li> <li>• 3.OA.3</li> <li>• 3.OA.4</li> </ul> <p><b>Understand properties of multiplication and the relationship between multiplication and division.</b></p> <ul style="list-style-type: none"> <li>• 3.OA.5</li> <li>• 3.OA.6</li> </ul> <p><b>Multiply and divide within 100.</b></p> <ul style="list-style-type: none"> <li>• 3.OA.7</li> </ul> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b></p> <ul style="list-style-type: none"> <li>• 3.OA.8</li> </ul>
Module 2 5 weeks (25 days)	<p><b>Place Value and Problem Solving with Units of Measure</b></p> <p>The purpose of this unit is to explore measurement of time, mass/weight, and liquid volume. Students learn that time is continuous and how to interpret and represent time on digital and analog clocks, making a connection to the number line in a circular form. Students use a variety of tools to estimate and find the actual weight and volume of real-life objects, reasoning to compare measurements by using benchmark metrics. The vertical number line used to measure liquid volume is used to round two-three-and-four digit measurements to the nearest ten or hundred. Students extend their understanding of place value to add and subtract two-and-three-digit numbers using standardized algorithms.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Time Measurement and Problem Solving</i></li> <li>• Topic B: <i>Measuring Weight and Liquid Volume in Metric Units</i></li> <li>• Topic C: <i>Rounding to the Nearest Ten and Hundred</i></li> <li>• Topic D: <i>Two- and Three Digit Measurement Addition Using the Standard Algorithm</i></li> <li>• Topic E: <i>Two- and Three Digit Measurement Subtraction Using the Standard Algorithm</i></li> </ul>	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <ul style="list-style-type: none"> <li>• 3.NBT.1</li> <li>• 3.NBT.2</li> </ul> <p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b></p> <ul style="list-style-type: none"> <li>• 3.MD.1</li> <li>• 3.MD.2</li> </ul>



## Math Scope and Sequence

<p>Module 3 5 weeks (25 days)</p>	<p><b>Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10</b></p> <p>The purpose of the unit is to extend the study of factors from 2, 3, 4, 5, and 10 to include all units from 0 to 10, as well as multiples of 10 within 100. Students revisit the commutative property and distributive property, in conjunction with the associate property, to develop multiplication and division fluency. Students progress from using the more tedious strategy of skip-counting to more efficient strategy of adding equal groups to known facts in order to solve unknown facts (an application of the distributive property). Finally, students use their understandings from the unit to solve two-step word problems, estimating to assess the reasonableness of their solutions.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10</i></li> <li>• Topic B: <i>Multiplication and Division Using Units of 6 and 7</i></li> <li>• Topic C: <i>Multiplication Using Units up to 8</i></li> <li>• Topic D: <i>Multiplication and Division Using Units of 9</i></li> <li>• Topic E: <i>Analysis of Patterns and Problem Solving Including Units of 0 and 1</i></li> <li>• Topic F: <i>Multiplication of Single-Digit Factors and Multiples of 10</i></li> </ul>	<p><b>Represent and Solve Problems Involving Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• 3.OA.3</li> <li>• 3.OA.4</li> </ul> <p><b>Solve Problems Involving the Four Operations, and Identify and Explain Patterns in Arithmetic</b></p> <ul style="list-style-type: none"> <li>• 3.OA.8</li> <li>• 3.OA.9</li> </ul> <p><b>Understand Properties of Multiplication and the Relationship Between Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• 3.OA.5</li> </ul> <p><b>Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic</b></p> <ul style="list-style-type: none"> <li>• 3.NBT.3</li> </ul>
<p>Module 4 4 weeks (20 days)</p>	<p><b>Multiplication and Area</b></p> <p>Students explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication by conceptualize area as the amount of two-dimensional surface that is contained within a plane figure without gaps or overlaps. They compare rectangles tiled with like-units and notice different side lengths but equal areas. Students learn to distinguish between length and area and discover that the number of tiles along a side corresponds to the length of the side. Students manipulate rectangular arrays to concretely demonstrate the arithmetic properties of area and determine all whole number possibilities for the side lengths of rectangles given their areas. Students find the area of non-rectangular figures by decomposing them into non-overlapping rectangles.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Foundation for Understanding Area</i></li> <li>• Topic B: <i>Concepts of Area</i></li> <li>• Topic C: <i>Arithmetic Properties Using Area Models</i></li> <li>• Topic D: <i>Application of Area Using Side Lengths of Figures</i></li> </ul>	<p><b>Geometric Measurement: Understand Concepts of Area and Relate Area to Multiplication and to Addition</b></p> <ul style="list-style-type: none"> <li>• 3.MD.5</li> <li>• 3.MD.6</li> <li>• 3.MD.7</li> </ul>
<p>Module 5 7 weeks (35 days)</p>	<p><b>Fractions as Numbers on the Number Line</b></p> <p>The purpose of the unit is to extend and deepen “equal shares” to understand</p>	<p><b>Develop Understanding of Fractions as Numbers</b></p>

	<p>fractions as equal partitions of a whole. Students have multiple experiences working with the fractional units of halves, thirds, fourths, sixths, and eighths and are exposed to additional fractional units (such as fifths, ninths, and tenths) to build flexible thinking about fractions. Students actively partition different models of wholes into equal parts, moving from concrete models to drawn pictorial area models, and learn to name fractions in different forms. They understand unit fractions as the basic building blocks that compose other fractions, which parallels the understanding that the number 1 is the basic building block of whole numbers. They transfer their work on the area model (using fraction strips) to work on the number line, using the interval from 0 to 1 as the whole, to partition, place, count and compare fractions, noticing that some fractions with different units are placed at the exact same point on the number line, and are therefore, equal.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Partitioning a Whole Into Equal Parts</i></li> <li>• Topic B: <i>Unit Fractions and their Relation to the Whole</i></li> <li>• Topic C: <i>Comparing Unit Fractions and Specifying the Whole</i></li> <li>• Topic D: <i>Fractions on the Number Line</i></li> <li>• Topic E: <i>Equivalent Fractions</i></li> <li>• Topic F: <i>Counting On from Embedded Numbers</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3.NF.1</li> <li>• 3.NF.2</li> <li>• 3.NF.3</li> </ul>
<p>Module 6 2 weeks (10 days)</p>	<p><b>Collecting and Displaying Data</b></p> <p>The purpose of the unit is to build on Grade 2 concepts about data, graphing and line plots. Students generate categorical data, organize it, and represent it in a variety of forms (e.g. tally marks, tables or graphs with 1-to-1 correspondence). Students use tape diagrams to represent equal groups, then rotate tape diagrams to become the units (or bars) of scaled graphs. Finally, students apply multiplication strategies to analyze picture and bar graphs and later solve one-and-two-step story problems.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Generate and Analyze Categorical Data</i></li> <li>• Topic B: <i>Generate and Analyze Measurement Data</i></li> </ul>	<p><b>Measurement &amp; Data</b></p> <ul style="list-style-type: none"> <li>• 3.MD.3</li> <li>• 3.MD.4</li> </ul> <p><b>Represent and Interpret Data</b></p> <ul style="list-style-type: none"> <li>• 3.MD.3</li> <li>• 3.MD.4</li> </ul>
<p>Module 7 8 weeks (40 days)</p>	<p><b>Geometry and Measurement Word Problems</b></p> <p>The purpose of this unit is to provide hands-on investigation experiences with geometry and perimeter. Students build on Grade 2 ideas about polygons and their properties, specifically developing and expanding their knowledge of quadrilaterals. They explore the attributes of quadrilaterals and classify examples into various categories, including recognizing the characteristics of polygons. Students next use tangrams and tetrominoes to compose and decompose shapes and reason about the relationships between shapes and between attributes. They measure side lengths of shapes in whole number units to determine perimeter and solve problems where side lengths are given. They use string and rulers to measure the length around circles of different sizes.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Topic A: <i>Solving Word Problems</i></li> <li>• Topic B: <i>Attributes of Two-Dimensional Figures</i></li> <li>• Topic C: <i>Problem Solving with Perimeter</i></li> <li>• Topic D: <i>Recording Perimeter and Area Data on Line Plots</i></li> <li>• Topic E: <i>Problem Solving with Perimeter and Area</i></li> </ul>	<p><b>Reason with Shapes and their Attributes</b></p> <ul style="list-style-type: none"> <li>• 3.G.1</li> </ul> <p><b>Represent and Interpret Data</b></p> <ul style="list-style-type: none"> <li>• 3.MD.4</li> </ul> <p><b>Geometric Measurement:</b></p> <p><b>Recognize Perimeter</b></p> <ul style="list-style-type: none"> <li>• 3.MD.8</li> </ul> <p><b>Solve Problems Involving the Four Operations, and Identify and Explain Patterns in Arithmetic</b></p> <ul style="list-style-type: none"> <li>• 3.OA.8</li> </ul>



GRADE: Fourth Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed
Module 1 5 weeks (25 days)	<p><b>Place Value, Rounding, and Algorithms for Addition and Subtraction</b></p> <p>The purpose of this unit is to provide scholars with authentic contexts where math has a practical application in everyday life so that students are driven to deepen their number sense and develop mastery in how, when, and why they can use models and tools to make solving problems easier. Scholars will learn to value rounding as an estimation strategy and multi-purpose tool, applicable in real-life situations, as well as for self-checking. Scholars need opportunities to compose/decompose numbers so that they can rename values flexibly based on the demands of the problem. Numerical form, expanded form, and word form serve as vehicles for students to develop the supportive language necessary for decomposition and making comparative statements between values. The place value chart serves as a fundamental tool for recognizing the relationship of “times 10” in our base-ten number system. Learning standard algorithms for addition and subtraction serve to expose students to more abstract methods for computation so that they have the opportunity to develop the efficiency aspect of computational fluency.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Topic A: <i>Place Value of Multi-Digit Whole Numbers</i></li> <li>● Topic B: <i>Comparing Multi-Digit Whole Numbers</i></li> <li>● Topic C: <i>Rounding Multi-Digit Whole Numbers</i> (Mid-Module Assessment)</li> <li>● Topic D: <i>Multi-Digit Whole Numbers Addition</i></li> <li>● Topic E: <i>Multi-Digit Whole Numbers Subtraction</i></li> <li>● Topic F: <i>Addition and Subtraction Word Problems</i></li> </ul>	<p><b>Use the four operations with whole numbers to solve problems</b></p> <ul style="list-style-type: none"> <li>● 4.OA.3</li> </ul> <p><b>Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.)</b></p> <ul style="list-style-type: none"> <li>● 4.NBT.1</li> <li>● 4.NBT.2</li> <li>● 4.NBT.3</li> </ul> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <ul style="list-style-type: none"> <li>● 4.NBT.4</li> </ul>
Module 2 1 week (7 days)	<p><b>Unit Conversions and Problem Solving with Metric Measurement</b></p> <p>The purpose of this unit is to expose students to various contexts that involve working with mixed units. Students review place value concepts and solidify their understanding of the relationship between metric units and the place value chart, while building fluency with decomposing and renaming larger to smaller units using a two-column (ratio) table. Students identify common threads present in any mixed unit calculation and develop their ability to reason in parts and wholes.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Topic A: <i>Metric Unit Conversions</i></li> <li>● Topic B: <i>Application of Metric Unit Conversions</i></li> </ul>	<p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b></p> <ul style="list-style-type: none"> <li>● 4.MD.1</li> <li>● 4.MD.2</li> </ul>



## Math Scope and Sequence

<p>Module 3 8 weeks (43 days)</p>	<p><b>Multi-Digit Multiplication and Division</b></p> <p>Students use place value understanding and visual representations to solve multiplication and division problems with multi-digit numbers. This module moves slowly but comprehensively to develop students' ability to reason about the methods and models chosen to solve problems with multi-digit factors and dividends. Students investigate the formulas for area and perimeter and solve multiplicative comparison problems using the language of <b>times as much as</b> with a focus on problems using area and perimeter as a context. Students use place value disks to multiply single-digit numbers by multiples of 10, 100, and 1,000 and two-digit multiples of 10 by two-digit multiples of 10; reasoning between arrays and written numerical work allows students to see the role of place value units in multiplication. Armed with an understanding of remainders, students explore factors, multiples, and prime and composite numbers within 100, gaining valuable insights into patterns of divisibility as they test for primes and find factors and multiples.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Multiplicative Comparison Word Problems</i></li><li>● Topic B: <i>Multiplication by 10, 100, and 1,000</i></li><li>● Topic C: <i>Multiplication of up to Four Digits by Single-Digit Numbers</i></li><li>● Topic D: <i>Multiplication Word Problems</i></li><li>● Topic E: <i>Division of Tens and Ones with Successive Remainders</i></li><li>● Topic F: <i>Reasoning with Divisibility</i></li><li>● Topic G: <i>Division of Thousands, Hundreds, Tens, and Ones</i></li><li>● Topic H: <i>Multiplication of Two-Digit by Two-Digit Numbers</i></li></ul>	<p><b>Gain Familiarity with Factors and Multiples</b></p> <ul style="list-style-type: none"><li>● 4.OA.4</li></ul> <p><b>Solve Problems Involving Measurement and Conversion of Measurements</b></p> <ul style="list-style-type: none"><li>● 4.MD.3</li></ul> <p><b>Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic</b></p> <ul style="list-style-type: none"><li>● 4.NBT.5</li><li>● 4.NBT.6</li></ul> <p><b>Use the Four Operations with Whole Numbers to Solve Problems</b></p> <ul style="list-style-type: none"><li>● 4.OA.1</li><li>● 4.OA.2</li><li>● 4.OA.3</li></ul>
<p>Module 4 4 weeks (20 days)</p>	<p><b>Angle Measure and Plane Figures</b></p> <p>The purpose of this unit is to introduce points, lines, line segments, rays, and angles, as well as the relationships between them. With angle measure playing a key role in the work throughout the module, students learn how to create and measure angles, as well as how to create and solve equations to find unknown angle measures. Students explore both measuring the unknown angle with a protractor and reasoning through the solving of an equation. Through decomposition and composition activities, as well as an exploration of symmetry, students recognize specific attributes present in two-dimensional figures.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Lines and Angles</i></li><li>● Topic B: <i>Angle Measurement</i></li><li>● Topic C: <i>Problem Solving with the Addition of Angle Measures</i></li><li>● Topic D: <i>Two-Dimensional Figures and Symmetry</i></li></ul>	<p><b>Draw and Identify Lines and Angles, and Classify Shapes by Properties of Their Lines and Angles</b></p> <ul style="list-style-type: none"><li>● 4.G.1</li><li>● 4.G.2</li><li>● 4.G.3</li></ul> <p><b>Geometric Measurement: Understand Concepts of Angle and Measure Angles</b></p> <ul style="list-style-type: none"><li>● 4.MD.5</li><li>● 4.MD.6</li><li>● 4.MD.7</li></ul>

<p>Module 5 9 weeks (45 days)</p>	<p><b>Fraction Equivalence, Ordering, and Operations</b></p> <p>In this unit, scholars will explore fractions, a part of a whole. Scholars will understand fractions and mixed numbers by using pictorial drawings (tape diagrams/area model), finding unit fractions, creating common denominators, and comparing to benchmark fractions (0, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, 1). Scholars will begin by decomposing fractions (breaking them apart) to represent them with the same denominator in order to apply what they know about whole number operations (multiplication, addition, division, and subtraction). They will have to apply their previous knowledge of multiples in order to successfully decompose. Scholars will use multiplication to create equivalent fractions. Scholars will then move into comparing fractions with unlike denominators on a number line using the benchmarks of 0, <math>\frac{1}{2}</math>, or 1. They will support their reasoning with tape diagrams, the area model, and finding common denominators using <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>. Scholars will then apply this knowledge of fractions to add, multiply, and subtract mixed numbers with like and different denominators. Finally, scholars will be solving multi-step multiplicative comparison word problems involving fractions.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Topic A: <i>Decomposition and Fraction Equivalence</i></li> <li>● Topic B: <i>Fraction Equivalence Using Multiplication and Division</i></li> <li>● Topic C: <i>Fraction Comparison</i></li> <li>● Topic D: <i>Fraction Addition and Subtraction</i></li> <li>● Topic E: <i>Extending Fraction Equivalence to Fractions Greater Than 1</i></li> <li>● Topic F: <i>Addition and Subtraction of Fractions by Decomposition</i></li> <li>● Topic G: <i>Repeated Addition of Fractions as Multiplication</i></li> <li>● Topic H: <i>Exploring a Fraction Pattern</i></li> </ul>	<p><b>Build Fractions From Unit Fractions</b></p> <ul style="list-style-type: none"> <li>● 4.NF.3</li> <li>● 4.NF.4</li> </ul> <p><b>Extend Understanding of Fraction Equivalence and Ordering</b></p> <ul style="list-style-type: none"> <li>● 4.NF.1</li> <li>● 4.NF.2</li> </ul> <p><b>Generate and Analyze Patterns</b></p> <ul style="list-style-type: none"> <li>● 4.OA.5</li> </ul>
<p>Module 6 4 weeks (20 days)</p>	<p><b>Decimal Fractions</b></p> <p>The purpose of this unit is to explore decimals numbers via their relationship to fractions, expressing a given quantity in both unit, fraction and decimal forms (e.g. 3 tenths = <math>\frac{3}{10}</math> = 0.3). They use metric measurements to see tenths in relation to different whole units: centimeters, meters, kilograms and liters, using tape diagrams and number lines. Students investigate decimal fractions greater than 1, using the area model to see that numbers containing a whole number and fractional part (i.e., mixed numbers) can also be expressed using decimal notation, provided that the fractional part can be renamed to a decimal number (i.e., <math>\frac{1}{4}</math> = <math>\frac{25}{100}</math> = 0.25). Students write the value of a decimal number in expanded form using fractions and decimals; [e.g., 2 ones 4 tenths = <math>(2 \times 1) + (4 \times \frac{1}{10})</math> and <math>2.4 = (2 \times 1) + (4 \times 0.1)</math>]. Additionally, students plot decimal numbers on the number line and use place value discs to understand that 3.2, for example, might be modeled as 3 ones 2 tenths, 32 tenths, or 320 hundredths. Using this understanding, students compare decimals using the context of measurement and concrete tools. Students recognize that 7 tenths is greater than 27 hundredths because, as in any comparison, one must consider the <i>size of the units</i>, and students use this understanding to rename and order decimals expressed in different forms. Lastly, students use what they know about fraction equivalence to find decimal equivalencies to add tenths and hundredths. The unit concludes using the real-world context of money to solve word problems.</p>	<p><b>Number &amp; Operations – Fractions</b></p> <ul style="list-style-type: none"> <li>● 4.NF.5</li> <li>● 4.NF.6</li> <li>● 4.NF.7</li> </ul> <p><b>Solve Problems Involving Measurement and Conversion of Measurements</b></p> <ul style="list-style-type: none"> <li>● 4.MD.2</li> </ul> <p><b>Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic</b></p> <ul style="list-style-type: none"> <li>● 4.NF.5</li> <li>● 4.NF.6</li> <li>● 4.NF.7</li> </ul>





## Math Scope and Sequence

	<p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Exploration of Tenths</i></li><li>● Topic B: <i>Tenths and Hundredths</i></li><li>● Topic C: <i>Decimal Comparison</i></li><li>● Topic D: <i>Addition with Tenths and Hundredths</i></li><li>● Topic E: <i>Money Amounts as Decimal Numbers</i></li></ul>	
Module 7 4 weeks (20 days)	<p><b>Exploring Measurement with Multiplication</b></p> <p>The purpose of this module is for students to build their understanding of measurements as it relates to multiplication. They will explore multiple strategies for solving measurement problems by renaming units (of time, length, capacity). Scholars create 2-column ratio tables up to 10 iterations of the original unit, reasoning that the Distributive Property can be used to find the ratio of <i>any</i> number of that unit. Then, scholars create and solve their own word problems and critique the reasoning of their peers (if time allows). Scholars extend their understanding of renaming fractions and decimals to add and subtract unlike units of measurement by first renaming.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"><li>● Topic A: <i>Measurement Conversion Tables</i></li><li>● Topic B: <i>Problem Solving with Measurement</i></li><li>● Topic C: <i>Investigation of Measurements Expressed as Mixed Numbers</i></li></ul>	<p><b>Solve Problems Involving Measurement and Conversion of Measurements</b></p> <ul style="list-style-type: none"><li>● 4.MD.1</li><li>● 4.MD.2</li></ul> <p><b>Use Place Value Operations with Whole Numbers to Solve Problems</b></p> <ul style="list-style-type: none"><li>● 4.OA.1</li><li>● 4.OA.2</li><li>● 4.OA.3</li></ul>






## Assessment Types

Brilla Charter Schools use both quantitative and qualitative assessments to determine student progress and adjust instruction. Each content uses both modes of assessment to determine overall student progress. Outlined below are the quantitative and qualitative data that is assessed and analyzed throughout the year. For more information on Assessments, please refer to the Data and Assessment Scope and Sequence.

Assessment Types		
Assessment Name	Assessment Type	Assessment Frequency
Friday Assessment	Quantitative	Bi-weekly
Interim Assessment	Quantitative	Bi-annual
NWEA Assessment	Quantitative	Tri-annual
Math Practice Test	Quantitative	Bi-annual
Test Prep Mastery Check	Quantitative	Daily (during Test Prep)
NY State Common Core Test	Quantitative	Annual
Performance Task	Qualitative	Quarterly
Blended Learning Progress Reports	Quantitative	Ongoing per program

Question/Task Types		
Example Question/Task	Grade Level	DOK Level
Let's pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods? Write the number that tells how many bears there are eating leaves. Another bear came. Show me the bears now. How many bears is that? Write that number.	K	2
Let's pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods? Use your words to tell me how you figured out the problem.	K	3-4
There were 5 boys at Jake's party. Some more came after basketball practice. Then, there were 9. How many boys came to Jake's party after basketball practice?	1	2
Monica says that when the unknown is 4, it makes this number sentence true: $5 + 3 = \underline{\quad} + 4$ . Terry says she is wrong. He says 8 makes the number sentence true. Explain who is correct, using pictures, numbers, or words.	1	3
Trevor's mom gave him 60 stickers to start his collection. He received 25 more for his birthday. How many stickers does Trevor have now?	2	2
Use the broken centimeter ruler to solve the problem. A grasshopper jumped 7 centimeters forward and 4 centimeters back and then stopped. If the grasshopper started at 18, where did the grasshopper stop? Show your work.	2	3
		
Mr. Lewis arranges all the desks in his classroom into 6 equal groups of 4. How many desks are in his classroom? Show a picture and multiplication sentence in your work.	3	2
Describe a real-life situation in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	3	3



## Math Scope and Sequence

Norfolk, VA, has a population of 242,628 people. Baltimore, MD, has 376,865 more people than Norfolk. Charleston, SC, has 496,804 less people than Baltimore. What is the population of Charleston, SC?	4	2
Since he began exercising so much for his half marathon, Billy has been losing weight. In his first week of training, he lost 2 kilograms 530 grams. In the following two weeks of training, he lost 1 kilogram 855 grams each week. Billy now weighs 61 kilograms 760 grams. Billy says his weight before he started training was 64 kilograms 35 grams. Is he correct? Explain why or why not.	4	3



## Report Card Rubric

	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<b>Indicator 1:</b> Interprets or creates models that accurately represent a problem	Rarely (in Small Group): <ul style="list-style-type: none"> <li>- Uses a model to represent thinking</li> </ul> Interim Assessment Data (Open Response): <ul style="list-style-type: none"> <li>- Rarely = <b>1</b></li> </ul>	Occasionally (in Small Group): <ul style="list-style-type: none"> <li>- Uses a model to represent thinking</li> </ul> Interim Assessment Data (Open Response): <ul style="list-style-type: none"> <li>- Consistently = <b>1</b></li> </ul>	Consistently (in Small Group): <ul style="list-style-type: none"> <li>- Uses a model to represent thinking</li> </ul> Interim Assessment Data (Open Response): <ul style="list-style-type: none"> <li>- Consistently = <b>2</b></li> </ul>	Always (in Small Group): <ul style="list-style-type: none"> <li>- Uses a model to represent thinking</li> </ul> Interim Assessment Data (Open Response): <ul style="list-style-type: none"> <li>- Always = <b>2</b></li> </ul>
<b>Indicator 2:</b> Solves Problems with Precision and Accuracy	NWEA Data: <ul style="list-style-type: none"> <li>- Percentile = <b>0-24th</b></li> </ul> Friday Assessment Data: <ul style="list-style-type: none"> <li>- Average = <b>0-44%</b></li> </ul>	NWEA Data: <ul style="list-style-type: none"> <li>- Percentile = <b>25-49th</b></li> </ul> Friday Assessment Data: <ul style="list-style-type: none"> <li>- Average = <b>45-64%</b></li> </ul>	NWEA Data: <ul style="list-style-type: none"> <li>- Percentile = <b>50-74th</b></li> </ul> Friday Assessment Data: <ul style="list-style-type: none"> <li>- Average = <b>65-84%</b></li> </ul>	NWEA Data: <ul style="list-style-type: none"> <li>- Percentile = <b>75-99th</b></li> </ul> Friday Assessment Data: <ul style="list-style-type: none"> <li>- Average = <b>85-100%</b></li> </ul>
<b>Indicator 3:</b> Explains mathematical thinking clearly to others	Rarely (in Small Group OR Discourse): <ul style="list-style-type: none"> <li>- Explains reasoning clearly with proof</li> </ul>	Occasionally (in Small Group OR Discourse): <ul style="list-style-type: none"> <li>- Explains reasoning clearly with proof</li> </ul>	Consistently (in Small Group OR Discourse): <ul style="list-style-type: none"> <li>- Explains reasoning clearly with proof</li> </ul>	Always (in Small Group OR Discourse): <ul style="list-style-type: none"> <li>- Explains reasoning clearly with proof</li> </ul>



## Content Report Card Narrative

Quarter	Narrative
<b>1</b>	<p><b>Kindergarten</b> Scholars began to develop the fundamental understanding that a numeral represents <i>how many</i> of something. Scholars practiced keeping track of counting when objects are organized in different ways. They sorted objects into two different categories based on how many objects are in each group and began to take apart and put numbers back together using drawings and “1 more than” statements. Scholars learned to write numbers one to ten.</p> <p><b>First Grade</b> Scholars began to develop the fundamental understanding that numerals represents not just that single value, but all of the values “hiding” inside it. Scholars practiced taking apart numbers within 20 by using groups of easy-to-use numbers, like five and ten, to become more efficient problem solvers. Scholars learned to “count on” as a way to combine two values. Symbols were introduced to represent addition, subtraction, and equality, and the relationships between operations is explored.</p> <p><b>Second Grade</b> Scholars noticed relationships between places so that they can generalize what they know about ones to working with tens and hundreds. Scholars used place value chips and base-10 blocks to represent making “fair trades” and develop mental math strategies to solve addition and subtraction problems. Scholars measured length for the first time and use standardized units and tools to understand length as distance. Scholars used story problems to see the real-life applications of what they’re learning.</p> <p><b>Third Grade</b> Scholars used their understanding of addition to understand multiplication as “equal groups.” Real-life contexts helped us to name factors as representing the number of groups or the size of each group. Scholars used tape diagrams and the array model to develop fluency with factors 2-5. Division was introduced as it relates to multiplication. Scholars explored the measurement of time, weight, and liquid volume in real-life situations by using horizontal, vertical and circular number lines.</p> <p><b>Fourth Grade</b> Scholars learned to rename numbers to deepen their understanding of place value and practice rounding on the vertical number line. Scholars used place value chips to model regrouping before learning to add and subtract numbers up through the thousands using standard algorithms. Scholars applied these understandings to real-life situations involving the measurement of length, mass/weight and liquid volume. Finally, scholars explored formulas for calculating the perimeter and area of rectangles.</p>

**2****Kindergarten**

Scholars explored geometric shapes and learned to identify flat and solid shapes based on their attributes. Scholars compared two numbers and quantities to see which is greater and which is fewer, using language like *1 more*, *1 less* and *same as*, to then compare measurements of length, weight, and capacity, responding to questions like, “*Which object is... longer/shorter, heavier/lighter, or has more/less?*” Scholars continued to develop number sense by exploring combinations up to 10.

**First Grade**

Scholars extended their understanding of numbers within 10 to work within 100, decomposing and composing two-digit numbers into tens and ones. Scholars used concrete materials, move to pictorial representations, like 5-groups, tens-frame, and eventually, number bonds. They developed more advanced strategies, like “counting on,” to make tens and add on. The relationship between addition and subtraction was emphasized and students work to find unknowns in various types of story problems.

**Second Grade**

Scholars extended the understanding of place value from one hundred to one thousand, beginning with bundling concrete materials, and later, using place value discs to conceptualize “regrouping.” Scholars applied this understanding to solve addition and subtraction problems up to 200 using more abstract computation strategies, like partial sums and the standard algorithm, which they use to solve one-step and two-step story problems.

**Third Grade**

Scholars used arrays and tape diagrams to solidify their understanding of multiplication and division as equal groups and develop fluency with multiplication and division facts through 100. Scholars conceptualized area by exploring rectangles and measuring side length. They progressed from tiling and counting unit squares to using multiplication and division relationships to make calculations more efficiently. Scholars solved one-step and multistep word problems using any of the four operations.

**Fourth Grade**

Scholars extended their understanding of multiplication and division using arrays and tape diagrams. Scholars multiplied factors by multiples of 10 using the place value chart and break apart 2-digit factors to represent partial products on the area model before using the standard algorithm to solve computation problems and multistep story problems more efficiently. Scholars began to develop a sense of angles by classifying, estimating and measuring angles with a protractor.



**3**

**Kindergarten**

Scholars began to harness their practiced counting abilities, knowledge of the value of numbers, and work with embedded numbers to reason about and solve addition and subtraction expressions and equations. Scholars decomposed and composed values to 10 using concrete manipulatives, pictorial representations and number bonds. They explored the property of zero and the inverse relationship between addition and subtraction using story situations, objects, sets, arrays and patterns.

**First Grade**

Scholars learned what represents the length of an object and explore non-standard units of measurement. Next, scholars focused on the role of place value in the addition and subtraction of numbers to 40. Students studied, organized, and manipulated numbers within 40 by decomposing them into tens and ones, making numbers to 40 in only ones and then tens and one. They began to compare numbers by place and add two-digit numbers by counting on and using the make ten strategy.

**Second Grade**

Scholars extended place value understanding up to 1,000 by renaming place value units and decomposing units to add and subtract up to 200 using the strategy of counting on and making the next place. Students used the standard algorithm and developed reasoning to explain relationships between addition and subtraction strategies. Finally, scholars began to learn the conceptual foundation for multiplication and division and the idea that numbers other than 1, 10, and 100 can serve as equal groups.

**Third Grade**

Students explored area as an attribute of two-dimensional figures, relate it to their prior understandings of multiplication, and find the area of non-rectangular figures by decomposing them into non-overlapping rectangles. Scholars understand fractions as equal partitions of a whole and learned to name fractions in different forms. They worked on the area model and the number line to partition, place, count and compare fractions less than 1, noticing when fractions have the same length or area.

**Fourth Grade**

Students learned how to create and measure angles, as well as how to create and solve equations to find unknown angle measures. Students explored measuring the unknown angle with a protractor and equations. Scholars reasoned about fractions when there is more than 1 whole to name improper fractions and mixed numbers. They used multiplication to create equivalent fractions in order to add, multiply, and subtract fractions greater than 1.

**4****Kindergarten**

Students clarify the meaning of 10 ones and some ones and two distinct sets of ones are composed, through the use of the Hide Zero cards and number bonds. Students represent the whole number numerically and with drawings and materials in different configurations. They count to 100 by tens and ones and model teen quantities with materials. Students explore geometry using real world and constructed models, composing and decomposing geometric shapes, both flat and solid.

**First Grade**

Students identify the attributes, of two- and three-dimensional shapes. Students then combine shapes to create a composite shape. Then, students relate geometric figures to equal parts and name the parts as halves and fourths. Scholars rename unit form and standard form for numbers up to 120, as well as mentally computing *ten more*, *ten less*, *one more* and *one less*. Scholars add and subtract 2-digit numbers, including occasions that require regrouping or “de-grouping” of tens.

**Second Grade**

Scholars apply knowledge of addition and subtraction to various types of units within the context of length, money and data. Scholars represent, interpret, and solve problems based on categorical data. Then, scholars use different units of measurement to measure different objects. Students decompose circles and rectangles into equal parts and describe them as halves, thirds or fourths/quarters, learning to describe the whole by the number of equal parts.

**Third Grade**

Scholars use the Strategic Math Plan to interpret and solve multi-step word problems and hone test-taking skills before the NY State Test. Afterwards, students use hands-on experiences to investigate geometry and perimeter, specifically developing and expanding their knowledge of quadrilaterals. They explore the attributes of quadrilaterals and classify examples into various categories, reasoning about the relationships between shapes and their attributes.

**Fourth Grade**

Scholars use the Strategic Math Plan to interpret and solve multi-step word problems and hone test-taking skills before the NY State Test. Afterwards, scholars explore decimals numbers via their relationship to fractions. Students compare decimals using the context of measurement, generalizing what they know about fractions to decimal equivalence to add tenths and hundredths. Students extend their understanding of measurements as it relates to multiplication and explore ways to rename units.





## **Appendix**

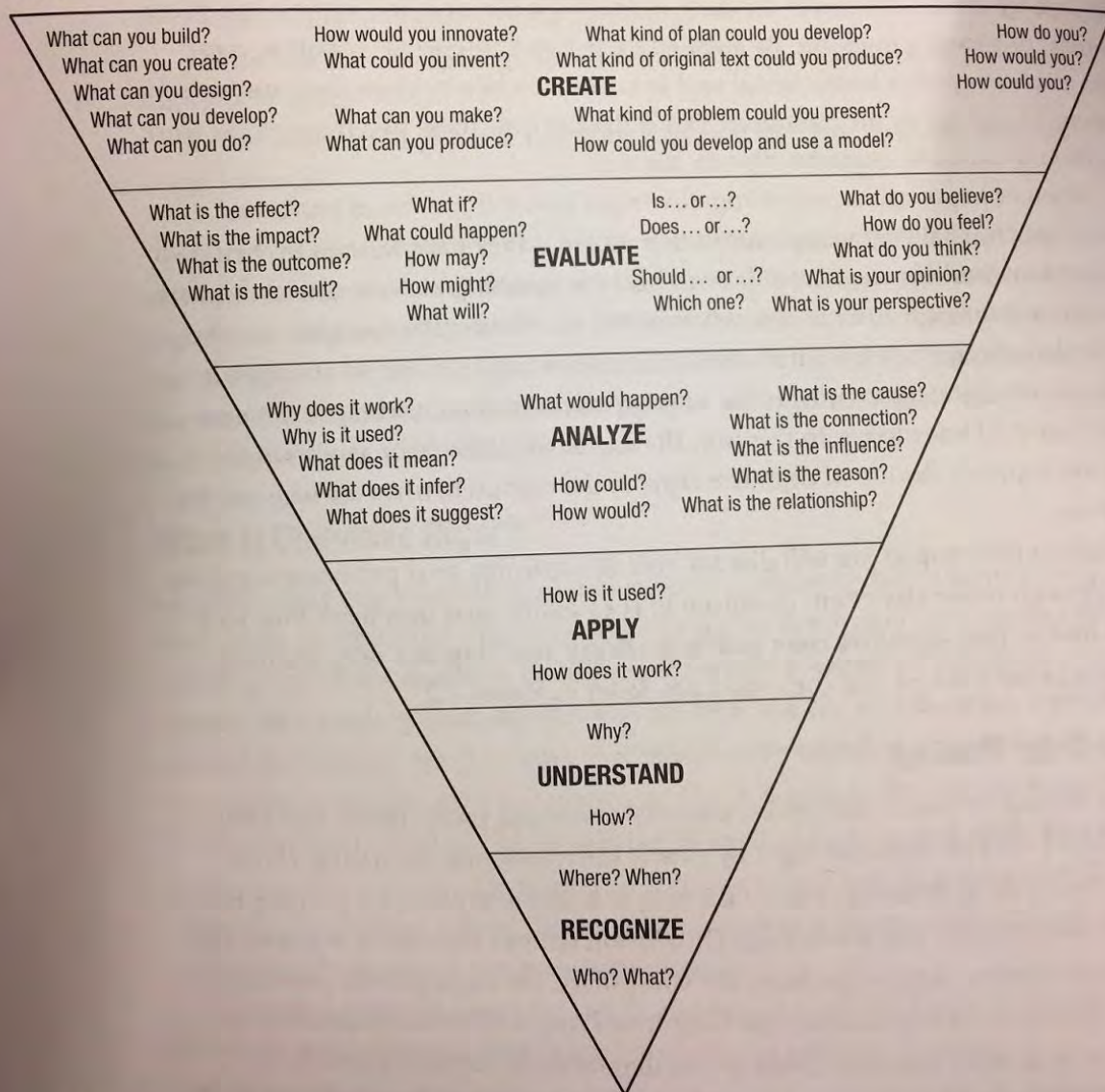
- Questioning: Procedural vs. Conceptual
- Discourse Frameworks
- Qualitative Data Tracker
- Supplemental Curricular Resource:  
<http://www.victorschools.org/webpages/intmathsite/index.cfm?subpage=15925>

Questioning

purpose of both the original taxonomy and its revised version. However, as formatted and presented, the taxonomy still remains limited as a resource for classifying and creating good questions.

To develop good questions with Bloom’s Revised Taxonomy, we can use the basic categories from Bloom’s Questioning Inverted Pyramid to replace the cognitive verbs of performance objectives with the following question stems:

**Figure 1.2 Good Questions and Bloom’s Taxonomy**



Source: Categories adapted from Anderson & Krathwohl, 2001



## Math Scope and Sequence

Lesson Plan Question	P vs. C	Bloom's





## Math Scope and Sequence

<p>Strategy Share</p>	<ul style="list-style-type: none"> <li>- Students present different methods/approaches to solving the <i>same</i> problem</li> <li>- <u>Purpose</u>: to <i>compare</i> the relationships between computation and visual models             <ul style="list-style-type: none"> <li>- <u>Logistics</u>: T + Students in front of class, using large whiteboard</li> <li>- <u>Visual</u>: 4-quadrants → each quadrant holds a different model/strategy</li> <li>- <u>T Role</u>: create 4-quadrant “grid”; question S around <i>thinking</i></li> <li>- <u>S Role</u>: record model/strategy; verbalize <i>thinking/p-solving process</i></li> </ul> </li> </ul>
<p>Show-call</p>	<ul style="list-style-type: none"> <li>- Display 1-3 examples of student work for evaluation</li> <li>- <u>Purpose</u>: to <i>develop</i> understandings early on/towards the middle of a unit             <ul style="list-style-type: none"> <li>- <u>Logistics</u>: T + Student(s) in front of class (if charted); if not, T projects S work on ELMO while Student(s) stand in front</li> <li>- <u>T Role</u>: question S around <i>thinking</i> (e.g. “How do you know...”)</li> <li>- <u>S Role</u>: verbalize <i>thinking/p-solving process</i></li> </ul> </li> </ul>
<p>Journaling</p>	<ul style="list-style-type: none"> <li>- Use a written prompt for students to reflect on a question</li> <li>- <u>Purpose</u>: to scaffold a more extensive discussion (T&amp;T → Whole Group)             <ul style="list-style-type: none"> <li>- <u>Logistics</u>: T records/verbalizes question/prompt(s)</li> <li>- <u>Structure</u>: Journaling (independent; ~3min) → Turn &amp; Talk (partnerships; ~2min) → Discussion (small group, half-group, or whole-group; ~5min)</li> <li>- <u>T role</u>: circulate to gather formative data and “flag” students to help lead large-scale discussion; prompt T&amp;T to provide all S at-bats for verbalizing <i>thinking</i> (2-3min); prompt “flagged” students to jump-start discussion; be as “hands-off” as possible (will vary)</li> <li>- <u>S Role</u>: write, speak, and evaluate concepts for <i>meaning</i></li> </ul> </li> </ul>
<p>Problem Comparison</p>	<ul style="list-style-type: none"> <li>- Evaluate the similarities/differences <i>between</i> problems</li> <li>- <u>Purpose</u>: to articulate differences in rigor/complexity between problem <i>types</i> <ul style="list-style-type: none"> <li>- <u>Logistics</u>: Students in seats; T projecting from ELMO</li> <li>- <u>Structure</u>: Two problems presented “side-by-side”; analyzed separately, then cross-referenced</li> <li>- <u>T Role</u>: question S around <i>thinking</i> (e.g. “How do you know...”)</li> <li>- <u>S Role</u>: verbalize <i>thinking/p-solving process</i></li> </ul> </li> </ul>
<p>Congress!</p>	<ul style="list-style-type: none"> <li>- Full-scale debate (typically whole-group)</li> <li>- <u>Purpose</u>: to evaluate <i>generalizations</i> about a concept after previous at-bats             <ul style="list-style-type: none"> <li>- <u>Logistics</u>: Students in seats; T in “neutral” location; S move to part of room that represents their position/stance/belief</li> <li>- <u>Structure</u>: S Work Analysis (independent; ~3min) → Debate (~7min)</li> <li>- <u>T role</u>: pose question/prompt; cue S to “take a side” and provide evidence; remain “positionless”; question/redirect (minimally, as needed)</li> <li>- <u>S Role</u>: write, gather evidence, speak, and argue based on evidence</li> </ul> </li> </ul>

### Discourse Framework Action Plan

Using the template below, select a lesson and specific Questioning and Discourse Framework to implement with your small group/whole group. GCLs will hand in a completed copy of this template to Mr. Holzer at the end of the MIP session.



## Math Scope and Sequence

<b>Lesson Date</b>			
<b>Lesson Standard(s)</b>			
<b>Lesson Objective(s)</b>			
<b>Questions to Ask Students before/during Discourse</b>	<b>Question</b>	<b>P vs. C</b>	<b>Bloom's</b>
<b>Discourse Framework Selected and Rationale</b>			
<b>Evidence of Mastery</b>	What solutions, strategies, and/or responses will represent student mastery to the questions above?		



## Math Scope and Sequence

<b>Planning Considerations</b>	<p>What language will all teachers use with students during the implementation of the discourse framework?</p> <p>How will teachers communicate the expectations? When?</p> <p>What materials should be prepared in advance? By who? By when?</p> <p>What considerations or accommodations need to be in place so ALL students can demonstrate progress during the Discourse Framework?</p> <p>How will you adapt your GLM plans presentation to best support your team's implementation of the discourse framework?</p>



**Math Scope and Sequence**

**Renaming Understandings – G4U7L3-4 – Qualitative Data Tracker (Discourse)**

<u>Student</u>	Ratio Table: X Strategy (rep. +, skip-ctg, PPs)	Can S <b>explain</b> using <i>equations</i> (x or +)?	Can S <b>explain verbally</b> ?	Can S <b>explain</b> in <i>writing</i> ?





# **Culture**

## **Scope and Sequence**

**Revised on: May 14, 2018**



## Culture Scope and Sequence

Content:	
Table of Contents	Page
Core Values	3
Guiding Principles	4
Initiatives Scope	8
Initiatives Templates and Exemplars	10
Appendix <ul style="list-style-type: none"><li>● Culture Events by Campus</li><li>● Normed Language</li><li>● Classroom Set-up Checklist</li></ul>	11



## Core Values

### Overarching Beliefs:

At Brilla Charter Schools, we adamantly believe that teachers teach our learners, not a curriculum or product. However, we recognize that the curricular resources provided to our teachers matters greatly and that quality is of utmost importance. Students must interact with materials that are of high quality in order to consistently leverage their development of higher order thinking skills - analysis, synthesis, evaluation, creation - on a regular basis. Curriculum should inspire its consumers - students and teachers - to achieve excellence and a lifelong love of learning. The questions, tasks, problems, and texts need to demand complex thinking from all of our learners. It must be interesting. At Brilla Charter Schools, we believe that complexity and joy can be interwoven to develop self-learners who are motivated, successful, and excited. Our curriculum serves as communication to the outside world about what we value and must serve to maximize our mission and vision for our students - to create classically thoughtful, excellent, multi-dimensional individuals who care passionately about their character, their learning, and their community.

### High Quality Curriculum Indicators:

#### **High Quality Curriculum emphasizes the essential elements of our mission.**

Our curriculum must clearly and concisely communicate the Brilla Way - that our learning organization focuses on the development of the WHOLE student. The curriculum should help teachers leverage the elements of Classical Education in order to inspire discourse, critical thinking, and high quality communication. Character, and its explicit and implicit themes, must be emphasized.

#### **High Quality Curriculum places student mastery and student work front and center.**

Curriculum and expected student outcomes must be purposefully connected. Many times, curriculum and student data is disconnected with blurred throughlines. Our curriculum MUST directly align with the expectations and demands of complex content and standards. Student performance data and student work, as a result of the curriculum, serves as a reflective mirror for our teachers so they can make changes to their practices to improve student learning.

#### **High Quality Curriculum is user-friendly.**

Teachers and leaders are consumers. If our curriculum is not short, concise, and digestible, then we are not meeting the needs of our consumer and the demand and quality of implementation will drop. Language economy is paramount. Scopes and sequences, unit plans, and lesson plans should not be scripted - but provide a clear destination for where learners need to arrive. Lesson plans should be not be longer than one page front-to-back.

#### **High Quality Curriculum demands high quality preparation and implementation.**

Implementers of our curriculum must expect excellence from themselves and their colleagues for successful preparation and implementation. Our curriculum makes clear the absolute non-negotiable that intellectual preparation is imperative - while also providing the resources that are foundational to adult mastery so implementers are inspired to build their own content knowledge. There are no shortcuts to high impact instruction - rigorous preparation is absolutely essential.

#### **High Quality Curriculum empowers teachers to own their students' progress.**

Our curriculum allows teachers to reach all students. The curriculum requires that teachers plan for mastery of all students and acknowledges implementers' expertise as creative professionals who know how to best inspire a love of learning simultaneous to ensuring all learners make significant academic and character growth. Our curriculum instills a high benchmark for excellence.



### Guiding Principles

*Below are the key elements of our approach to artfully crafting a robust and focused school culture. These elements are the driving force behind our approach to creating an environment that respects the inherent dignity of each individual, while harnessing the collective power of partnership to achieve the goals of our mission, with a commitment to enjoy the journey. The following belief is core to the work: **culture does not simply develop organically; rather, it is cultivated over time through a series of intentional acts aimed at specific goals***

**Cultural goals must be named and targeted to specific stakeholder groups. In the school environment: staff, students, and families. These goals must be established in advance, and serve as a guiding force in providing a “why” behind any culture initiative. Establishing a strong foundation in this manner will ensure consistency and focus in culture as organizations undergo natural periods of change and transition.**

**Regardless of specific cultural characteristics, there are common elements that underlie the strongest cultural identities: shared identity, mutual accountability, and deep relationships.**

- **Shared Identity:** Strong culture fosters a sense of belonging and provides direction. Participants feel deeply connected to the mission and desired outcomes of the group. They share common values and norms. These are reinforced in myriad ways. Visible manifestations of shared identity may include images, artifacts, logos, mascots, uniforms, slogans, branding, rituals, and traditions. Less visible manifestations are observed in styles of communication, work habits, norms, and a consistent awareness and buy-in to “the way we do things around here.” At Brilla, our shared identity is that of the cardinals. Each school represents a member of the flock, distinctive in its own personality, but connected to the core values of its founding. Brilla is an institution committed to “customer service”, our customers being the students and families that we serve. Every choice is made with great intentionality and care in service of our mission. We hold ourselves to high standards of excellence, but also maintain our commitment to joy. Quality, attention to detail, and a personal touch are the cornerstones that show our stakeholders how much we care. They serve as a testament to our commitment to honor the inherent dignity of every individual.
- **Mutual Accountability:** Core to creating synergy amongst a group of like-minded individuals is a shared sense of ownership and accountability to outcomes. Stakeholders must embody the belief that “we achieve more by working together.” This piece is essential in the work of driving outcomes for children, as the absence of it may foster negative competition whereby resources and ideas are withheld from others rather than shared to drive collective improvement. Primary methods of fostering mutual accountability include establishing clear expectations and setting interdependent goals. These may be specific, such as those related to student achievement, attendance, etc., or they may be more philosophical, such as goals about a desired future state of being. Either way, the shared creation of the goals and expectations will serve to invest stakeholders in the pursuit of results, while uniting them in the shared purpose.
- **Deep Relationships:** Cooperation toward a common aim is most resistant to challenge when there is joy in the pursuit. A primary method for fostering joy is through relationships. These relationships must not be basal, but rather should be carefully cultivated upon a foundation of trust, respect, and appreciation. As noted by the acclaimed educator Rita Pierson, “kids don’t learn from teachers they don’t like.” Strong relationships are the great enabler for learning. Similarly, parents are reluctant to place trust in teachers who they don’t know. Stronger relationships facilitate the true partnership that is required to bear through challenging times and share in the success that follows. Finally, teachers must have relationships with each other in order to inspire the depth of collaboration, innovation, and camaraderie that is required to excel in the challenging, human industry of education. These relationships are best facilitated through structured opportunities to engage on a personal level.



**Subsequent to establishing the three cultural elements identified above is the process of maintaining and reinforcing these elements. The primary methods for doing so are: awards and recognition, acts of gratitude, small group and whole group collaboration and community building.**

- Awards and Recognition: The values of an organization are often most visibly reinforced by what the organization chooses to recognize, reward, and celebrate. In crafting these structures, consider frequency, format, purpose, and participation. Questions to guide your thinking are:
  - What does the organization value? What weight do we attribute to that value? How frequently do we want this value to be referenced? Who should be involved in making these judgments? Who should be made aware when awards and recognition are given?
- Acts of Gratitude: While protocols for awards and recognition tend to highlight the most prevalent organizational values, it is important to additionally notice and name the smaller acts that are aligned with an organization's values or expectations. Given the less prescribed and more sporadic nature of these acts, they are categorized separately as "acts of gratitude." Providing a framework for these acts helps to ensure that *all* employees are noted for their contributions to the workplace, not only the star performers. This may look like shout outs in a weekly newsletter, handwritten notes, purchasing a small gift or snack for someone, holding a raffle for staff that meet expectations, etc.
- Small Group Professional Collaboration and Community Building: In an intimate space, stakeholders have the unique opportunity to delve deeply into relationship building, while also reinforcing elements of mutual accountability and shared identity. Opportunities should be crafted to maximize the potential for unique relationships to develop, particularly in areas of common interest. Reinforcing relationships within and across stakeholder groups allows for increased synergy across the institution as a whole. Opportunities for professional collaboration enable stakeholders to tap into alternate sources of inspiration and learning, while opportunities for community building enable deepened relationships where professional focus areas may not have overlapped.
- Whole Group Professional Collaboration and Community Building: There is immense power in coming together en masse. Shared identity is reinforced not only via the energy that is derived, but also from the opportunity to ensure consistency in messaging and purpose. Mutual accountability is reinforced via the visual cue that there are many people responsible for their respective parts of the mission.

**In order for strong culture to take root, the initiatives named above must be enacted "early and often."**

- Strong Start: As mentioned previously, one of the most inhibiting misconceptions about developing a strong culture is the notion that it develops organically. To ensure that your cultural priorities gain firm traction, the implementation of the above referenced inputs must begin immediately upon contact, prior even to in-person gatherings. Investing heavily in culture-building initiatives up front will lay a strong foundation upon which to build.
- Frequency: The other consideration with regard to timing is the frequency with which various events should happen. Some factors to consider in determining the proper frequency of an initiative are: the degree of effort required from both planners and participants, time investment during the initiative, need, etc. The key is to ensure that there is balance in the initiatives employed, in a manner that sustains high levels of investment without causing undue strain or sense of overload. A sample frequency chart is included for reference.
- Implicit with regard to both timing and frequency is the expectation that initiatives are pre-planned. A common pitfall of cultural planning is waiting until a gap is observed and attempting to correct it reactively. As with maintenance of strong relationships, the most effective cultural maintenance is done proactively on an ongoing basis. This does not mean that initiatives should not be launched in response to current factors, just that those responses should be supplemental to the ongoing work that is already in place.



Finally, and perhaps most importantly, is the recognition that successful culture initiatives are not derived simply from acting upon a “good idea.” There are four key elements that should be employed, whenever possible, to maximize the effectiveness of an initiative in achieving the desired cultural outcome. These elements are derived from research in the field of psychology that attempts to target the specific sources of “happiness” derived from an experience. Research reveals that the feelings of happiness associated with a particular experience (or in our case, cultural initiative) are derived only in part from the actual experience. Other notable factors that occur both before and after the experience also contribute significantly to the positive feelings that are experienced. The four elements to consider are: anticipation, planning, experience, and reminding.

- Anticipation: Anticipation refers to the act of eliciting positive feelings about a future initiative. The best methods of building anticipation provide stimuli for the participants that allow them to envision experiencing the event long before it actually happens. This helps to prolong the positive feelings associated with an initiative beyond the event itself, while also heightening the positive feelings that are experienced during the actual event. Common forms of building anticipation are written, oral and visual. Take care to use variety in the methods employed, while also ensuring that the anticipation that is built does not create unrealistic expectations about what will be experienced during the event.
  - Written: newsletters, HW notices, letters, text messages, fliers
  - Oral: face to face, announcements, one calls, voicemails, skits, leveraging students as advocates
  - Visual: posters, stickers, announcement board, videos, related gifts
- Planning: Another method of increasing the positive feelings associated with an event is by having the participants play a role in the planning that leads up to it. This again helps to prolong the experience of positive feelings associated with the event, while also increasing investment in the outcomes of the event. There are many manners of involving people in the planning process, and while it is not necessary to have all team members involved all of the time, it is important to engage as great a breadth of participation as possible throughout the year.
  - Ask for suggestions: The more stakeholders feel included in setting the cultural vision, the more invested they will be. While it is important for the leadership to provide clarity and guidance around the cultural vision, there are often opportunities to engage other stakeholders in crafting the vision. Examples include asking stakeholders to contribute creative ideas for an initiative, creating a forum to seek suggestions for new initiatives, providing them a voice or vote, etc.
  - Elect delegates: When it is inefficient or impractical for all stakeholders to be involved in planning, have teams elect delegates to represent their views in the planning. This helps to ensure that all perspectives are heard and incorporated, while also driving increased investment due to the shared ownership over the event outcomes from both the lead executors and the peer delegates.
  - Prescribe roles: It is often prudent for a small subset of individuals to take the lead on execution; however, participation in planning can be maximized by prescribing small roles for all stakeholders. This may be in planning a costume, owning a booth, planning a portion, etc.
- Another important element of planning is calendaring. The “Sample Initiatives by Month” section of this document offers suggestions as to the ideal frequency of each type of culture-building initiative. While creating a proposed schedule of initiatives, it is important to strike the balance between ensuring that culture is an ongoing, pervasive focus, while also maintaining a degree of novelty in consideration of staff capacity to fully invest in any initiative. To the extent possible, advance calendaring is recommended to not only serve as an additional gauge on balance, but also to manage staff expectations about what is to come.



## Content Scope and Sequence

- **Experience:** To ensure that the initiative is executed as intended, planning is key. Logistics with regard to materials needed, timeline, and roles are all essential. A sample plan is provided in the appendix. Many of these components are considered best practice and would not be easily forgotten. However, many smaller elements are often overlooked in considering the true aims of a given initiative. For example, say that you were charged with planning a small group community-building event with the primary goal to foster relationship building between kindergarten and first grade teachers. There are infinite possibilities for how you could craft the event—how would you determine whether to pursue a traditional happy hour, or scavenger hunt, or movie night? The key is to consider the purpose of the event and the desired outcomes achieved. Happy hours are certainly a proven method for fostering relationships, but how will you ensure that the teachers mingle across grades rather than cluster with their current teams? If a key manner of building relationships is through sharing unique experiences, how will you craft an experience that is memorable and unique? In this example, some ideas may be to prescribe seats, or add an activity element in mixed teams. How you execute the event is often more important than what the event actually is. Be mindful of ensuring that your choice of activity is always in service of the goals of the activity. Possible considerations include structure (individual, team or group), activity (cooperative, competitive, active, passive), details (seating, decorations, dress, props). The most artfully crafted events will have a clear “why” attached to all of the strategic choices that is consistently aligned to the goals of the initiative.
- **Reminding:** The final way to extend the positive feelings associated with an event is to provide a structured opportunity for stakeholders to recall the positive feelings of the event, eliciting a simulation in which the positive feelings are likely to recur. There are two primary means of doing this:
  - **Reflect:** Give stakeholders the opportunity to reflect upon the event and the feelings associated with it. This may be done through written reflection, journaling, sharing highlights, etc.
  - **Relive:** Craft an experience that allows stakeholders to relive the initial experience. This is not advice to literally recreate an experience; rather it is to artfully evoke specific memories associated with the original experience. One method is through storytelling. Foster opportunities for stakeholders to reminisce and share stories about specific details from the event. Another method is to use the robust media tools available to highlight specific details from the event. Photographs, videos, and mementos will all aid in this craft. They can be shared in print form, included in a written communication or display, or in visual form, such as in a slideshow.



## Initiatives Scope & Sequence

Culture Element	Frequency	Initiative
<b>STAFF</b>		
Mutual Accountability	Monthly	On-boarding with mission focus, Norms, 360 Reviews, collective results, State of the School
Shared Identity	Monthly	Branding, Swag, Rituals and Traditions (slideshow videos, chants and cheers) Brilla jackets, Labeled t-shirts, Cardinal Lounge, Welcome Package, Surveys, On-boarding, Greetings
Intimate Relationships	Weekly	Life Maps, Black Coffee, Daily Morning Meeting, MBTI Survey, Love Languages Survey
Awards and Recognition	Bi-weekly	Individual and Group, Spirit Stick, EOM, Cardinal of the Year, Shout out Board, Bugle Shout outs, Team of Month, Bugle Drawings
Acts of Gratitude	Monthly	Gifts, Culture of RAKs, Welcome Package
Small Group Professional Collaboration	Weekly	Icebreakers, Focus Groups, Content Teams, Grade Teams, Off-site Trainings
Small Group Community Building	Bi-monthly	RAK Parties, Focus Groups
Whole Group Professional Collaboration	Bi-monthly	MIP, Development Days
Whole Group Community Building	Quarterly	Icebreakers, Capture the Flag, Co-teacher Wedding, Flashmob, Holiday Party, Yankees Game, Thanksgiving Potluck, Development Day Events
<b>STUDENTS</b>		
Mutual Accountability	Monthly	Summer School; Frequent reminders around expectations
Shared Identity	Weekly	Uniforms, Mascot, Chants and Cheers (morning meeting and Roosting Rally), Greetings, Rituals and Traditions
Intimate Relationships	Daily	Icebreakers, I'm Good at Board, Show and tell
Awards and	Weekly	Individual and Group





## Content Scope and Sequence

Recognition		Spirit Stick, Scholar of the Week, Celebrations Block, Peer Shout Outs, Shine Awards, Publishing Parties
Acts of Gratitude	Monthly	Holiday and end-of-year gifts, notes and phone calls home, RAK rewards
Small Group Community Building	Weekly	Field Trips, Class parties, recess, community circle
Whole Group Community Building	Monthly	Roosting Rally, Field Day, Olympics, Costume Carnival, Homecoming, Dances
<b>FAMILIES</b>		
Mutual Accountability	Quarterly	Home Visits, Commitment to Excellence, Parent Teacher Conferences
Shared Identity	Monthly	Branded Merchandise, Rituals and Traditions, Headmaster’s Challenge, Fundraisers, Surveys, Open-Door Policy
Intimate Relationships	Daily	Drop off and pick up procedures face to face, frequent communication (classroom and school newsletters, calendar)
Awards and Recognition	Quarterly	Individual and Group Shout outs in Monthly Newsletter, Shine Awards, Honorary Cardinal
Acts of Gratitude	Quarterly	Raffles, Food
Small Group Professional Collaboration	Monthly	Report Card Conferences, Coffee and Conversations
Small Group Community Building	Monthly	Volunteering, FIC, Chaperone Field Trips
Whole Group Professional Collaboration	Quarterly	Parent University
Whole Group Community Building	Monthly	Potlucks, Mott Haven Celebration, PU Events, Dances, Carnivals



## Initiatives Templates and Exemplars

Culture Planning Templates	Culture Planning Exemplars
<a href="#">Event Pre-work Plan and Show Flow Template</a>	
<a href="#">Field Trip One-Pager</a>	
<a href="#">RAK Party Planning Template</a>	<a href="#">RAK_8.8_4th Grade_MinutetoWint</a>
<a href="#">EOX One-Pager</a>	
<a href="#">Bugle Template</a>	<a href="#">BCPE Bugle Exemplar</a>
<a href="#">Scholar of the Week One-Pager</a>	
<a href="#">Electives One-Pager</a>	
Culture Club Agenda	
<a href="#">FIC One-Pager</a>	
Family Challenge Template	
BrightWork Template	
<b>Bulletin Board Expectations</b>	
<a href="#">Roosting Rally Initiative One-Pager</a>	
<b>Coffee and Conversations Scope</b>	
<b>Parent University Scope</b>	
<b>Recess Scope</b>	
<b>Classroom Visuals (Word Walls, Character Board, Student Work, etc.)</b>	



## Appendix

### I.a.Culture Initiatives by Month for Elementary Schools

Month	Initiative	Monthly Initiatives
July	Leadership Team Retreat	
August	On-boarding + Slideshow Staff Athletic Competition Back to School Night + Flash Mob Co-teacher Wedding Ceremony Team RAK Party Chant Competition Introduction to Focus Groups Cardinal Club Survey	School calendar + Newsletter
September	Hispanic Heritage Month Family Workshop Development Day Mott Haven Celebration	Bugle Drawing Team of the Month School calendar + Newsletter Coffee & Conversations EOM #1 Labor Day RAK Party
October	National Anti-Bullying Week Homecoming Week (Spirit Days, Door Stack, Parade) Development Days Homecoming Spirit Shirt Sales	Bugle Drawing Team of the Month School calendar + Newsletter Coffee & Conversations EOM #2 Field Trip Columbus Day RAK Party
November	Book Fair + Report Card Conferences + Family Surveys/Raffle Honorary Cardinal Thanksgiving Canned Food Drive Thanksgiving Class Party Perfect Attendance Breakfast Staff Thanksgiving Potluck Homecoming Week (Spirit Days, Door Stack, Parade) Fall Family Event Development Day	Bugle Drawing Team of the Month School calendar + Newsletter Coffee & Conversations Field Trip



## Culture Scope and Sequence

December	<p>Holiday Door Decorating          Family Workshop          Staff Holiday Gnomes          Staff Holiday Party          Brilla Holiday Cards          Festive Friday</p>	<p>Bugle Drawing          Team of the Month          School Calendar + Newsletter          Coffee &amp; Conversations          EOM #3          Field Trip</p>
January	<p>National Black History Month Begins (MLK Day)</p>	<p>Bugle Drawing          Team of the Month          School Calendar + Newsletter          Coffee &amp; Conversations          EOM #4          Holiday RAK Party</p>
February	<p>Perfect Attendance Breakfast          Book Fair + Report Card Conferences +Family          Surveys/Raffle          Honorary Cardinal          100<sup>th</sup> Day of School          Heritage Day          College Day          Friendship and Love Day          Olympics          Brilla Jackets          Development Day</p>	<p>Bugle Drawing          Team of the Month          School Calendar + Newsletter          Coffee &amp; Conversations          February Break RAK Party</p>
March	<p>Read Across America Day          Women’s History Month          Family Workshop          Lucky Day Challenge          Staff Secret Leprechauns          Cotillion Ball (K-2)          New Staff Welcome Packages</p>	<p>Bugle Drawing          Team of the Month          School Calendar + Newsletter          Coffee &amp; Conversations          EOM #5          Field Trip          March RAK Party</p>
April	<p>Perfect Attendance Breakfast          Surveys/Raffle          Honorary Cardinal          Development Day          Earth Day</p>	<p>Bugle Drawing          Team of the Month          School Calendar + Newsletter          Coffee &amp; Conversations          EOM #6          Field Trip          Spring Break RAK Party</p>
May	<p>Teacher Appreciation Week + Board Gifts          State Test Party          Mott Haven Celebration          Mother’s Day          Home Visits          Talent Show          Book Fair + Report Card Conferences + Family          Field Day</p>	<p>Bugle Drawing          Team of the Month          School Calendar + Newsletter          Coffee &amp; Conversations          EOM #7          Zoo Field Trip          Memorial Day RAK Party</p>



## Content Scope and Sequence

June	Penny Drive + Mascot’s Birthday Family Workshop + Picnic + Tug of War vs. Families Honorary Cardinal Father’s Day Shine Awards Last Day of School Staff Send off + Cardinal of the Year	Bugle Drawing Fourth Grade Overnight Trip
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Sunshine Breakfast  
 Fun Fact Friday

## Culture Glossary

### School Rituals and Traditions

*The following are culture-building initiatives that occur throughout the year to build excitement, teach non-traditional themes, celebrate success, and strengthen the sense of community at Brilla. These rituals and traditions have been strategically designed with Brilla’s mission in mind: they reinforce students’ intellectual, social, and physical growth, and also develop them as men and women of good character and spirit.*

#### Whole-school Recognition

- Spirit Stick (class-based recognition, passed from one class to the next, weekly)
- Scholar of the Week (individual recognition of 4 scholars per grade, consisting of 1 from each class + 1 additional scholar)
- Employee of the Month (individual recognition of Brilla staff members, nominated by peers)
- Honorary Cardinal (individual recognition of a Brilla family or community member, nominated by staff/admin)

#### Sample Rewards (non-prescribed)

- Library Party
- Guest Read Aloud
- Learning in the Yard
- Activity in the Nest
- Dance Party
- Energizer
- Time with the Class Mascot

#### Recurring Events

**Bird Call**



## **Culture Scope and Sequence**

A K-2 gathering in the Nest that takes place after arrival and breakfast, during which birthdays are recognized, values are celebrated, the pledge of allegiance is recited, and scholars build enthusiasm for the school day through chant or song.

### **Roosting Rally**

A whole-school weekly pep rally that occurs every Friday in the Nest. Roosting Rallies feature college spotlights, scholar of the week, homeroom chants, and/or other special performances and events.

### **Field Trips**

Out-of-school field trips take place once per month, with the exception of August, September, January, and June. Classes travel to trip locations on school busses and will have parent chaperones to accompany their class (approx. 1 chaperone for every 5 scholars)

### **Parent Workshops**

Brilla hosts 4 parent workshops throughout the school year. These workshops take place on Saturdays from 9am-12pm and serve as a means to inform and instruct parents on important academic strategies to help support their child at home. Workshops involve an act of service and a community-building event, as well.

### **Report Card Conferences + Book Fair + Surveys**

Mandatory report card conferences take place 3 times throughout the school year. Parents schedule a brief conference with their child's teacher to discuss academic progress. The Scholastic Book Fair takes place during the same time as Report Card Conferences. Students and parents can visit the book fair at their leisure to purchase a variety of age appropriate books. Brilla also distributes family surveys to be completed at the time, and also hosts a Bake Sale fundraiser.

### **Birthdays**

Birthdays are recognized during Bird Call every morning. Scholars receive a "happy birthday" pin that they may wear throughout the day.

### **Specials Spotlight**

The Specials Spotlight takes place during the Roosting Rally at the end of every specials cycle. Each cycle lasts 9-10 weeks. This event consists of student performances that showcase the final product of specials classes, as taught by Brilla's specials teachers.

### **Electives Spotlight**

The Electives Spotlight takes place during the Roosting Rally at the end of every electives cycle. Each cycle lasts 4-5 weeks. This event consists of student performances that showcase the final product of electives classes, which are taught by various teachers/staff members on Fridays. Performances are pre-planned at the beginning of each electives cycle.

### **BIG Events**

#### **Homecoming Week (SEPT)**

A week-long celebration with a different dress-up theme every day (ex: Pajama Day, Wacky Tacky Day), culminating in a school-wide Homecoming parade during which scholars showcase homeroom pride and build school spirit.

#### **Costume Carnival (OCT)**



## Content Scope and Sequence

An event open to all Brilla scholars and their families, the Costume Ball takes place on a Friday evening. Scholars (and parents!) may come dressed in their Halloween costume and enjoy various Halloween themed activities such as a haunted house and bobbing for apples!

### **Thanksgiving Food Drive (NOV)**

Brilla scholars and staff give back to the community of Mott Haven by collecting thousands of canned food items and nonperishable goods. Food items are collected throughout an entire week. The event culminates in a school-wide effort to physically transport the items to a local food bank through the help of scholars, parents, and staff.

### **Olympics (JAN/FEB)**

An all day, in-school event in which scholars compete against one another as representatives of various Olympic countries. Examples of Olympic games include bobsled, hockey, and equestrian. The Olympics also feature an opening ceremony and closing ceremony in which medals are awarded to the top scoring countries.

### **State Testing Celebration (MAR/APR)**

A themed dance for 3<sup>rd</sup> and 4<sup>th</sup> grade students to celebrate the completion of the first round of state testing. The theme changes annually, determined by Student Council.

### **Cardinal Cotillion (MAR/APR)**

A formal dance for K-2<sup>nd</sup> Brilla scholars and an adult guest, ideally a role model of the opposite gender. This event is an opportunity for scholars to “dress to the nines” and spend quality time with an important adult in their life.

### **Mott Haven Celebration (MAY)**

Open to anyone and everyone, this is a community block party sponsored by Brilla that features carnival games, bounce houses, face painters, and student performances. Also featured at this event is the Mott Haven Cultural Showcase, which is a celebration of the diverse cultures in the community we serve.

### **Carlton’s Birthday (JUNE)**

A symbolic celebration of the birth of Brilla College Prep, our mascot’s birthday is celebrated with an in-school celebration featuring party games like musical chairs and piñatas. Scholars collect pennies during a week-long penny drive in order to purchase a birthday gift for Carlton. The celebration culminates in a special Roosting Rally during which Carlton is presented with his gift and a birthday cake.

### **Field Day (JUNE)**

An all-day event during which scholars compete against each other in various outdoor activities, such as dizzy bat race, sponge relay, tug-of-war, spoon race, and more! This event also features a watermelon eating contest and an opportunity for select scholars to “super soak” their teachers.

### **Shine Awards (JUNE)**

This event is an invitation-only, exclusive, formal event honoring the top academic and character achievements of a select few Brilla scholars. Recognition at this event is considered one of the highest honors bestowed upon a scholar. The event also names a Cardinal of the Year, as chosen from the pool of Scholars of the Week.

### **Small Events**



## **RAK Party**

## **Focus Groups**

## **Hispanic Heritage Month**

## **Halloween**

## **Picture Day**

Prior to the winter holidays, scholars have professional pictures taken at Brilla. Parents have the opportunity to purchase pictures of their scholar at their discretion.

## **Thanksgiving**

## **Winter Holidays + Door Decorating Competition**

Each co-teacher pair decorates their homeroom's door according to a winter holiday theme. An unbiased panel of judges will decide the winner based on various criteria.

## **Talent Show**

Scholars can audition to be a part of Brilla's Talent Show, which happens once a year. After 2-3 rounds of auditions, the final acts are chosen to participate in the main event, which takes place during a special Roosting Rally. Top winners are announced and awarded.

## **Valentine's Day**

## **Black History Month**

## **Sight Words Challenge / St. Patrick's Day**

During a special Roosting Rally, scholars compete against the St. Patrick's Day leprechauns in a challenge to see who can read their Sight Words the fastest!

## **Mother's Day**

## **Father's Day**

## **Spelling Bee**

The top-spelling scholar in each homeroom competes to be the ultimate Spelling Bee champion of Brilla College Prep. Scholars compete in front of the entire school during a special Roosting Rally.

## **Normed Language**

*The following is a list of common phrases, cues, and terminology that we will use to ensure consistency in language and build a sense of cohesiveness in our school community.*

## School Locations





## Content Scope and Sequence

Main Office  
Operations Office  
Admin Wing: Executive Director, COO, HOS, AP, DOO  
Stage: Pullout Rooms, Student Services Team  
Nurse's Office  
Lower Library; Upper Library  
Cardinal Lounge (Kitchen)  
The Nest (Cafeteria/Auditorium/Gymnasium)  
Nebraska (Homerooms titled by college)  
Staff Restrooms  
Student Restrooms  
The Yard (Outdoor Space)

### Addressing Others

Scholars, Cardinals, Mascot/Name of HR (students)  
Ms./Mrs./Mr. Last Name (staff)

### Teacher Non-verbal Signals

Finger Wave (hello)  
Bubble in mouth (show self control)  
Adult hand raised (call to silence)  
Both arms in touch down (stand up)  
Finger to lips (silent)  
Finger moves in circle pointing down (Rotation transition OR Turn around)  
Pointer finger from each hand crosses to form X (Switch spots transition)  
Pointer finger directed toward carpet (Carpet transition)  
Pointer finger directed toward tables (Table transition)  
Two fingers raised (form two even lines)  
Twirl raised finger (begin cleanup)  
Dust off lapel (uniform check)

### Scholar Non-verbal Signals

Finger wave (hello)  
Sign language "R" (bathroom)  
"W" with fingers (water)  
Raised hand gripping pencil (exchange pencil)  
Raised hand; other hand covering nose (tissue)  
Scholar hand raised (ask/answer question)  
Hang ten gesture (connection)  
Fingers wiggling (send shine)

### Miscellaneous Nomenclature

Bright Work (Homework)



## Culture Scope and Sequence



# Writing

## Scope and Sequence

**Revised on: June 6, 2018**



## Content Scope and Sequence

Content:	
Table of Contents	Page
Curriculum Core Values	2
Guiding Principles	4
Overview & Outcomes <ul style="list-style-type: none"><li>● 2-Sentence Synopsis of the Content (by Grade-Level)</li></ul>	5
Unit & Lesson Structure (if applicable) <ul style="list-style-type: none"><li>● Lesson Plan Rubric</li></ul>	6
Unit Scope <ul style="list-style-type: none"><li>● Unit Number + Instructional Days</li><li>● Unit Topic</li><li>● Unit Synopsis</li><li>● Key Standards Assessed (abbreviated)</li></ul>	8
Assessment Types <ul style="list-style-type: none"><li>● Quantitative<ul style="list-style-type: none"><li>○ Example Question Types &amp; DOK Level</li></ul></li><li>● Qualitative<ul style="list-style-type: none"><li>○ Example Question Types &amp; DOK Level</li></ul></li></ul>	26
Report Card Rubric	29
Report Card Narratives	34
Appendix <ul style="list-style-type: none"><li>● Samples of Scholar Work</li><li>● Instructional Quality Tools<ul style="list-style-type: none"><li>○ Checklists for Implementation</li></ul></li></ul>	39



## Curriculum Core Values

### Overarching Beliefs:

At Brilla Charter Schools, we adamantly believe that teachers teach our learners, not a curriculum or product. However, we recognize that the curricular resources provided to our teachers matters greatly and that quality is of utmost importance. Students must interact with materials that are of high quality in order to consistently leverage their development of higher order thinking skills - analysis, synthesis, evaluation, creation - on a regular basis. Curriculum should inspire its consumers - students and teachers - to achieve excellence and a lifelong love of learning.

The questions, tasks, problems, and texts need to demand complex thinking from all of our learners. It must be interesting. At Brilla Charter Schools, we believe that complexity and joy can be interwoven to develop self-learners who are motivated, successful, and excited. Our curriculum serves as communication to the outside world about what we value and must serve to maximize our mission and vision for our students - to create classically thoughtful, excellent, multi-dimensional individuals who care passionately about their character, their learning, and their community.

### High Quality Curriculum Indicators:

#### **High Quality Curriculum emphasizes the essential elements of our mission.**

Our curriculum must clearly and concisely communicate the Brilla Way - that our learning organization focuses on the development of the WHOLE student. The curriculum should help teachers leverage the elements of Classical Education in order to inspire discourse, critical thinking, and high quality communication. Character, and its explicit and implicit themes, must be emphasized.

#### **High Quality Curriculum places student mastery and student work front and center.**

Curriculum and expected student outcomes must be purposefully connected. Many times, curriculum and student data is disconnected with blurred throughlines. Our curriculum MUST directly align with the expectations and demands of complex content and standards. Student performance data and student work, as a result of the curriculum, serves as a reflective mirror for our teachers so they can make changes to their practices to improve student learning.

#### **High Quality Curriculum is user-friendly.**

Teachers and leaders are consumers. If our curriculum is not short, concise, and digestible, then we are not meeting the needs of our consumer and the demand and quality of implementation will drop. Language economy is paramount. Scopes and sequences, unit plans, and lesson plans should not be scripted - but provide a clear destination for where learners need to arrive. Lesson plans should be not be longer than one page front-to-back.

#### **High Quality Curriculum demands high quality preparation and implementation.**

Implementers of our curriculum must expect excellence from themselves and their colleagues for successful preparation and implementation. Our curriculum makes clear the absolute non-negotiable that intellectual preparation is imperative - while also providing the resources that are foundational to adult mastery so implementers are inspired to build their own content knowledge. There are no shortcuts to high impact instruction - rigorous preparation is absolutely essential.

#### **High Quality Curriculum empowers teachers to own their students' progress.**

Our curriculum allows teachers to reach all students. The curriculum requires that teachers plan for mastery of all students and acknowledges implementers' expertise as creative professionals who know how to best inspire a love of learning simultaneous to ensuring all learners make significant academic and character growth. Our curriculum instills a high benchmark for excellence.



## Guiding Principles

Brilla scholars have multiple opportunities each day to develop literacy skills in ways that nurture their intellectual, social, and character development. Through content rich texts, targeted comprehension discussions and sequenced phonics and writing instruction, scholars become skilled readers, writers and speakers.

During the writing block, scholars study how authors of rich mentor texts use voice, organization, ideas, conventions, word choice, and sentence variety to convey meaning. Scholars apply these techniques to craft and publish original writing pieces, including, opinion, informational, and narrative. In some instances, teachers group scholars by need and determine individual goals to focus on with each scholar. Goals are determined based on need in the above six traits of writing.

Below are the Doctrines of the ELA program. These doctrines are the driving force behind the Literacy Block at all grade levels.

- Create voracious readers and writers by encouraging varied and plentiful reading based on interests and building content knowledge
- Cultivate critical curiosity about our world and its history
- Encourage rigorous, evidence-based thinking and the skills of establishing, developing, and analyzing an argument
- Explore the beauty of authors’ and illustrators’ crafts

K-4 Writing Program Outcomes:
<p><u>World Knowledge:</u></p> <ul style="list-style-type: none"><li>○ Build broad, content-rich, knowledge of history, geography, science, literature and the arts in order to become stronger, more versatile consumers of knowledge.</li></ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"><li>○ Clearly express ideas in writing across genres and purposes.</li><li>○ Create beautiful examples of writing that showcase excellence in conception and publication quality.</li><li>○ Write fluently and with clarity using grade appropriate conventions, organization, sentence fluency and presentation.</li></ul>



### Overview & Outcomes

- Kindergarten: Kindergarten scholars learn to use pictures and letters to represent ideas and words. Scholars learn to connect the spoken work to a word separated by spaces. There is a heavy emphasis on using labeled pictures to provide additional details to scholar writing in all forms.
- First Grade: First grade scholars learn to focus their writing on a topic or idea and expand on that. There is an emphasis on writing in sentences and grouping multiple sentences together to form a paragraph. Scholars begin to use books to research topics and begin to consider different perspectives in their writing.
- Second Grade: Second grade scholars learn to write multiple paragraphs about a given topic. There is a focus on organization and rereading for precision with language and conventions. Scholars explore different forms of writing like graphic novels and biographies.
- Third Grade: Third grade scholars hone their ability to craft a claim and support it with multiple pieces of evidence. Scholars continue to practice organizing their writing through multiple research assignments.
- Fourth Grade: Fourth grade scholars focus on considering different perspectives in their writing. They produce multiple historical fiction narratives, informational essays and opinion texts grounded in response to literature and research.



## Unit & Lesson Structure

At Brilla Charter Schools, units are designed using the key elements of Understanding by Design. All units and lessons are planned with the end in mind. Our unit plan template and lesson plan templates are designed to help teachers move scholars efficiently and deeply through the content. While all unit plans follow the exact template across campuses, some lesson plans, depending on content, may look different. Below is a table that outlines the essential elements that are a part of a Writing content lesson plan.

During writing, scholars study how authors of rich mentor texts and their teachers use voice, organization, ideas, conventions, word choice, and sentence variety to convey meaning. Scholars apply these techniques to craft and publish original writing pieces, including, opinion, informational, and narrative. Teachers group scholars by need and determine individual goals to focus on with each scholar. Goals are determined based on need in the above six traits of writing.

Lesson Element	Why it's Crucial
Mini- Lesson: Connect	Teachers start each lesson by unpacking the objective and connecting it to both the previous lesson and to the overall unit and essential questions. This is a crucial component of the lesson because it revisits big picture goals as well as providing a specific focus for the day.
Mini- Lesson: Teach	During this portion teachers either directly model for students, facilitate an analysis of a mentor text or use a student's writing to demonstrate the objective. Depending on the unit, some writing lessons also have a shared or interactive writing component.
Independent Work: Link	Before students begin their independent practice, teachers revisit the objective and explicitly connect it to the work students will do and "stamp" the big takeaway from the lesson.
Independent Work: Practice	Students independently apply the objective to their own writing. This is an important part of the lesson because teachers confer with students and assess progress toward mastery.
Share	Following the lesson, the teacher facilitates a sharing of student work. This is done either by have scholars share with partners or selecting a student's work to show the class. Scholars give feedback to students, noticing elements they did well and identifying areas of growth.





## Lesson Plan Rubric

<b>Standards &amp; Objectives</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Standard(s) that is being assessed during the lesson is included in full</li><li><input type="checkbox"/> Student-friendly learning objective(s), written in “I can...” language is aligned to standard(s) being assessed and aligns with complexity of task and assessment<ul style="list-style-type: none"><li><input type="checkbox"/> The lesson plan includes the “Why” and “How” unpacking of the student learning objective</li></ul></li><li><input type="checkbox"/> Mastery Criteria that includes exemplary response/assessment for lesson standard provides a strong benchmark for teachers and students</li></ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Each component of the lesson includes high leverage engagement strategies written clearly for easy teacher implementation (i.e. CFUs)</li><li><input type="checkbox"/> At least one component of the lesson plan includes the opportunity for:<ul style="list-style-type: none"><li><input type="checkbox"/> Prolonged, authentic student discourse, or independent application time</li><li><input type="checkbox"/> Writing to learn strategies</li></ul></li></ul>
<b>Higher Order Thinking</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Multiple open, standards-aligned questions are scripted at strategic points throughout the lesson</li><li><input type="checkbox"/> Every lesson assessment includes an opportunity for every student to prove mastery of the daily learning objective(s) (i.e. fist-to-five or exit ticket)</li><li><input type="checkbox"/> Lesson plan includes a thoughtful reference to the unit essential question(s) to connect big ideas or thematic principles of the content</li></ul>
<b>Lesson Access</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Some lesson materials are differentiated in order to meet student needs</li><li><input type="checkbox"/> SPED and ELL strategies are included from Strategy Bank in the lesson plan and labeled with specific teacher instructions</li><li><input type="checkbox"/> Lesson components include best practice resources for ensuring all students can reach the same learning objective, including graphic organizers, tiered rubrics, teacher listening trackers, etc.</li></ul>
<b>Consumer Quality</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Lesson plan is concise, provides enough detail to ensure quality implementation across grade levels and classrooms, and requires thoughtful internalization</li><li><input type="checkbox"/> All necessary resources are hyperlinked and labeled within the lesson plan</li><li><input type="checkbox"/> Offers different instructional options for teachers to choose from</li><li><input type="checkbox"/> Lesson plan is named and organized appropriately in Google Drive</li></ul>



## Unit Scope & Sequence

GRADE: Kindergarten		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 15 days	<p><b>Me, My Family and My Community:</b>            Oral storytelling fosters in children a deep love of stories and understanding of story structure. Through orally telling stories and acting them out, scholars gain exposure to elements that lead to the most interesting types of stories. In this unit scholar take on the role of author for the first time. Scholars learn what makes an interesting story and that the ideas they have in their heads can come to life first through storytelling and then on paper. Scholars are encouraged to focus on the fun of coming up with a good idea (fantasy, realistic fiction, personal narratives or anything that lends itself to developing their understanding of story structure) before ever setting pencil to paper. As a result there will be more storytelling than actual writing in the beginning and slowly, scholars will begin to represent more and more of their story on the physical paper.</p>	<ul style="list-style-type: none"> <li>● W.K.3</li> </ul>
Unit 2: 13 days	<p><b>Nursery Rhymes, Fables, and Folktales:</b>            Scholars learn and retell classic rhymes and well-known fables both orally and in writing. Scholars learn to make sentences with rhyming words, leave spaces between their words and write down the letters they hear when writing.</p>	<ul style="list-style-type: none"> <li>● RL.K.2</li> <li>● RL.K.3</li> <li>● RF.K.2.A</li> <li>● W.K.3</li> <li>● W.K.5</li> <li>● SL.K.4</li> </ul>
Unit 3: 12 days	<p><b>The Five Senses:</b>            Scholars learn that good readers stop and look the pictures before they read words then think about how they go together. Additionally, scholars learn how to identify details as they discuss the different parts of their bodies and how the senses work together to help them learn about the world. Scholars write an informational book teaching the reader about their favorite sense.</p>	<ul style="list-style-type: none"> <li>● RI.K.1</li> <li>● RI.K.7</li> <li>● RI.K.10</li> <li>● W.K.2</li> <li>● L.K.2.A</li> <li>● L.K.1f</li> <li>● L.K.5.A</li> </ul>
Unit 4: 12 days	<p><b>Native Americans:</b>            Scholars learn that good readers use details to describe and explain as they learn about the way of life of many Native Americans long ago. Scholars begin to understand how different geographical regions influenced different lifestyles. Students learn that each Native American group has its own</p>	<ul style="list-style-type: none"> <li>● RL.K.1</li> <li>● RL.K.3</li> <li>● RL.K.10</li> <li>● RI.K.1</li> <li>● RI.K.3</li> <li>● RI.K.8</li> </ul>



## Content Scope and Sequence

	<p>distinctive culture and that some Native Americans today maintain elements of their culture. Scholars make an informational book explaining what they are grateful for and listing reasons why. Scholars continue to focus on spacing between words and associating letters with sounds.</p>	
<p>Unit 5: 18 days</p>	<p><b>America Then and Now:</b> Scholars compare life in colonial America to life now as they learn about what America was like long ago and the important American symbols. These read-alouds will acquaint students with what daily life was like for some of the people who lived during these times, and how very different it was from students' own present-day experiences. Scholars learn about different jobs that existed during that time period. Scholars compare the differences between the daily life during colonial times and life today. During writing, teachers developed students' knowledge of the components of opinion writing and continue to build students' ability to draw pictures and write words or sentences that match through shared and independent writing. Through analysis of the text, <u>My Teacher for President</u> scholars learn that opinion texts are a form of writing in which the writer shares their opinion on a specific topic or text they know a lot about. By sharing their opinion through pictures and words, opinion writers help their readers learn more about them because their audience understands the author's opinion. Scholars end the unit responding to the prompt: <i>What do you like that we have now that Colonists didn't have in Colonial America?</i></p>	<ul style="list-style-type: none"> <li>● RI.K.2</li> <li>● RI.K.3</li> <li>● RL.K.2</li> <li>● RL.K.3</li> <li>● RI.K.6</li> <li>● RL.K.8</li> <li>● W.K.2</li> <li>● L.K.1</li> <li>● L.K.2</li> <li>● L.K.6</li> </ul>
<p>Unit 6: 15 days</p>	<p><b>Seasons and Weather:</b> Scholars are introduced the characteristics of weather, seasons and the passing of time as it relates to days and months. During this unit, scholars will be introduced to the narrative genre by working on personal narratives. They will write about themselves and work on establishing a single event and telling about that event in detail. Students will learn that a personal narrative tells the story of a significant and memorable moment in one's life and is written in first person. Writers will craft personal narratives to share personal experiences with others and to help the audience connect to their own lives. This is done by focusing in on a single small moment and stretching out that moment across multiple pages. Writers will start by writing multiple sentences on one page and work towards stretching out their story over multiple pages. Authors write stories with a clear beginning, middle and end and use transition words (e.g., first, next, and last) to convey the order of events. They include details to show the character's actions and finish their stories with a statement that names their feelings. In addition, pictures with labels illustrate the events on the page. After reading the</p>	<ul style="list-style-type: none"> <li>● RI.K.1</li> <li>● RI.K.2</li> <li>● RI.K.3</li> <li>● RI.K.6</li> <li>● RL.K.1</li> <li>● RL.K.3</li> <li>● RL.K.8</li> <li>● W.K.1</li> <li>● W.K.5</li> <li>● W.K.8</li> <li>● L.K.1</li> <li>● L.K.2</li> </ul>



## Content Scope and Sequence

	writer’s personal narrative, readers feel they know the writer better or can connect to a similar moment from their lives.	
Unit 7: 12 days	<p><b>Continents:</b> Scholars focus on using text features and illustrations to learn about the continents that make up our world. Throughout the unit, scholars learn that good readers collect various sorts of information from maps. Students use the skills of reading maps, collecting and organizing evidence, and making connections between texts to build their knowledge of the continents and develop an appreciation and passion for exploring the world beyond their classroom. Scholars create a travel brochure about which continent they would most like to visit. Students fuse informative and opinion writing to share information about the natural features, animals, and things to do which make their favorite continent a “must-see!”</p>	<ul style="list-style-type: none"> <li>● RI.K.7</li> <li>● RI.K.8</li> <li>● RI.K.4</li> <li>● RI.K.5</li> <li>● RI.K.7</li> <li>● RI.K.9</li> <li>● W.K.1</li> <li>● W.K.5</li> <li>● W.K.8</li> <li>● L.K.1</li> <li>● L.K.2</li> <li>● L.K.5</li> </ul>
Unit 8: 12 days	<p><b>Kings and Queens:</b> This unit introduces students to the topic of royal families as they develop their ability to retell stories, identify main topics and supporting details. Royal families played a very important role in society that came with both advantages and disadvantages. Students will explore the lifestyles, customs and responsibilities associated with royalty through examples of fictional and true kings and queens. By the end of the unit, scholars will produce an expert book showcasing what they learned about Kings and Queens.</p>	<ul style="list-style-type: none"> <li>● RL.K.1</li> <li>● RL.K.2</li> <li>● RL.K.3</li> <li>● RL.K.5</li> <li>● RL.K.7</li> <li>● RI.K.1</li> <li>● RI.K.2</li> <li>● RI.K.7</li> <li>● RI.K.10</li> <li>● W.K.1</li> <li>● W.K.5</li> <li>● W.K.8</li> <li>● L.K.1</li> <li>● L.K.2</li> <li>● L.K.6</li> </ul>
Unit 9: 20 days	<p><b>Plants and Taking Care of the Earth:</b> Scholars are introduced to the importance of being environmentally aware individuals. Scholars learn that the best way to conserve Earth’s natural resources is to practice the three R’s of conservation—reduce, reuse, and recycle. Scholars learn that good readers describe things in sequence and use questions to further their learning as they explore land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling process. Scholars will have multiple published writing items. They will first write a persuasive piece on what is one thing you can do to take care of the Earth. Then, scholars will create a poster to persuade others to keep the Earth clean. Last, scholars will create a “How to Take Care of the Earth” book.</p>	<ul style="list-style-type: none"> <li>● RL.K.1</li> <li>● RL.K.2</li> <li>● RL.K.4</li> <li>● RI.K.1</li> <li>● RI.K.2</li> <li>● RI.K.4</li> <li>● W.K.1</li> <li>● W.K.2</li> <li>● W.K.8</li> </ul>
Unit 10: 15 days	<b>Farms:</b>	<ul style="list-style-type: none"> <li>● RL.K.1</li> </ul>



## Content Scope and Sequence

	<p>Scholars learn about farms, farm animals and crops grown on farms. Scholars make the connection that animals need food, water, and space to live and grow—just as plants do. Scholars contrast how plants make their own food with how animals get their food from eating plants or other living things. In an effort to further scholar understanding of genre, scholars listen to both fiction and informational texts. scholars will write fictional “farm” stories with animal characters and use what they learn about farms to craft detailed settings. Additionally, scholars will focus on developing stories with a clear problem and solution.</p>	<ul style="list-style-type: none"><li>● RL.K.2</li><li>● RI.K.1</li><li>● RI.K.2</li><li>● RI.K.7</li><li>● RI.K.10</li><li>● W.K.3</li><li>● W.K.5</li><li>● W.K.8</li></ul>
Unit 11: 11 days	<p><b>Grade Team’s Choice: Stories</b></p> <p>During this last unit of the year, scholars deepen what they have learned about reading fiction texts. Scholars will learn to recognize and use the essential elements of stories to help them make meaning. Fiction has characters, setting, and a plot. These essential story elements help readers understand the main idea. Scholars will shore up their understanding of successful beginning narratives. Scholars will develop their ability to use their imagination to create fantasy stories with made-up events and/or characters, including imaginative elements that could not happen in real life</p>	<ul style="list-style-type: none"><li>● RL.K.1</li><li>● RL.K.2</li><li>● RL.K.3</li><li>● RL.K.5</li><li>● RL.K.7</li><li>● W.K.3</li><li>● W.K.5</li><li>● W.K.8</li></ul>



GRADE: First Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 15 days	<b>Me, My Family and My Community:</b> Story telling fosters in children a deep love of stories and understanding of story structure. Through orally telling stories and acting them out, scholars gain exposure to elements that lead to the most interesting types of stories while developing their language fluency. Scholars learn what makes an interesting story and that the ideas they have in their heads can come to life first through storytelling and then on paper. Scholars focus on the fun of coming up with a compelling idea, planning and revising their story and finally getting their ideas down on paper.	<ul style="list-style-type: none"><li>● RL.1.1</li><li>● RL.1.2</li><li>● RL.1.3</li><li>● RL.1.10</li><li>● W.1.3</li><li>● W.1.5</li><li>● L.1.2</li><li>● L.1.6</li></ul>
Unit 2: 16 days	<b>The Human Body:</b> This unit provides scholars with a basic introduction to the human body. Scholars are introduced to a network of body systems, comprising organs that work together to perform a variety of vitally important jobs. Scholars learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This unit also focuses on care and maintenance of the human body. Scholars learn how germs can cause disease, as well as how to help stop the spread of germs. During this writing unit, scholar learn how to craft informational books that stay on one topic and provide details to support that topic.	<ul style="list-style-type: none"><li>● RI.1.1</li><li>● RI.1.3</li><li>● RI.1.4</li><li>● W.1.1</li><li>● W.1.5</li><li>● W.1.8</li></ul>
Unit 3: 16 days	<b>Fables and Stories</b> This unit introduces scholars to fables and stories that have delighted generations of people. By listening to these classics, scholars increase their vocabulary and reading comprehension	<ul style="list-style-type: none"><li>● RL.1.1</li><li>● RL.1.2</li><li>● RL.1.3</li><li>● RL.1.4</li></ul>



## Content Scope and Sequence

	<p>skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story. Finally, scholars acquire familiarity with fables and stories that are part of our shared human experience, building cultural literacy. Students will write imaginative stories that draw on the elements they learn about during reading.</p>	<ul style="list-style-type: none"> <li>● W.1.3</li> <li>● W.1.5</li> </ul>
Unit 4: 16 days	<p><b>Early Civilizations (World/American):</b> Scholars learn about the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. Scholars learn how to write in the past tense as they produce a ‘Long Ago and Today’ picture book showcasing what they learned about early world civilizations.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.9</li> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● W.1.3</li> <li>● W.1.5</li> <li>● W.1.8</li> </ul>
Unit 5: 14 days	<p><b>Different Lands, Similar Stories:</b> Scholars learn about the themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, scholars increase their vocabulary and reading comprehension skills, are exposed to different places and cultures from around the world, and learn valuable universal lessons like ‘be happy with what you have’. Scholars use their imaginations and understanding of the story elements of fairy tales to craft their own fairy tales. Scholars develop stories with magic, good and evil characters. They further refine their ability to craft stories with a problem, an attempt to resolve the problem and a solution. Our students are filled with ideas and great imagination that they love to tell. They love to make things up and see it come alive during free time and recess. The fiction unit emphasizes the importance or sequence and detailed narratives that help tell a story to an audience.</p>	<ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.5</li> <li>● RL.1.6</li> <li>● RL.1.7</li> <li>● RL.1.9</li> <li>● W.1.3</li> <li>● W.1.5</li> <li>● W.1.8</li> <li>● L.1.2</li> </ul>
Unit 6: 7 days	<p><b>Astronomy:</b> In this unit, scholars will be introduced to the solar system. Students will learn that Earth, the planet on which we live, is just one of the many different celestial bodies within the solar system. They will learn about the sun, the stars, the moon and other planets. Scholars will be able to use descriptive words to describe the sun, the moon, the stars and planets. Students will produce an opinion piece where they form a claim and support it with reasons.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.3</li> <li>● RI.1.7</li> <li>● RI.1.9</li> <li>● W.1.1</li> <li>● W.1.5</li> <li>● W.1.8</li> <li>● L.1.1</li> <li>● L.1.2</li> </ul>
Unit 7: 12 days	<p><b>History of the Earth:</b> Scholars learn about the geographical features of both the earth’s surface the various layers inside the planet. They learn</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.7</li> </ul>



## Content Scope and Sequence

	<p>about the composition of the different layers and discover the importance of fossils in giving us knowledge about the history of living things on the earth. Scholars conduct research on dinosaurs and write an informational text that teaches the reader all about the topic.</p>	<ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.3</li> <li>● W.1.2</li> <li>● W.1.5</li> <li>● W.1.8</li> <li>● L.1.1</li> <li>● L.1.2</li> </ul>
<p>Unit 8: 15 days</p>	<p><b>A New Nation:</b> Scholars learn about the birth of the United States of America. The two primary texts for this unit are <u>The Magic Tree House: Revolutionary War on a Wednesday</u> and it's nonfiction companion: American Revolution Fact Tracker. Scholars are introduced to the opinion genre and focus on crafting opinions or claims grounded in clear reasons using personal experience and text evidence. This unit is intended to develop students' knowledge of the components of strong opinion writing and how it is different from narrative and informational writing. Scholars form and support at opinion about the Magic Tree House book.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.7</li> <li>● RL.1.1</li> <li>● RL.1.3</li> <li>● W.1.2</li> <li>● W.1.5</li> <li>● W.1.6</li> <li>● W.1.7</li> <li>● W.1.8</li> </ul>
<p>Unit 9: 14 days</p>	<p><b>Frontier Explorers:</b> In this unit, scholars learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. In reading, scholars will develop their understanding of the American frontier as they ask and answer questions, make connections between texts and use their understanding of key details to determine the main idea as they learn about explorers Sacagawea, Lewis and Clark. The central text for the unit is based on the explorer's original journals, <u>Lewis and Clark and Me</u> is a dog's recounting of one of the most extraordinary expeditions of all time. Scholars learn about the power of journal writing. Scholars learn that not only have we learned about the past from journals, but that they can teach others about their own lives through journal writing. During the last week of the unit, scholars build on their understanding of perspective by writing journal entries from the perspective of another.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.7</li> <li>● RL.1.1</li> <li>● RL.1.3</li> <li>● RL.1.9</li> <li>● RL.1.10</li> <li>● W.1.3</li> <li>● W.1.5</li> <li>● W.1.8</li> <li>● L.1.1</li> <li>● L.1.2</li> </ul>
<p>Unit 10: 14 days</p>	<p><b>Animals and Habitats:</b> Scholars learn specific types of habitats such as: the ocean, the desert and the rainforest. Scholars learn to identify specific characteristics of the habitats. They also learn and recognize different animals and plants that inhabit these environment and will begin to develop an understanding of several fundamental principles of nature.</p> <p>During writing, scholars create a brochure about one of the chosen habitats: Desert, Ocean, or Rainforest. Scholars take the first week to research the three habitats and pick which</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RI.1.10</li> <li>● W.1.2</li> <li>● W.1.5</li> <li>● W.1.8</li> <li>● L.1.1</li> <li>● L.1.2</li> </ul>





## Content Scope and Sequence

	they are most interested in to create their brochure all about that their chosen topic with a focus on climate, plants and animals in that environment. Scholars use catchy headings to interest the reader and teach all about their habitat using what they have developed through their own research.	
Unit 11: 16 days	<b>Grade Team Choice: How-To</b> In writing, scholars create How-To guides. A How-To guide is an informational piece of writing in which the writer teaches the reader how to do something they know how to do very well. In writing, scholars create How-To guides where they focus on a topic they are an expert about. They have the opportunity to write about multiple topics. At the end of the unit, scholars formulate their own How-To guide where they will discuss how to be a (class mascot).	<ul style="list-style-type: none"><li>● RL.1.1</li><li>● RL.1.2</li><li>● RL.1.3</li><li>● RL.1.4</li><li>● RL.1.9</li><li>● W.1.2</li><li>● W.1.5</li><li>● W.1.8</li><li>● L.1.1</li><li>● L.1.2</li></ul>



GRADE: Second Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 14 days	<p><b>Me and My School: Small Moment Personal Narratives</b></p> <p>Scholars begin the year with personal narrative writing. The purpose of this unit is to establish clear and strong expectations for writing time in your classroom. By sharing true stories of things that really happened to the author, scholars will learn about each other and begin to develop a classroom community. This unit is designed to build a strong classroom culture of integrity and enthusiasm by encouraging and celebrating hard work and focused attention. Scholars carefully select a small, memorable moment during which they experienced intense feelings; either positive or negative.</p>	<ul style="list-style-type: none"> <li>● RL.2.1</li> <li>● W.2.3</li> <li>● W.2.5</li> <li>● W.2.8</li> <li>● L.2.1</li> <li>● L.2.2</li> </ul>
Unit 2: 8 days	<p><b>Fairy Tales:</b></p> <p>This unit introduces scholars to classic fairy tales and tall tales and the well-known lessons they teach. This unit also lays the foundation for understanding stories in future grades. Through careful analysis of the genre, scholars become familiar with the story elements found in fairy tales and tall tales. In writing, students deep-dive into the elements of a fairy tale and create their own fairy tale drawing on their knowledge of these elements.</p>	<ul style="list-style-type: none"> <li>● RL.2.1</li> <li>● RL.2.2</li> <li>● RL.2.3</li> <li>● W.2.3</li> <li>● W.2.5</li> <li>● W.2.8</li> <li>● L.2.1</li> <li>● L.2.2</li> </ul>
Unit 3: 11 days	<p><b>Human Body: Building Blocks and Nutrition:</b></p> <p>Scholars learn about the functions of cells, the excretory system and the digestive system. Scholars also learn about the importance of good nutrition and the five keys to good health— eat well, exercise, sleep, keep clean, and have regular checkups. Scholars use text sources to write an All About book that helps readers learn what makes the human body function.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● W.2.2</li> <li>● W.2.5</li> <li>● W.2.8</li> <li>● L.2.1</li> <li>● L.2.2</li> </ul>
Unit 4: 20 days	<p><b>Greek Civilization and Myths:</b></p> <p>This unit introduces scholars to several well-known Greek myths and many well-known mythical characters. Scholars learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. In writing, students work to retell various Greek myths in graphic</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RL.2.1</li> <li>● RL.2.2</li> <li>● RL.2.3</li> </ul>



## Content Scope and Sequence

	novel form. They focus on including setting details and purposeful dialogue.	<ul style="list-style-type: none"> <li>● RL.2.4</li> <li>● W.2.3</li> <li>● W.2.5</li> <li>● W.2.8</li> <li>● L.2.1</li> <li>● L.2.2</li> </ul>
Unit 5: 10 days	<p><b>Early Asian Civilization:</b> Scholars learn about the features of early Asian civilizations, including the role of geography in the establishment of cities and governments and other practices like writing and religion. Scholars learn to write informational paragraphs in response to the content from Read Aloud.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● W.2.2</li> </ul>
Unit 6: 15 days	<p><b>The US Civil War:</b> This unit introduces students to an important period in the history of the United States. Students learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They learn about this war and how the end of the war also meant the end of slavery. By the end of this unit, scholars will master the basic conventions of paragraph writing and will be able to use evidence to support their ideas in short responses to literature.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RI.2.9</li> <li>● W.2.1</li> <li>● W.2.5</li> <li>● W.2.8</li> <li>● L.2.1</li> <li>● L.2.2</li> </ul>
Unit 7: 15 days	<p><b>Fighting for a Cause:</b> Scholars continue to use questions and the genre based thinking jobs to learn about ordinary people (key historical figures) who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers, even when they were faced with immeasurable odds. Scholars learn to write poems considering different perspectives. Scholars finish the unit producing a poem about Jackie Robinson.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RI.2.9</li> <li>● W.2.1</li> <li>● W.2.3</li> <li>● W.2.8</li> </ul>
Unit 8: 18 days	<p><b>Immigration:</b> This unit introduces scholars to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Scholars learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. Scholars analyze key details and make connections between texts to discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. Scholars learn to form interview questions, conduct an interview and use the information to write a biography.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RI.2.9</li> <li>● RL.2.1</li> <li>● RL.2.2</li> <li>● RL.2.3</li> <li>● W.2.2</li> <li>● W.2.5</li> <li>● W.2.8</li> <li>● L.2.1</li> <li>● L.2.2</li> </ul>
Unit 9: 18 days	<p><b>Cycles in Nature and Insects:</b></p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> </ul>



## Content Scope and Sequence

	<p>This unit introduces scholars to the many natural cycles that make life on Earth possible. Scholars will increase their knowledge of cycles in nature by learning more about seasonal cycles, the life cycles of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will learn that all organisms experience the developmental stages of the life cycle. Students will also begin to understand how all organisms depend on Earth's limited water supply.</p> <p>Scholars produce an informational text comparing and contrasting the life cycle of a plant to that of a frog or butterfly. Scholars hone their ability to write focused information paragraphs with clear topic and detail sentences.</p>	<ul style="list-style-type: none"><li>● RI.2.3</li><li>● RI.2.4</li><li>● RI.2.9</li><li>● RI.2.10</li><li>● W.2.2</li><li>● W.2.5</li><li>● W.2.8</li><li>● L.2.1</li><li>● L.2.2</li></ul>
Unit 10: 13 days	<p><b>The War of 1812:</b></p> <p>This unit introduces scholars to an important period in the history of the United States—the time during the War of 1812. Scholars also learn why the War of 1812 is often called America's second war for independence. Scholars learn how the United States was affected by the Napoleonic Wars between France and Great Britain.</p> <p>During this unit, scholars develop their paragraph writing as they learn to support their opinions with reasons. Scholars write opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. Scholars respond to the prompt: Was the War of 1812 a war of choice or a war of necessity?</p>	<ul style="list-style-type: none"><li>● RI.2.1</li><li>● RI.2.2</li><li>● RI.2.3</li><li>● RI.2.6</li><li>● RI.2.8</li><li>● W.2.1</li><li>● W.2.5</li><li>● W.2.8</li><li>● L.2.1</li><li>● L.2.2</li></ul>
Unit 11: 14 days	<p><b>Tall Tales and Westward Expansions:</b></p> <p>Scholar learn about the westward expansion of the pioneers during the 1800s. Scholars also learn the classic tall tales of the time period and the concept of exaggeration. Scholars deepen their ability to infer and use this skill to infer what life was like for the people that lived during the era. During this unit, scholars focus on writing informational texts for readers. Specifically, scholars learn to reread their writing and revise their word choice and sentence fluency. Additionally, scholars learn to set goals for themselves aligned with criteria for success for the genre.</p>	<ul style="list-style-type: none"><li>● RI.2.1</li><li>● RI.2.2</li><li>● RI.2.3</li><li>● RI.2.6</li><li>● RI.2.9</li><li>● RL.2.2</li><li>● RL.2.3</li><li>● W.2.2</li><li>● W.2.5</li><li>● W.2.8</li><li>● L.2.1</li><li>● L.2.2</li></ul>
Unit 12: 13 days	<p><b>Grade Team Choice: Stuart Little</b></p> <p>During this last unit of second grade, scholars compose realistic fiction stories. Realistic fiction stories have characters and events that come from the author's imagination, but everything in the story could happen and may have been</p>	<ul style="list-style-type: none"><li>● W.2.3</li><li>● W.2.5</li><li>● W.2.8</li><li>● L.2.1</li><li>● L.2.2</li></ul>



## Content Scope and Sequence

	<p>inspired by real-life events. When writing a realistic fiction story, the author first creates compelling and believable characters who have strong feelings, clear motivations, and realistic problems they are struggling with.</p>	
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GRADE: Third Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 19 days	<p><b>All About Me and My Role in My Community:</b> Scholars begin the year with personal narrative writing. The purpose of this unit is to establish clear and strong expectations for writing time in your classroom. By sharing true stories of things that really happened to the author, scholars will learn about each other and begin to develop a classroom community. Beginning with personal narratives will also give students and classes a chance to develop their identities as they launch into third grade. These narratives will give students a chance to get to know each other by writing about, and sharing, important moments from their personal lives.</p>	<ul style="list-style-type: none"> <li>● RL 3.1</li> <li>● RL 3.2</li> <li>● RL 3.3</li> <li>● RL 3.4</li> <li>● W.3.3</li> <li>● W.3.4</li> <li>● W.3.5</li> <li>● W.3.6</li> <li>● W.3.8</li> <li>● W.3.10</li> </ul>
Unit 2: 21 days	<p><b>Classification of Animals/Animals Adaptation (Science):</b> Scholars learn that good readers read with the main idea in mind as they explore science of classification. Scholars learn about five groups of vertebrates, why scientists classify animals into groups, and how have adapted to their environments. Scholars use what they learned to produce and informational book about either warm or cold blooded animals.</p>	<ul style="list-style-type: none"> <li>● RI 3.1</li> <li>● RI 3.2</li> <li>● W.3.2</li> <li>● W.3.5</li> <li>● W.3.6</li> <li>● W.3.8</li> <li>● W.3.10</li> </ul>
Unit 3: 12 days	<p><b>The Viking Age:</b> Scholars are introduced to the people of the Viking Age though a combination of fiction (Magic Tree House- Viking Ship at Sunrise) and informational texts. They learn to support their ideas with evidence as they deepen their knowledge of the men, women, and children who spoke the Old Norse language, and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark. Scholars learn about the culture, religion, and everyday life of the Norse people, who made a living through farming, fishing, and trading. Scholars learn about the Vikings, the fierce warriors of the Norse culture, who raided and plundered other lands, and whose adventures live on through history. Scholars learn that good writers give reasons to</p>	<ul style="list-style-type: none"> <li>● RI 3.1</li> <li>● RI 3.2</li> <li>● RL 3.3</li> <li>● W.3.1</li> <li>● W.3.2</li> <li>● W.3.4</li> <li>● W.3.10</li> </ul>



## Content Scope and Sequence

	support an opinion. Reasons are often facts. Scholars use what they learn to answer the question: Would you want to be a Viking?	
Unit 4: 10 days	<b>Native American Regions and Cultures:</b> In this unit, scholars learn about the Native Americans through stories. Each story in <i>Native American Stories</i> , depicts a group of Native Americans living in a particular region and time in the past. This genre of writing is called historical fiction—fictional characters are set in a real place and time. Comprehension questions will guide students to think about how people lived based on climate and their surroundings. Students will learn how to create a summary of a chapter. In this unit, scholars learn about the Native Americans through stories and by participating in a research project. Scholars learn how to formulate and research their own questions. They then take their learning through the writing process as they learn how to craft introductory, body and concluding paragraphs.	<ul style="list-style-type: none"><li>● RL 3.1</li><li>● RL 3.2</li><li>● RL 3.3</li><li>● RL 3.4</li><li>● W.3.2</li><li>● W.3.4</li><li>● W.3.10</li></ul>
Unit 5: 15 days	<b>The Ancient Roman Civilization:</b> This unit introduces your scholars to an ancient civilization whose contributions can be seen in many areas of our lives today. Scholars are introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Scholars also learn about ancient Rome’s influence and contributions to our society today. During writing, scholars analyze <i>Vacation Under a Volcano</i> , <i>a Magic Tree House</i> text set in the Ancient Roman civilization. Scholars use this text to learn the elements of historical fiction as they further develop their narrative writing skills.	<ul style="list-style-type: none"><li>● RL 3.1</li><li>● RL 3.2</li><li>● RL 3.3</li><li>● RL 3.4</li><li>● RL 3.6</li><li>● RI 3.1</li><li>● RI 3.2</li><li>● RI 3.4</li><li>● RI 3.7</li><li>● RI 3.8</li><li>● RI 3.10</li><li>● W.3.2</li><li>● W.3.4</li><li>● W.3.10</li></ul>
Unit 6: 11 days	<b>Human Body: Systems and Senses:</b> In this unit scholars continue to work on using both the author’s purpose and key details to determine the main idea of a text. To do this, scholars learn about some of the different body systems that the human body is comprised of. They learn that in order to have a healthy body, all of these systems need to be functioning successfully as an individual unit and as a group of systems working together. In order to fully understand how the body works, scholars take a close look at the Skeletal System, the Muscular System, and the Nervous System. They study how the different body systems impact one another both when they are working well and when something is not functioning how it should. Scholars create an informational poster depicting 3 important ideas about the brain.	<ul style="list-style-type: none"><li>● RI.3.1</li><li>● RI.3.3</li><li>● W.3.2</li></ul>



## Content Scope and Sequence

Unit 7: 10 days	<p><b>European Exploration of North America:</b> Scholars learn that good readers stop and think while they read. They learn to use the genre of a text to help them make meaning as they study the motivations behind European exploration, and how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. By the end of this unit, we expect that scholars will master the basic conventions of paragraph writing and will be able to use evidence to support their ideas in short responses to literature. We start with this unit because learning to structure a paragraph not only teaches scholars to write effectively, but also to think critically and express their ideas with precision. This unit methodically builds scholars' abilities to craft a strong paragraph by beginning with scholars responding to personal questions and then moving to the more complex task of responding to literature about shared texts.</p>	<ul style="list-style-type: none"><li>● RI.3.1</li><li>● RI.3.9</li><li>● W.3.2</li><li>● W.3.4</li><li>● W.3.10</li></ul>
Unit 8: 15 days	<p><b>Colonial America (<u>Sarah Plain and Tall</u>):</b> Scholars learn about life during Colonial times by reading <u>Sarah, Plain and Tall</u> by Patricia MacLachlan. Set in the late nineteenth century and told from young Anna's point of view, <u>Sarah, Plain and Tall</u> tells the story of how Sarah Wheaton comes from Maine to the prairie to answer Papa's advertisement for a wife and mother. The primary goal of the unit is for students to carefully read, annotate, and discuss a fiction text in a manner that allows scholars to analyze the character (traits, motivations, relationships etc.) in order to fully comprehend the central message and the deepest meaning of the text.</p>	*This unit was not written due to ELA State Test Open Response Prep.
Unit 9: 15 days	<p><b>Astronomy: Our Solar System and Beyond + Matter:</b> Scholars learn that all things on this earth are composed of matter, including objects like asteroids, meteoroids, and comets that orbit the sun. Additionally, scholars are exposed to new topics like galaxies, stars, and the Big Bang theory of how the universe may have originated.</p>	*This unit was not written due to ELA State Practice Tests.
Unit 10: 9 days	<p><b>Light and Sound:</b> During this unit, scholars read Adventures in Light and Sound, which consists of nonfiction selections describing the science behind light and sound. It also includes biographies of two famous inventors who worked with light and sound, Alexander Graham Bell and Thomas Edison. The Student Reader includes complex text and prepares students for increased vocabulary and syntax demands in later grades. The overall objective of each Read Aloud lesson day should be to first read for the deepest level of meaning and engage in discussion about the meaning of the text.</p>	*This unit was not written due to ELA State Practice Tests.



## Content Scope and Sequence

Unit 11: 15 days	<b>Ecology and Plant Adaptations (Science):</b> Scholars learn about the feeding patterns among animals, including food webs, and how all living species in an ecosystem are interdependent and interconnected with each other. In writing, scholars learn to to clearly state an opinion and support it with reasons so the reader develops a clear understanding of what the author thinks about a potentially “hot issue” and why they think that way. In this unit, scholars will be writing about the impact that humans have on Earth.	<ul style="list-style-type: none"><li>● RI 3.1</li><li>● RI 3.2</li><li>● RI 3.4</li><li>● RI 3.7</li><li>● RI 3.8</li><li>● RI 3.10</li><li>● W.3.1</li><li>● W.3.4</li><li>● W.3.10</li></ul>
Unit 12: 15 days	<b>Grade Team’s Choice: Sadako</b> In this final unit of the year, scholars learn to pay close attention to author’s craft as they read Sadako. Scholars learn that authors make intentional choices in their writing in order to move the story along and bring the themes to life.	<ul style="list-style-type: none"><li>● RL 3.1</li><li>● RL 3.2</li><li>● RL 3.3</li><li>● RL 3.4</li><li>● RL 3.7</li><li>● RL 3.8</li><li>● W.3.3</li><li>● W.3.4</li><li>● W.3.10</li></ul>





GRADE: Fourth Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 19 days	<p><b>All About Me and My Role in My Community:</b> Scholars begin the year with personal narrative writing. The purpose of this unit is to establish clear and strong expectations for writing time in your classroom. By sharing true stories of things that really happened to the author, scholars will learn about each other and begin to develop a classroom community. Beginning with personal narratives will also give students and classes a chance to develop their identities as they launch into third grade. These narratives will give students a chance to get to know each other by writing about, and sharing, important moments from their personal lives.</p>	<ul style="list-style-type: none"> <li>● RL 4.3</li> <li>● RL 4.4</li> <li>● W.4.3</li> <li>● W.4.4</li> <li>● W.4.5</li> <li>● W.4.6</li> <li>● W.4.8</li> </ul>
Unit 2: 18 days	<p><b>Properties of Water</b> Students observe and describe properties of materials, using appropriate tools. Students describe chemical and physical changes, including changes in states of matter with an emphasis on water. During this unit, scholars learn to identify key details and use them to determine the main idea. They also learn to write informational paragraphs grounded in research. Scholars learn to support their ideas with details and examples.</p>	<ul style="list-style-type: none"> <li>● RI 4.1</li> <li>● RI 4.2</li> <li>● RI 4.4</li> <li>● W.4.2</li> <li>● W.4.4</li> <li>● W.4.5</li> <li>● W.4.6</li> <li>● W.4.8</li> </ul>
Unit 3: 16 days	<p><b>Geology - Interactions of Air, Water and Land:</b> Scholars learn about the composition of the earth and on the forces that change Earth’s surface. During this unit, scholars learn about the natural disasters that are caused by the earth’s changing surface. Through nonfiction books and informational articles, scholars learn to summarize their reading and share their learning with their peers. Scholars learn to be expressive with their words as they read a text and watch a video on Tsunamis and use the information gathered to plan, draft and edit a response to this question: <i>What causes Tsunamis and how do they affect living things?</i></p>	<ul style="list-style-type: none"> <li>● RI 4.1</li> <li>● RI 4.2</li> <li>● RI 4.4</li> <li>● W.4.2</li> <li>● W.4.5</li> </ul>
Unit 4: 16 days	<p><b>Islamic Empires:</b> In this unit scholars read Scholars, Traders, and Warriors: The Rise of an Empire and learn about the rise of the Islamic Empire. Through careful reading and thoughtful writing, scholars bridge the connection between the modern world and Roman and Islamic empires. Scholars learn to monitor</p>	<ul style="list-style-type: none"> <li>● RI 4.1</li> <li>● RI 4.2</li> <li>● RI 4.4</li> <li>● RL 4.2</li> <li>● W.4.2</li> <li>● W.4.3</li> </ul>



## Content Scope and Sequence

	<p>their comprehension and develop a bank of fix up strategies to use when they are not comprehending. In writing, scholars explore sentence structure, write concise informational paragraphs and publish a historical fiction piece about the Crusades.</p>	<ul style="list-style-type: none"> <li>● W.4.5</li> </ul>
Unit 5: 18 days	<p><b>The Middle Ages - Robin Hood:</b> In this unit, scholars will learn about the important period of history called the Middle Ages by reading the tales of Robin Hood. Scholars learn to monitor their comprehension as they learn to notice and note 3 common “signposts” that are found in stories. Scholars learn to recognize “contrasts and contradictions”, “aha moments” and “words the wiser” as they explore themes of honor and hospitality. Throughout this unit scholars explore the literal and figurative meaning of what it means to “steal”. For scholars who cry, “I don’t know what to write about,” mentor texts provide much-needed relief. The main idea and how it’s developed in a narrative, informational or opinion mentor text can produce an aha moment of understanding for young writers while providing courage to try something similar in a piece of their own. In this unit, scholars become “writing thieves” as they explore to power of learning from mentor texts.</p>	<ul style="list-style-type: none"> <li>● RL 4.1</li> <li>● RL 4.2</li> <li>● RL 4.3</li> <li>● RL 4.4</li> <li>● W.4.3</li> <li>● W.4.5</li> </ul>
Unit 6: 7 days	<p><b>Grade Team Choice: Who Was MLK?</b> Scholars will read a biography of Martin Luther King Jr. to learn about his life. During this unit, scholars learn about how MLK Jr helped to organize civil rights events in order to enact change during a time of injustice and how helped to lead the civil rights movement. Through a nonfiction text, ‘Who Was Martin Luther King Jr?’, scholars will learn to find the main idea of texts and use their understanding of the text to answer questions. Additionally, scholars participate in a research project, during which they will choose an individual or organization that played a role in the civil rights movement to research. Scholars gather research to prepare an informational presentation for the peers.</p>	<ul style="list-style-type: none"> <li>● RI 4.2</li> <li>● RI 4.2</li> <li>● RI 4.3</li> <li>● W.4.2</li> <li>● W.4.5</li> <li>● W.4.7</li> <li>● W.4.9</li> </ul>
Unit 7: 26 days	<p><b>Cricket in Times Square:</b> Scholars read The Cricket in Times Square during the electricity and magnetism unit. Scholars explore themes like the universal struggles of immigrants. The primary goal of the unit is for students to carefully read, annotate, and discuss a fiction text in a manner that allows scholars to analyze the character (traits, motivations, relationships etc.) in order to fully comprehend the central message and the deepest meaning of the text.</p>	<p>*This unit was not taught due to ELA State Test Open Response Prep and Practice Tests.</p>
Unit 8:	<p><b>Animals and their environment:</b> Scholars learn about plant and animal survival and adaptation as relating to their environment.</p>	<p>*This unit was not taught due to ELA State Test Open Response Prep and Practice Tests.</p>



## Content Scope and Sequence

Unit 9: 15 days	<p><b>Treasure Island:</b> Scholars read the novel <i>Treasure Island</i> which chronicles the adventures of the young narrator, Jim Hawkins, who discovers a treasure map and travels in search of the treasure on a distant island. Through reading an abridged version of this classic novel, students learn about the adventure story as a specific genre of fiction. They explore the development of plot, characters, setting, and literary elements over the course of a longer work of fiction. Students also learn about topics relevant to the novel, such as geography and sailing. Students write a character sketch and an adventure story. Lessons include explicit instruction in grammar, morphology, and spelling.</p>	<ul style="list-style-type: none"><li>● RL 4.1</li><li>● RL 4.2</li><li>● RL 4.3</li><li>● RL 4.4</li><li>● RL 4.10</li><li>● W.4.3</li><li>● W.4.5</li><li>● W.4.7</li><li>● W.4.9</li></ul>
Unit 10: 6 days	<p><b>The American Revolution:</b> The Road to Independence focuses on important events and people that led to the colonists' decision to declare independence from the British government. Students will examine the sequence of events leading to the American Revolution and what happened during the war itself. Students will also read two literary selections about the time period. Students will learn that disagreements about principles of government led the colonists in North America to seek independence from Great Britain. In writing, scholars learn that historical fiction stories are centered on fictional characters but are set during a real period in history. During this last unit of the year, scholars write a short story grounded in the historical context of the Revolutionary War. Scholars use their analysis of close reading texts and content learned during Read Aloud and Social Studies to craft thoughtful stories whose problems and motivations are connected to the time period.</p>	<ul style="list-style-type: none"><li>● RI 4.2</li><li>● RI 4.2</li><li>● RI 4.3</li><li>● RI 4.6</li><li>● RI 4.6</li><li>● W.4.3</li><li>● W.4.5</li><li>● W.4.7</li><li>● W.4.9</li></ul>



## Assessment Types

Brilla Charter Schools use both quantitative and qualitative assessments to determine student progress and adjust instruction. Each content uses both modes of assessment to determine overall student progress. Outlined below are the quantitative and qualitative data that is assessed and analyzed throughout the year. For more information on Assessments, please refer to the Data and Assessment Scope and Sequence.

Assessment Types		
Assessment Name	Assessment Type	Assessment Frequency
Friday Assessments	Quantitative	Bi-weekly
Interim Assessment	Quantitative	One per quarter
NWEA Assessment	Quantitative	Tri-annual
Test Prep Mastery Check	Quantitative	Daily (Test Prep)
NY State Common Core Test	Quantitative	Annual
Blended Learning Progress Reports	Quantitative	Ongoing per program
On Demand Writing	Qualitative	Ongoing per unit



<b>Question/Task Types</b>		
<b>Example Question/Task</b>	<b>Grade Level</b>	<b>DOK Level</b>
<p>On-demand Writing Prompt:</p> <ul style="list-style-type: none"> <li>● Write an informational book teaching the reader about your favorite sense.</li> </ul>	K	2
<p>Narrative On-demand Writing Prompt:</p> <ul style="list-style-type: none"> <li>● Imagine you were an explorer on an expedition with Lewis and Clark. Write a journal entry describing what you might have seen, heard or felt.               <ul style="list-style-type: none"> <li>○ In your journal entry, make sure to:                   <ul style="list-style-type: none"> <li>■ Use a capital letter</li> <li>■ Use end punctuation</li> <li>■ Use words that show the beginning, middle and end</li> <li>■ Use words that describe what I saw, heard and felt</li> </ul> </li> </ul> </li> </ul>	1	4
<p>Informational On-demand Writing Prompt:</p> <ul style="list-style-type: none"> <li>● Scholars will produce an informational text comparing and contrasting the life cycle of a plant to that of a frog or butterfly.               <ul style="list-style-type: none"> <li>○ Each paragraph will have:                   <ul style="list-style-type: none"> <li>■ A clear topic sentence that introduces the main idea of the paragraph.</li> <li>■ Two detail sentences that provide additional information.</li> <li>■ A concluding sentence that sums up/restates the central idea of the paragraph.</li> </ul> </li> </ul> </li> </ul>	2	3
<p>Opinion On-demand Writing Prompt:</p> <ul style="list-style-type: none"> <li>● Do humans have a negative or positive impact on Earth?               <ul style="list-style-type: none"> <li>○ Introduction                   <ul style="list-style-type: none"> <li>■ Clearly state your opinion and introduce the topic of your essay</li> <li>■ List the reasons for your opinion</li> </ul> </li> <li>○ 3 Body Paragraphs                   <ul style="list-style-type: none"> <li>■ Identify and explain two reason for the opinion</li> <li>■ Give evidence to support the reason that is directly cited or paraphrased</li> <li>■ Identify and explain one way that humans can implement to have a positive impact on Earth and explain why and how this will help Earth</li> </ul> </li> <li>○ Conclusion                   <ul style="list-style-type: none"> <li>■ Include a conclusion that references the topic, restates the opinion, and lists reasons.</li> </ul> </li> </ul> </li> </ul>	3	4
<p>Narrative On-demand Writing Prompt:</p>	4	4



## Content Scope and Sequence

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| <ul style="list-style-type: none"><li>You have learned and written about the events and perspectives of the American Revolution. Now pretend that you are able to use a time machine to travel back in time to this time period so that you can experience the events of the American Revolution for yourself. Use your imagination to write a story about your experiences during the American Revolution. Use what you learned about the patriots and George Washington, the loyalists and King George, and events like the Boston Tea Party to help you write an accurate and entertaining story.</li></ul> |  |  |
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## Report Card Rubric

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Kindergarten	<b>Quarters:</b>	1-4
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Writing	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Demonstrate command of the conventions of standard English</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Skills</li> <li>• CR</li> </ul>	<p>Writes in a mix of uppercase and lowercase.</p> <p>Rarely spells words - uses a combination of random letters.</p> <p>No spacing between letters and words.</p> <p>No punctuation used.</p>	<p>Uses upper and lower case letters incorrectly.</p> <p>Spells only first or last sounds.</p> <p>Inconsistently leaves spacing between letters and words.</p> <p>Inconsistently uses grade appropriate punctuation.</p>	<p>Capitalizes the first word in a sentence and the pronoun I.</p> <p>Spells simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Leaves proper spacing between letters and words.</p> <p>Uses grade appropriate punctuation.</p>	<p>Uses capitalization rules for proper nouns.</p> <p>Spells most simple word correctly and can attempt to spell other words using reading strategies relationships.</p> <p>Uses most punctuation marks accurately.</p>
<p>Indicator 2: Composes pieces on a given topic with details</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Skills</li> <li>• CR</li> </ul>	<p>Cannot respond to a written prompt.</p> <p>Responds to literature with little to no text evidence. Includes little details.</p> <p>Responses contain illegible drawings.</p>	<p>Can respond to informational prompt when given assistance.</p> <p>With prompting and support, uses details from the text to respond to literature. Includes some details.</p> <p>Responses include some accurate labeled drawings.</p>	<p>Can independently respond to informational prompt (complete the sentence by filling in blank word).</p> <p>With support, consistently, uses details from the text to respond to literature. Includes details.</p> <p>Responses include accurate labeled drawings.</p>	<p>Can independently respond to informational prompt without sentence starter.</p> <p>Independently uses details from the text to respond to literature. Includes descriptive details.</p> <p>Responses include accurate labeled drawings and words.</p>
<p>Indicator 3: Revises to clarify and add details</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• CR</li> </ul>	<p>Shows no improvement in writing from rough to final draft.</p>	<p>Edits work with teacher direction.</p>	<p>Edits independently. Finds most errors.</p>	<p>Edits independently. Finds all errors. All sentences are complete.</p>



## Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	1st Grade	<b>Quarters:</b>	1-4
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<b>Writing</b>	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Meeting (3)</b>	<b>Exceeding (4)</b>
<b>Indicator 1:</b> Demonstrate command of the conventions of standard English <ul style="list-style-type: none"> <li>● Writing</li> <li>● Skills</li> <li>● CR</li> </ul>	Capitalizes incorrectly.  Uses punctuation incorrectly.  Phonetic spelling does not include vowels.	Uses punctuation correctly some of the time.  Capitalizes 'I', beginning of sentence and proper nouns correctly.  Spells simple words phonetically.	Capitalizes consistently and uses end punctuation correctly with few errors.  Applies conventional spelling for words with common spelling and spells untaught words phonetically.	Capitalizes with no errors.  Uses commas when listing.  Uses end punctuation correctly all the time.  Rarely any spelling errors.
<b>Indicator 2:</b> Composes pieces on a given topic with details <ul style="list-style-type: none"> <li>● Writing</li> <li>● Skills</li> <li>● CR</li> </ul>	Cannot respond to a written prompt on grade level.  Uses insufficient detail and/or unable to sequence story.	Can respond to prompt when given assistance.  Can use some details.	Can independently respond to prompt.  Uses details and creativity to enhance writing.	Can independently respond to prompt.  Includes vivid details and writes well-elaborated texts.
<b>Indicator 3:</b> Revises to clarify and add details <ul style="list-style-type: none"> <li>● Writing</li> <li>● CR</li> </ul>	Shows no improvement in writing from rough to final draft.	Revises work with teacher guidance.	Revises work with minimal teacher support.	Independently revises work.





## Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Second Grade	<b>Quarters:</b>	1-4
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Writing	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<b>Indicator 1:</b> Demonstrate command of the conventions of standard English <ul style="list-style-type: none"> <li>• Writing</li> <li>• Skills</li> <li>• CR</li> </ul>	Capitalizes incorrectly.  Does not use punctuation marks correctly.  Spells little to no words phonetically.	Uses punctuation correctly some of the time.  Capitalizes 'I', beginning of sentences.  Spells simple words phonetically.	Capitalizes consistently and uses end punctuation correctly with few errors.  Capitalize holidays, product names, and geographic names.  Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	Capitalizes with no errors.  Use commas and quotation marks in dialogue.  Form and use possessives.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).
<b>Indicator 2:</b> Composes pieces on a given topic with details <ul style="list-style-type: none"> <li>• Writing</li> <li>• Skills</li> <li>• CR</li> </ul>	Cannot respond to a written prompt on grade level.  Uses insufficient detail and/or unable to sequence story.	Can respond to prompt when given assistance.  Can use some details.	Can independently respond to prompt.  Uses details and creativity to enhance writing.	Can independently respond to prompt.  Includes vivid details and writes well-elaborated texts.
<b>Indicator 3:</b> Revises to clarify and add details <ul style="list-style-type: none"> <li>• Writing</li> <li>• CR</li> </ul>	Shows no improvement in writing from rough to final draft.	Revises work with teacher guidance.	Revises work with minimal teacher support.	Independently revises work.



## Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Third Grade	<b>Quarters:</b>	1-4
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<b>Writing</b>	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Meeting (3)</b>	<b>Exceeding (4)</b>
<b>Indicator 1:</b> Demonstrate command of the conventions of standard English <ul style="list-style-type: none"> <li>● Writing</li> <li>● Skills</li> <li>● CR</li> </ul>	Uses little sentence structure. Demonstrates limited understanding of grade level conventions.	Uses some correct but repetitive sentence structures. Demonstrates some grade level conventions.	Uses correct and varied sentence structures. Demonstrates grade level appropriate conventions. Uses academic and domain specific vocabulary correctly.	Uses purposeful and varied sentence structure. Demonstrates creativity and flexibility with conventions.
<b>Indicator 2:</b> Composes pieces on a given topic with details <ul style="list-style-type: none"> <li>● Writing</li> <li>● Skills</li> <li>● CR</li> </ul>	Cannot respond to a written prompt on grade level.  Uses no facts or details for informational piece.  Does not support ideas with reasons.	Can respond to prompt when given assistance.  Organizes ideas into an incomplete paragraph.  Supports ideas with minimal reasons and provides some explanation.	Can independently respond to prompt.  Organizes ideas into a complete paragraph with clear topic sentence, details and concluding sentence.  Develops topic with facts in informational piece. Supports opinion with relevant reasons and gives explanation.	Can independently respond to prompt.  Develops topic skillfully with facts, details and definitions while organizing in a paragraph with all relevant parts (topic, concluding sentence, etc.).  Supports ideas with substantial relevant details and provides analysis of how details support ideas.
<b>Indicator 3:</b> Revises to clarify and add details <ul style="list-style-type: none"> <li>● Writing</li> <li>● CR</li> </ul>	Shows no improvement in writing from rough to final draft.	Revises work with teacher guidance.	Revises work with minimal teacher support.	Independently revises work.



## Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Fourth Grade	<b>Quarters:</b>	1-4
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<b>Writing</b>	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Meeting (3)</b>	<b>Exceeding (4)</b>
<b>Indicator 1:</b> Demonstrate command of the conventions of standard English <ul style="list-style-type: none"> <li>● Writing</li> <li>● Skills</li> <li>● CR</li> </ul>	Uses little sentence structure. Demonstrates limited understanding of grade level conventions.	Uses some correct but repetitive sentence structures.  Demonstrates some grade level conventions.	Uses correct and varied sentence structures.  Demonstrates grade level appropriate conventions.  Uses academic and domain specific vocabulary correctly.	Uses purposeful and varied sentence structure.  Demonstrates creativity and flexibility with conventions.
<b>Indicator 2:</b> Composes pieces on a given topic with details <ul style="list-style-type: none"> <li>● Writing</li> <li>● Skills</li> <li>● CR</li> </ul>	Cannot respond to a written prompt on grade level.  Uses no facts or details for informational piece.  Does not support ideas with reasons.	Can respond to prompt when given assistance.  Organizes ideas into an incomplete paragraph.  Supports ideas with minimal reasons and provides some explanation.	Can independently respond to prompt.  Organizes ideas into a complete paragraph with clear topic sentence, details and concluding sentence.  Develops topic with facts in informational piece. Supports opinion with relevant reasons and gives explanation.	Can independently respond to prompt.  Develops topic skillfully with facts, details and definitions while organizing in a paragraph with all relevant parts (topic, concluding sentence, etc.).  Supports ideas with substantial relevant details and provides analysis of how details support ideas.
<b>Indicator 3:</b> Revises to clarify and add details <ul style="list-style-type: none"> <li>● Writing</li> <li>● CR</li> </ul>	Shows no improvement in writing from rough to final draft.	Revises work with teacher guidance.	Revises work with minimal teacher support.	Independently revises work.



## Report Card Narrative

Quarter	Kindergarten Narratives
<b>1</b>	In reading and writing, scholars have spent the last few months reading stories with strong messages, writing and reciting classic rhymes, and learning about the five senses. They have begun to write sentences with capital letters, meatball spaces and periods. Scholars are also working on drawing pictures with labels to match their words. Finally, kindergarteners have started to use academic vocabulary they learned to respond to their reading, write stories and read pattern books.
<b>2</b>	Scholars have been working on reading and writing nonfiction and opinion texts as they studied about Native Americans, Seasons and Weather and Colonial America. Scholars explored the similarities and differences between people who lived long ago and themselves and the changing seasons. Through these studies, scholars have learned that authors of informational texts focus their writing on a topic and have begun writing sequenced texts and opinion pieces.
<b>3</b>	Kindergarten scholars have been learning that good readers always stop and think while they read to learn facts and form ideas. Scholars have developed these reading habits through studies of the Continents and Kings and Queens and how to take care of the Earth. In writing, scholars learned to form opinions and support them with reasons as they wrote letters to each other and their teachers.
<b>4</b>	<p>Scholars learned about farms, farm animals and crops grown on farms. In an effort to further scholar understanding of genre, scholars listen to both fiction and informational texts. Scholars used what they learned to write stories that were set on farms.</p> <p>Scholars ended the year learning all about stories. The read stories with strong messages and wrote stories from their imaginations.</p>



## Content Scope and Sequence

Quarter	1st Grade Narratives
<b>1</b>	First grade readers and writers have learned how to read informational texts as they learned about the network of body systems that work together to perform a variety of vitally important jobs. Scholars wrote informational texts showcasing what they learned about the human body. They discussed the valuable lessons learned and became familiar with the key parts of a story as they wrote their own stories!
<b>2</b>	Scholars spent the last few months learning to ask and answer questions about their reading as they learned about classic fairy tales and fables and Early Civilizations. During the next unit of study, scholars learned that great readers get to know characters by reading classic stories from different lands. They developed their ability write stories with interesting characters, a clear problem, attempts to resolve the problem and a solution.
<b>3</b>	First graders have been learning that readers read to learn! When reading fiction stories, scholars learned how to identify the characters, problem, solution and lesson learned so they can better understand the stories they read. When reading nonfiction, scholars learned how to find the main topic of an informational text. They are learned to stop and think about questions like, "What is the author teaching me?" and "What did I learn from my reading?" Scholars used what they learned during reading to help them write strong informational text.
<b>4</b>	In reading, scholars developed their understanding of the American frontier as they asked and answered questions, made connections between texts and used their understanding of key details to determine the main idea. The central text for the unit is based on the explorer's original journals, <u>Lewis and Clark and Me</u> is a dog's recounting of one of the most extraordinary expeditions of all time. In writing, scholars wrote their own journals as they learned about the power of learning from stories.



## Content Scope and Sequence

Quarter	2nd Grade Narratives
<b>1</b>	Scholars were introduced to classic stories, fairy tales and tall tales and the well-known lessons they teach. In writing, students deep-dove into the elements of a fairy tale and learned to write their own stories featuring a deeper understanding of the elements. Scholars have just begun learning about the Human Body and the systems that make it function.
<b>2</b>	Second grade scholars spent the last few months learning to convey their opinions and explain their thinking as they learned about the ancient Greek and Asian civilizations and the US Civil War. Scholars learned to determine the morals in myths, write comic books and support their opinions with reasons. Additionally, scholars learned to stop and think about their reading as they worked to identify the main idea of a variety of texts.
<b>3</b>	Second grade scholars spent the last few months studying Immigration, People Who Fought for a Cause and Cycles in Nature. In writing, scholars have learned to use language to show feelings through poetry and learned how to write biographies as they learned about immigration in the United states. Scholars also learned about the many natural cycles that make life on Earth possible. Scholars compiled research from the unit to create informational pieces comparing life cycles.
<b>4</b>	During this last quarter, scholars learned to think flexibly between genres. Scholars learned about the War of 1812 and the Westward Expansion as they developed their opinion writing. Scholars ended the year reading the novel Stuart Little and writing fiction stories.



## Content Scope and Sequence

Quarter	3rd Grade Narratives
<b>1</b>	Scholars started the year reading <i>The Hundred Dresses</i> and <i>Because of Winn Dixie</i> . Scholars discussed the deeper meaning of the stories as they established their own classroom community. Next, scholars learned about the science of classification. Scholars learned about five groups of vertebrates and how scientists classify animals into groups. In writing, scholars compiled facts learned in this unit to write an informational report explaining the classification of animals.
<b>2</b>	Scholars have been learning how to read closely over the past few months! There has been a heavy focus on learning how to read fiction, nonfiction and poetry. Scholars are learning to frame their thinking when reading each of the different genres so that they can better understand the main idea. In writing, scholars have been honing their abilities to write in different genres. Scholars learned how to craft opinions, informational paragraphs and fictional stories.
<b>3</b>	During reading, scholars are continuing to master closely reading different genres of text as they prepared for the ELA state test. Scholars also learned how to make meaning of longer texts as they read <i>Sarah, Plain and Tall</i> . In writing, scholars learned how to write a claim and support their original idea with evidence from the beginning, middle and end of the story. Additionally, scholars worked on developing outlines in order to plan clear essays.
<b>4</b>	During their study of Ecology, scholars learned about the feeding patterns among animals, including food webs, and how all living species in an ecosystem are interdependent and interconnected with each other. Scholars discussed the impact that humans have on Earth and wrote an opinion essay on this topic. Scholars ended the year reading <i>Sadako</i> and analyzed how authors make intentional choices in their writing in order to move the story along and bring the themes to life.



## Content Scope and Sequence

Quarter	4th Grade Narratives
<b>1</b>	Scholars started the year reading <i>Drita, My Homegirl</i> . Scholars explored and discussed themes like being new, belonging and being an ally as they established their own classroom community. Scholars learned all about the importance of water on Earth. By reading rigorous nonfiction texts, scholars deepened their understanding of main idea. During writing, scholars learned about the writing process. They learned how to plan their writing and use their plan to craft informational paragraphs.
<b>2</b>	Scholars learned to identify the main idea and supporting details while studying the rise of the Islamic Empire and the Middle Ages. Scholars focused on learning how to read fiction, nonfiction and poetry and framing their thinking when reading so that they can better understand the main idea. In writing, scholars have been honing their abilities to write in different genres. Scholars learned how to write stories by analyzing the work of published authors to produce informational paragraphs.
<b>3</b>	During reading, scholars continued to master closely reading different genres of text as they prepared for the ELA state test. Scholars also learned how to make meaning of longer texts as they read <i>The Cricket in Times Square</i> . In writing, scholars learned how to write a claim and support their original idea with evidence from the beginning, middle and end of the story. Additionally, scholars worked on developing outlines in order to plan clear essays.
<b>4</b>	Scholars read <i>Treasure Island</i> and learned about the adventure story as a specific genre of fiction. They explored the development of plot over the course of a longer work of fiction and used that knowledge to write their own adventure stories. Scholars then learned about the American Revolution and important events and people that led the colonists' to declare independence from the British government. Scholars used their knowledge of the time period to write historical fiction stories.





# Appendix



# Read Aloud

## Scope and Sequence

**Revised on: June 5, 2018**



## Read Aloud Content Scope and Sequence

Content:	
Table of Contents	Page
Curriculum Core Values	2
Guiding Principles	4
Overview & Outcomes <ul style="list-style-type: none"><li>● 2-Sentence Synopsis of the Content (by Grade-Level)</li></ul>	5
Unit & Lesson Structure <ul style="list-style-type: none"><li>● Lesson Plan Rubric</li></ul>	6
Unit Scope <ul style="list-style-type: none"><li>● Unit Number + Instructional Days</li><li>● Unit Topic</li><li>● Unit Synopsis</li><li>● Key Standards Assessed (abbreviated)</li></ul>	8
Assessment Types <ul style="list-style-type: none"><li>● Quantitative<ul style="list-style-type: none"><li>○ Example Question Types &amp; DOK Level</li></ul></li><li>● Qualitative<ul style="list-style-type: none"><li>○ Example Question Types &amp; DOK Level</li></ul></li></ul>	23
Report Card Rubric	24
Report Card Narratives	34
Appendix <ul style="list-style-type: none"><li>● Samples of Scholar Work</li><li>● Instructional Quality Tools<ul style="list-style-type: none"><li>○ Checklists for Implementation</li></ul></li></ul>	39



## Curriculum Core Values

### Overarching Beliefs:

At Brilla Charter Schools, we adamantly believe that teachers teach our learners, not a curriculum or product. However, we recognize that the curricular resources provided to our teachers matters greatly and that quality is of utmost importance. Students must interact with materials that are of high quality in order to consistently leverage their development of higher order thinking skills - analysis, synthesis, evaluation, creation - on a regular basis. Curriculum should inspire its consumers - students and teachers - to achieve excellence and a lifelong love of learning.

The questions, tasks, problems, and texts need to demand complex thinking from all of our learners. It must be interesting. At Brilla Charter Schools, we believe that complexity and joy can be interwoven to develop self-learners who are motivated, successful, and excited. Our curriculum serves as communication to the outside world about what we value and must serve to maximize our mission and vision for our students - to create classically thoughtful, excellent, multi-dimensional individuals who care passionately about their character, their learning, and their community.

### High Quality Curriculum Indicators:

#### **High Quality Curriculum emphasizes the essential elements of our mission.**

Our curriculum must clearly and concisely communicate the Brilla Way - that our learning organization focuses on the development of the WHOLE student. The curriculum should help teachers leverage the elements of Classical Education in order to inspire discourse, critical thinking, and high quality communication. Character, and its explicit and implicit themes, must be emphasized.

#### **High Quality Curriculum places student mastery and student work front and center.**

Curriculum and expected student outcomes must be purposefully connected. Many times, curriculum and student data is disconnected with blurred throughlines. Our curriculum MUST directly align with the expectations and demands of complex content and standards. Student performance data and student work, as a result of the curriculum, serves as a reflective mirror for our teachers so they can make changes to their practices to improve student learning.

#### **High Quality Curriculum is user-friendly.**

Teachers and leaders are consumers. If our curriculum is not short, concise, and digestible, then we are not meeting the needs of our consumer and the demand and quality of implementation will drop. Language economy is paramount. Scopes and sequences, unit plans, and lesson plans should not be scripted - but provide a clear destination for where learners need to arrive. Lesson plans should be not be longer than one page front-to-back.

#### **High Quality Curriculum demands high quality preparation and implementation.**

Implementers of our curriculum must expect excellence from themselves and their colleagues for successful preparation and implementation. Our curriculum makes clear the absolute non-negotiable that intellectual preparation is imperative - while also providing the resources that are foundational to adult mastery so implementers are inspired to build their own content knowledge. There are no shortcuts to high impact instruction - rigorous preparation is absolutely essential.

#### **High Quality Curriculum empowers teachers to own their students' progress.**

Our curriculum allows teachers to reach all students. The curriculum requires that teachers plan for mastery of all students and acknowledges implementers' expertise as creative professionals who know how to best inspire a love of learning simultaneous to ensuring all learners make significant academic and character growth. Our curriculum instills a high benchmark for excellence.



## Guiding Principles

Brilla scholars have multiple opportunities each day to develop literacy skills in ways that nurture their intellectual, social, and character development. Through content rich texts, targeted comprehension discussions and sequenced phonics and writing instruction, scholars become skilled readers, writers and speakers. During Read Aloud, scholars practice active listening, build their understanding of how language works, and appreciate the beauty of an author’s craft. Specifically, they build a rich vocabulary and broad knowledge of history and science topics by being exposed to carefully selected, sequenced, and coherent read alouds. Read Aloud lessons allow teachers to model fluent reading, anchored in a skills-based objective. Scholars deeply analyze and discuss complex texts and ideas through Socratic discussion.

Below are the Doctrines of the ELA program. These doctrines are the driving force behind the Literacy Block at all grade levels.

- Create voracious readers and writers by encouraging varied and plentiful reading based on interests and building content knowledge.
- Cultivate critical curiosity about our world and its history.
- Encourage rigorous, evidence-based thinking and the skills of establishing, developing, and analyzing an argument.
- Explore the beauty of authors’ and illustrators’ crafts.

### K-4 Read Aloud Program Outcomes:

#### World Knowledge:

- Build broad, content-rich, knowledge of history, geography, science, literature and the arts in order to become stronger, more versatile readers.

#### Thinking Skills:

- Build critical thinking skills through close analysis of text and cognitively demanding classroom discourse.
- Develop the ability to navigate texts of different purposes, genres and styles at different levels.

#### Academic and Oral Language Development:

- Develop and use a robust academic vocabulary through explicit vocabulary instruction.
- Develop effective communication skills by participating in content-rich discussion, presentations and Socratic seminars.
- Demonstrate understanding of word relationships and figurative language.

#### Love and Engagement:

- Build a love of literacy through exposure to a wide variety of engaging texts.
- Creatively engage with and explore text to further scholars’ own self-discovery as well as the discovery of new worlds, ideas and their own imagination.
- Build stamina to sustain independent work time.



### Overview & Outcomes

- **Kindergarten:** Kindergarten scholars learn to study illustrations, identify important facts and information, develop ideas about a topic, and learn to use text features to make meaning during reading. Using text evidence and details, scholars are able to explain the importance of topics like seasons and weather, farms, Earth and early American history.
- **First Grade:** First grade scholars learn that great readers stop and think while they read and spend the majority of the year learning to pay attention to their thinking and understanding. Students learn how to use text features to learn more about a topic and are able to identify key details that support a topic. There is a heavy emphasis on building vocabulary and said vocabulary to discuss topics like the human body, animals and habitats, frontier explorers, early civilizations and stories from around the world.
- **Second Grade:** Second grade scholars learn that really great readers make inferences as they read based on the clues in the book and what they already know about the world. Scholars use this to develop their ability to identify both the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Additionally scholars learn to recount stories in order and use the story elements to distill their central message. There is a strong focus on discourse and developing thoughtful habits of discussion as they study topics like immigrations, the Civil War, cycles in nature and myths, fairy tales and tall tales.
- **Third Grade:** Third grade scholars learn to use a text's genre to anchor their thinking as they read. There is a heavy focus on using key ideas and details to determine the main idea of both fiction and informational texts. Scholars focus on using context to determine the meanings of new vocabulary and spend an increased amount of time with a copy of the text in front of them. Scholars further develop critical thinking by discussing topics like Ancient Rome, the Vikings, Ecology and European Exploration.
- **Fourth Grade:** Fourth grade scholars learn to apply what they've learned about genre to longer texts. Through studies of novels like Robin Hood, Treasure Island and the Cricket in Times Square, scholars learn to find themes and deeper meanings across longer texts. Additionally, scholars participate in increasingly sophisticated discussion grounded in topics like the rise of the Islamic Empire, the American Revolution and Geology.



## Unit & Lesson Structure

At Brilla Charter Schools, units are designed using the key elements of Understanding by Design. All units and lessons are planned with the end in mind. Our unit plan template and lesson plan templates are designed to help teachers move scholars efficiently and deeply through the content. While all unit plans follow the exact template across campuses, some lesson plans, depending on content, may look different. Below is a table that outlines the essential elements that are a part of a Read Aloud content lesson plan.

During RA, scholars practice active listening, build their understanding of how language works, and appreciate the beauty of an author’s craft. Specifically, they build a rich vocabulary and broad knowledge of history and science topics by being exposed to carefully selected, sequenced, and coherent RAs. RA lessons allow teachers to model fluent reading, anchored in a skills-based objective. Scholars deeply analyze and discuss complex and ideas through various discussion protocols (Socratic discussions, Think, Pair, Share, Fishbowl, etc). Each lesson is comprised of the following:

Lesson Element	Why it’s Crucial
Standard	The CCSS standards and unpacked and broken into lesson objectives. This is important as the CCSS dictate what students should learn within a given grade.
Objective	Objectives highlight the cognitive work that scholars will do and focus the lesson. It is crucial for teachers to explain the skill-based objective at the start of the lesson, reinforce it throughout and revisit it at the end of the lesson.
Before Reading	Strong readers preview the texts they read by looking at cover, connecting with the text to bring forward any background information scholars already have and determining the genre. Doing this sets scholars up successfully for the thinking work they will be doing during the lesson. This is also a time to introduce 1-2 key vocabulary words (depending on the book).
During Reading	During the reading of the text, teachers align questioning to the main idea and skill-based objective through turn and talks and think alouds. Teachers chart key noticings for a post reading discussion. It is important to both model proficient thinking about text and to give students ample opportunities to engage in the thinking work themselves.
After Reading	After a RA, scholars transition to whole group discussion formation. Students have an opportunity to discuss the discourse question in a turn and talk prior to engaging in an evidence-based group discussion grounded in an objective aligned question. Finally the lesson is closed by highlighting how the skill-based objective supported understanding of the main idea.



## Lesson Plan Rubric

<b>Standards &amp; Objectives</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Standard(s) that is being assessed during the lesson is included in full</li><li><input type="checkbox"/> Student-friendly learning objective(s), written in “I can...” language is aligned to standard(s) being assessed and aligns with complexity of task and assessment<ul style="list-style-type: none"><li><input type="checkbox"/> The lesson plan includes the “Why” and “How” unpacking of the student learning objective</li></ul></li><li><input type="checkbox"/> Mastery Criteria that includes exemplary response/assessment for lesson standard provides a strong benchmark for teachers and students</li></ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Each component of the lesson includes high leverage engagement strategies written clearly for easy teacher implementation (i.e. CFUs)</li><li><input type="checkbox"/> At least one component of the lesson plan includes the opportunity for:<ul style="list-style-type: none"><li><input type="checkbox"/> Prolonged, authentic student discourse, or independent application time</li><li><input type="checkbox"/> Writing to learn strategies</li></ul></li></ul>
<b>Higher Order Thinking</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Multiple open, standards-aligned questions are scripted at strategic points throughout the lesson</li><li><input type="checkbox"/> Every lesson assessment includes an opportunity for every student to prove mastery of the daily learning objective(s) (i.e. fist-to-five or exit ticket)</li><li><input type="checkbox"/> Lesson plan includes a thoughtful reference to the unit essential question(s) to connect big ideas or thematic principles of the content</li></ul>
<b>Lesson Access</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Some lesson materials are differentiated in order to meet student needs</li><li><input type="checkbox"/> SPED and ELL strategies are included from Strategy Bank in the lesson plan and labeled with specific teacher instructions</li><li><input type="checkbox"/> Lesson components include best practice resources for ensuring all students can reach the same learning objective, including graphic organizers, tiered rubrics, teacher listening trackers, etc.</li></ul>
<b>Consumer Quality</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Lesson plan is concise, provides enough detail to ensure quality implementation across grade levels and classrooms, and requires thoughtful internalization</li><li><input type="checkbox"/> All necessary resources are hyperlinked and labeled within the lesson plan</li><li><input type="checkbox"/> Offers different instructional options for teachers to choose from</li><li><input type="checkbox"/> Lesson plan is named and organized appropriately in Google Drive</li></ul>





## Unit Scope & Sequence

GRADE: Kindergarten		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 19 days	<b>Me, My Family and My Community:</b> Scholars learn that they are a community of readers as they create a culture of voracious readers. This unit is designed to inspire children’s love of words, characters, and knowledge. Scholars achieve that lost-in-a-book, engaged sort of reading that makes reading fun as they listen to their teachers model fluent expressive reading.	<ul style="list-style-type: none"><li>● RL.K.1</li><li>● RL.K.2</li><li>● RL.K.3</li><li>● RL.K.10</li></ul>
Unit 2: 13 days	<b>Nursery Rhymes, Fables, and Folktales:</b> Scholars learn and retell classic rhymes and well-known fables. Scholars also participate in class discussions about values, ethics, and behavior aligned to the morals and lessons of the fables.	<ul style="list-style-type: none"><li>● RL K.2</li><li>● RL K.3</li><li>● RF.K.2.A</li></ul>
Unit 3: 15 days	<b>The Five Senses:</b> Scholars that good readers stop and look the pictures before they read words then think about how they go together. Additionally, scholars learn how to identify details as they discuss the different parts of their bodies and how the senses work together to help them learn about the world.	<ul style="list-style-type: none"><li>● RI.K.1</li><li>● RI.K.7</li><li>● RI.K.10</li></ul>
Unit 4: 15 days	<b>Native Americans:</b> Scholars learn that good readers use details to describe and explain as they learn about the way of life of many Native Americans long ago. Scholars begin to understand how different geographical regions influenced different lifestyles. Students learn that each Native American group has its own distinctive culture and that some Native Americans today maintain elements of their culture.	<ul style="list-style-type: none"><li>● RL.K.1</li><li>● RL.K.3</li><li>● RL.K.10</li><li>● RI.K.1</li><li>● RI.K.3</li><li>● RI.K.8</li></ul>
Unit 5: 18 days	<b>America Then and Now:</b> Scholars compare life in colonial America to life now as they learn about what America was like long ago and the important American symbols. These read-alouds will acquaint students with what daily life was like for some of the people who lived during these times, and how very different it was from students’ own present-day experiences. Scholars learn about different jobs that existed during that time period. Scholars compare the differences between the daily life during colonial times and life today. As the unit progresses, scholars learn	<ul style="list-style-type: none"><li>● RI.K.2</li><li>● RI.K.3</li><li>● RL.K.2</li><li>● RL.K.3</li><li>● RI.K.6</li><li>● RL.K.8</li></ul>



## Content Scope and Sequence

	about the first president and our recent presidents in an effort to further develop their understanding of how America has changed over time.	
Unit 6: 15 days	<p><b>Seasons and Weather:</b> Scholars are introduced the characteristics of weather, seasons and the passing of time as it relates to days and months. They learn that good nonfiction readers identify the main topic of a text and details that support it. Scholars also learn why knowing about seasons and weather is important, and how weather affects our day-to-day lives and activities.</p>	<ul style="list-style-type: none"> <li>● RI.K.1</li> <li>● RI.K.2</li> <li>● RI.K.3</li> <li>● RI.K.6</li> <li>● RL.K.1</li> <li>● RL.K.3</li> <li>● RL.K.8</li> </ul>
Unit 7: 15 days	<p><b>Continents:</b> Scholars focus on using text features and illustrations to learn about the continents that make up our world. Throughout the unit, scholars learn that good readers collect various sorts of information from maps. Students use the skills of reading maps, collecting and organizing evidence, and making connections between texts to build their knowledge of the continents and develop an appreciation and passion for exploring the world beyond their classroom.</p>	<ul style="list-style-type: none"> <li>● RI.K.7</li> <li>● RI.K.8</li> <li>● RI.K.4</li> <li>● RI.K.5</li> <li>● RI.K.7</li> <li>● RI.K.9</li> </ul>
Unit 8: 15 days	<p><b>Kings and Queens:</b> This unit introduces students to the topic of royal families as they develop their ability to retell stories, identify main topics and supporting details. Royal families played a very important role in society that came with both advantages and disadvantages. Students will explore the lifestyles, customs and responsibilities associated with royalty through examples of fictional and true kings and queens.</p>	<ul style="list-style-type: none"> <li>● RL.K.1</li> <li>● RL.K.2</li> <li>● RL.K.3</li> <li>● RL.K.5</li> <li>● RL.K.7</li> <li>● RI.K.1</li> <li>● RI.K.2</li> <li>● RI.K.7</li> <li>● RI.K.10</li> </ul>
Unit 9: 24 days	<p><b>Plants and Taking Care of the Earth:</b> Scholars are introduced to the importance of being environmentally aware individuals. Scholars learn that the best way to conserve Earth’s natural resources is to practice the three R’s of conservation—reduce, reuse, and recycle. Scholars learn that good readers describe things in sequence and use questions to further their learning as they explore land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling process.</p>	<ul style="list-style-type: none"> <li>● RL.K.1</li> <li>● RL.K.2</li> <li>● RL.K.4</li> <li>● RI.K.1</li> <li>● RI.K.2</li> <li>● RI.K.4</li> </ul>
Unit 10: 19 days	<p><b>Farms:</b> Scholars learn about farms, farm animals and crops grown on farms. Scholars make the connection that animals need food, water, and space to live and grow—just as plants do. Scholars contrast how plants make their own food with how animals get their food from eating plants or other living things. In an effort to further scholar understanding of genre, scholars listen to both fiction and informational texts.</p>	<ul style="list-style-type: none"> <li>● RL.K.1</li> <li>● RL.K.2</li> <li>● RI.K.1</li> <li>● RI.K.2</li> <li>● RI.K.7</li> <li>● RI.K.10</li> </ul>



## Read Aloud Content Scope and Sequence

Unit 11: 14 days	<p><b>Grade Team’s Choice: Stories</b></p> <p>During this last unit of the year, scholars deepen what they have learned about reading fiction texts. Scholars will learn to recognize and use the essential elements of stories to help them make meaning. Fiction has characters, setting, and a plot. These essential story elements help readers understand the main idea. Scholars always read for meaning, but these elements help readers to understand the story! By the end of the unit, scholars will use their understanding of story elements to think critically about the main idea, or lesson, in their books.</p>	<ul style="list-style-type: none"><li>● RL.K.1</li><li>● RL.K.2</li><li>● RL.K.3</li><li>● RL.K.5</li><li>● RL.K.7</li></ul>
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## Content Scope and Sequence

GRADE: First Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 18 days	<p><b>Me, My Family and My Community:</b>            In this first unit, scholars get excited about the reading and writing they are doing this year through listening to high interest books. Scholars learn the discussion expectations and procedures and practice them until they become habitual. Scholars respond to literature via discussion and written responses and as they become stronger, more attentive thinkers, speakers, readers, and writers.</p>	<ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> </ul>
Unit 2: 20 days	<p><b>The Human Body:</b>            This unit provides scholars with a basic introduction to the human body. Scholars are introduced to a network of body systems, comprising organs that work together to perform a variety of vitally important jobs. Scholars learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This unit also focuses on care and maintenance of the human body. Scholars learn how germs can cause disease, as well as how to help stop the spread of germs.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.3</li> <li>● RI.1.4</li> </ul>
Unit 3: 18 days	<p><b>Fables and Stories</b>            This unit introduces scholars to fables and stories that have delighted generations of people. By listening to these classics, scholars increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story. Finally, scholars acquire familiarity with fables and stories that are part of our shared human experience, building cultural literacy.</p>	<ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.4</li> </ul>
Unit 4: 18 days	<p><b>Early Civilizations (World/American):</b>            Scholars learn about the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. Scholars learn that good readers stop to answer questions before, during and after reading.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.9</li> <li>● RL.1.1</li> <li>● RL.1.2</li> </ul>
Unit 5: 18 days	<p><b>Different Lands, Similar Stories:</b>            Scholars learn about the themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, scholars increase their vocabulary and reading comprehension</p>	<ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.5</li> <li>● RL.1.6</li> </ul>



## Read Aloud Content Scope and Sequence

	<p>skills, are exposed to different places and cultures from around the world, and learn valuable universal lessons like ‘be happy with what you have’. After scholars finish reading, students are led in a discussion as to how the story or information in the book relates to the other read-alouds in this unit. One of the primary goals of this unit is for scholars to learn to extend a conversations through multiple exchanges.</p>	<ul style="list-style-type: none"> <li>● RL.1.7</li> <li>● RL.1.9</li> </ul>
Unit 6: 10 days	<p><b>Astronomy:</b> In this unit, scholars will be introduced to the solar system. Students will learn that Earth, the planet on which we live, is just one of the many different celestial bodies within the solar system. They will learn about the sun, the stars, the moon and other planets. Scholars will be able to use descriptive words to describe the sun, the moon, the stars and planets. Scholars will learn how to record key details about facts learned using graphic organizers. Scholars learn to evaluate and build on each other’s descriptions through whole class discussion.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.3</li> <li>● RI.1.7</li> <li>● RI.1.9</li> </ul>
Unit 7: 14 days	<p><b>History of the Earth:</b> Scholars learn about the geographical features of both the earth’s surface the various layers inside the planet. They learn about the composition of the different layers and discover the importance of fossils in giving us knowledge about the history of living things on the earth. Scholars listen to <u>Dinosaurs Before Dark</u> (Magic Tree House) as they learn about the magnificent creatures who roamed this earth before us. Additionally, scholars learn that good readers stop and think during reading to learn about the characters and determine the main topic of their reading.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.7</li> <li>● RL.1.1</li> <li>● RL.1.3</li> </ul>
Unit 8: 15 days	<p><b>A New Nation:</b> Scholars learn about the birth of the United States of America. The two primary texts for this unit are <u>The Magic Tree House: Revolutionary War on a Wednesday</u> and it’s nonfiction companion: American Revolution Fact Tracker. During this unit, scholars learn that great readers infer as they read. They begin to make inferences about both the characters and events in a story as well as the time period. Additionally, scholars continue to hone ‘good reader strategies’ like checking for understanding, asking and answering questions.</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.7</li> <li>● RL.1.1</li> <li>● RL.1.3</li> </ul>
Unit 9: 14 days	<p><b>Frontier Explorers:</b> In this unit, scholars learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. In reading, scholars will develop their understanding of the American frontier as they ask and answer questions, make connections between texts and use their understanding of key details to determine the</p>	<ul style="list-style-type: none"> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.7</li> <li>● RL.1.1</li> <li>● RL.1.3</li> <li>● RL.1.9</li> <li>● RL.1.10</li> </ul>



## Content Scope and Sequence

	<p>main idea as they learn about explorers Sacagawea, Lewis and Clark. The central text for the unit is based on the explorer’s original journals, <u>Lewis and Clark and Me</u> is a dog’s recounting of one of the most extraordinary expeditions of all time.</p>	
Unit 10: 19 days	<p><b>Animals and Habitats:</b> Scholars learn specific types of habitats such as: the ocean, the desert and the rainforest. Scholars learn to identify specific characteristics of the habitats. They also learn and recognize different animals and plants that inhabit these environment and will begin to develop an understanding of several fundamental principles of nature.</p> <p>During Reading, scholars develop their ability to determine importance. They do this by distinguishing key details versus facts they find interesting. Scholars learn to pay attention to their thinking by recording (“jotting”) key learnings during the lesson. At the end of each lesson, scholars will synthesize their “jots” and come up with a main idea based on the author’s purpose in writing the text.</p>	<ul style="list-style-type: none"><li>● RI.1.1</li><li>● RI.1.2</li><li>● RI.1.3</li><li>● RI.1.10</li></ul>
Unit 11: 16 days	<p><b>Grade Team Choice: How-To</b> Scholars dive deep into fictional texts where they will be focusing on the characters and the lessons that we can learn through the characters. Scholars stop and think about what characters do, say, think and feel to identify character traits and describe characters. More so, scholars make text to self connections and discovering how they relate to the characters and how they can better themselves.</p>	<ul style="list-style-type: none"><li>● RL.1.1</li><li>● RL.1.2</li><li>● RL.1.3</li><li>● RL.1.4</li><li>● RL.1.9</li></ul>



## Read Aloud Content Scope and Sequence

GRADE: Second Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 18 days	<p><b>Me and My School:</b> Scholars learn that they are a community of readers as they create a culture of voracious readers. Scholars learn that when they love reading and read exceptionally well, they can teach themselves anything! This unit is designed to inspire children’s love of words, characters, and knowledge. Scholars will achieve that lost-in-a-book, engaged sort of reading that makes reading fun as they listen to their teachers model fluent expressive reading. Through thoughtful discussion and analysis of central ideas and themes, scholars get to know each other and develop an understanding of what it means to be a part of a caring classroom community.</p>	<ul style="list-style-type: none"> <li>● RL.2.1</li> <li>● RL.2.2</li> <li>● RL.2.3</li> </ul>
Unit 2: 9 days	<p><b>Fairy Tales:</b> This unit introduces scholars to classic fairy tales and tall tales and the well-known lessons they teach. This unit also lays the foundation for understanding stories in future grades. Through careful analysis of the genre, scholars become familiar with the story elements found in fairy tales and tall tales.</p>	<ul style="list-style-type: none"> <li>● RL.2.1</li> <li>● RL.2.2</li> <li>● RL.2.3</li> </ul>
Unit 3: 14 days	<p><b>Human Body: Building Blocks and Nutrition:</b> Scholars learn about the functions of cells, the excretory system and the digestive system. Scholars also learn about the importance of good nutrition and the five keys to good health— eat well, exercise, sleep, keep clean, and have regular checkups. During reading, scholars transfer what they have been learning during Close Reading to make meaning of the Read Aloud texts. Scholars use their genre based thinking jobs to determine the main idea of the informational texts they read.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> </ul>
Unit 4: 20 days	<p><b>Greek Civilization and Myths:</b> Scholars continue to use their informational genre based thinking jobs to make meaning as they learn about the features of early Greek civilizations, including the role of geography in the establishment of cities and governments and other practices like writing and religion. Scholars use their understanding of early Greek civilization to understand the classic Greek myths and the lessons they teach.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RL.2.1</li> <li>● RL.2.2</li> <li>● RL.2.3</li> <li>● RL.2.4</li> </ul>
Unit 5: 10 days	<p><b>Early Asian Civilization:</b> Scholars learn about the features of early Asian civilizations, including the role of geography in the establishment of cities and governments and other practices like writing and religion.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> </ul>



## Content Scope and Sequence

Unit 6: 15 days	<p><b>The US Civil War:</b> This unit introduces students to an important period in the history of the United States. Students learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They learn about this war and how the end of the war also meant the end of slavery. Throughout this unit, scholars learn to use questioning to push their learning. They also focus on making connections between and across texts.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RI.2.9</li> </ul>
Unit 7: 15 days	<p><b>Fighting for a Cause:</b> Scholars continue to use questions and the genre based thinking jobs to learn about ordinary people (key historical figures) who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers, even when they were faced with immeasurable odds.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RI.2.9</li> </ul>
Unit 8: 18 days	<p><b>Immigration:</b> This unit introduces scholars to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Scholars learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. Scholars analyze key details and make connections between texts to discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RI.2.9</li> <li>● RL.2.1</li> <li>● RL.2.2</li> <li>● RL.2.3</li> </ul>
Unit 9: 18 days	<p><b>Cycles in Nature and Insects:</b> This unit introduces scholars to the many natural cycles that make life on Earth possible. Scholars will increase their knowledge of cycles in nature by learning more about seasonal cycles, the life cycles of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will learn that all organisms experience the developmental stages of the life cycle. Students will also begin to understand how all organisms depend on Earth’s limited water supply.</p> <p>During Read Aloud, scholars develop their understanding of sequence. They do this by retelling in sequence and describing the sequence in which cycles occur. Additionally scholars continue to deepen their ability to determine the main idea, synthesize learning, and make connections across texts.</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.4</li> <li>● RI.2.9</li> <li>● RI.2.10</li> </ul>
Unit 10: 13 days	<p><b>The War of 1812:</b> This unit introduces scholars to an important period in the history of the United States—the time during the War of 1812. Scholars also learn why the War of 1812 is often called</p>	<ul style="list-style-type: none"> <li>● RI.2.1</li> <li>● RI.2.2</li> <li>● RI.2.3</li> <li>● RI.2.6</li> </ul>





## Read Aloud Content Scope and Sequence

	<p>America's second war for independence. Scholars learn how the United States was affected by the Napoleonic Wars between France and Great Britain.</p> <p>During this unit, scholars develop strategies to monitor their comprehension as they read. They focus on drawing connections between themselves as readers and the texts they are reading. Stop and jots are introduced as well as annotations. as scholars have printed copies of the text to read.</p>	<ul style="list-style-type: none"><li>● RI.2.8</li></ul>
Unit 11: 14 days	<p><b>Tall Tales and Westward Expansions:</b> Scholar learn about the westward expansion of the pioneers during the 1800s. Scholars also learn the classic tall tales of the time period and the concept of exaggeration. Scholars deepen their ability to infer and use this skill to infer what life was like for the people that lived during the era.</p>	<ul style="list-style-type: none"><li>● RI.2.1</li><li>● RI.2.2</li><li>● RI.2.3</li><li>● RI.2.6</li><li>● RI.2.9</li><li>● RL.2.2</li><li>● RL.2.3</li></ul>
Unit 12: 13 days	<p><b>Grade Team Choice: Stuart Little</b> In the final unit of second grade, scholars read Stuart Little. The primary goal of the unit is for students to carefully read and discuss a fiction text in a manner that allows scholars to analyze the character (traits, motivations, relationships etc.) in order to fully comprehend the central message and the deepest meaning of the text.</p>	<ul style="list-style-type: none"><li>● RL.2.1</li><li>● RL.2.2</li><li>● RL.2.3</li><li>● RL.2.4</li><li>● RL 2.5</li><li>● RL 2.6</li></ul>



**Content Scope and Sequence**

<b>GRADE: Third Grade</b>		
<b>Unit Number &amp; Instructional Days</b>	<b>Unit Title/Topic &amp; Synopsis</b>	<b>Key Standards Assessed (Abbreviated)</b>
Unit 1: 19 days	<p><b>All About Me and My Role in My Community:</b> Scholars learn that their actions have positive or negative consequences as they read and discuss the themes found in <i>Because of Winn Dixie</i> and <i>The Hundred Dresses</i>. Scholars discuss the term reputation as they analyze the characters in their books. Together scholars decide what type of classmates and teachers they want.</p>	<ul style="list-style-type: none"> <li>● RL 3.1</li> <li>● RL 3.2</li> <li>● RL 3.3</li> <li>● RL 3.4</li> </ul>
Unit 2: 21 days	<p><b>Classification of Animals/Animals Adaptation (Science):</b> Scholars learn that good readers read with the main idea in mind as they explore science of classification. Scholars learn about five groups of vertebrates, why scientists classify animals into groups, and how have adapted to their environments.</p>	<ul style="list-style-type: none"> <li>● RI 3.1</li> <li>● RI 3.2</li> </ul>
Unit 3: 15 days	<p><b>The Viking Age:</b> Scholars are introduced to the people of the Viking Age through a combination of fiction (<i>Magic Tree House- Viking Ship at Sunrise</i>) and informational texts. They learn to support their ideas with evidence as they deepen their knowledge of the men, women, and children who spoke the Old Norse language, and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark. Scholars learn about the culture, religion, and everyday life of the Norse people, who made a living through farming, fishing, and trading. Scholars learn about the Vikings, the fierce warriors of the Norse culture, who raided and plundered other lands, and whose adventures live on through history.</p>	<ul style="list-style-type: none"> <li>● RI 3.1</li> <li>● RI 3.2</li> <li>● RL 3.3</li> </ul>
Unit 4: 10 days	<p><b>Native American Regions and Cultures:</b> In this unit, scholars learn about the Native Americans through stories. Each story in <i>Native American Stories</i>, depicts a group of Native Americans living in a particular region and time in the past. This genre of writing is called historical fiction—fictional characters are set in a real place and time. Comprehension questions will guide students to think about how people lived based on climate and their surroundings. Students will learn how to create a summary of a chapter. This unit focuses on strengthening students ability to use context to infer the literal and figurative meaning of words, phrases and sayings.</p>	<ul style="list-style-type: none"> <li>● RL 3.1</li> <li>● RL 3.2</li> <li>● RL 3.3</li> <li>● RL 3.4</li> </ul>
Unit 5: 15 days	<p><b>The Ancient Roman Civilization:</b> .This unit introduces your scholars to an ancient civilization</p>	<ul style="list-style-type: none"> <li>● RL 3.1</li> <li>● RL 3.2</li> </ul>



**Read Aloud Content Scope and Sequence**

	<p>whose contributions can be seen in many areas of our lives today. Scholars are introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Scholars also learn about ancient Rome’s influence and contributions to our society today. Scholars will build unit specific vocabulary and answer factual, inferential and critical thinking questions both orally and in writing. Additionally, scholars will learn to engage with the texts they are reading by recording annotations.</p>	<ul style="list-style-type: none"> <li>● RL 3.3</li> <li>● RL 3.4</li> <li>● RL 3.6</li> <li>● RI 3.1</li> <li>● RI 3.2</li> <li>● RI 3.4</li> <li>● RI 3.7</li> <li>● RI 3.8</li> <li>● RI 3.10</li> </ul>
<p>Unit 6: 13 days</p>	<p><b>Human Body: Systems and Senses:</b>            In this unit scholars continue to work on using both the author’s purpose and key details to determine the main idea of a text. To do this, scholars learn about some of the different body systems that the human body is comprised of. They learn that in order to have a healthy body, all of these systems need to be functioning successfully as an individual unit and as a group of systems working together. In order to fully understand how the body works, scholars take a close look at the Skeletal System, the Muscular System, and the Nervous System. They study how the different body systems impact one another both when they are working well and when something is not functioning how it should.</p>	<ul style="list-style-type: none"> <li>● RI.3.1</li> <li>● RI.3.3</li> </ul>
<p>Unit 7: 10 days</p>	<p><b>European Exploration of North America:</b>            Scholars learn that good readers stop and think while they read. They learn to use the genre of a text to help them make meaning as they study the motivations behind European exploration, and how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent.</p>	<ul style="list-style-type: none"> <li>● RI.3.1</li> <li>● RI.3.9</li> </ul>
<p>Unit 8: 15 days</p>	<p><b>Colonial America (<u>Sarah Plain and Tall</u>):</b>            Scholars learn about life during Colonial times by reading <u>Sarah, Plain and Tall</u> by Patricia MacLachlan. Set in the late nineteenth century and told from young Anna's point of view, <u>Sarah, Plain and Tall</u> tells the story of how Sarah Wheaton comes from Maine to the prairie to answer Papa's advertisement for a wife and mother.            The primary goal of the unit is for students to carefully read, annotate, and discuss a fiction text in a manner that allows scholars to analyze the character (traits, motivations, relationships etc.) in order to fully comprehend the central message and the deepest meaning of the text.</p>	<ul style="list-style-type: none"> <li>● RL 3.1</li> <li>● RL 3.2</li> <li>● RL 3.3</li> <li>● RL 3.4</li> <li>● RL 3.6</li> <li>● RL 3.10</li> </ul>
<p>Unit 9: 15 days</p>	<p><b>Astronomy: Our Solar System and Beyond + Matter:</b>            Scholars learn that all things on this earth are composed of matter, including objects like asteroids, meteoroids, and</p>	



## Content Scope and Sequence

	comets that orbit the sun. Additionally, scholars are exposed to new topics like galaxies, stars, and the Big Bang theory of how the universe may have originated.	
Unit 10: 9 days	<b>Light and Sound:</b> During this unit, scholars read Adventures in Light and Sound, which consists of nonfiction selections describing the science behind light and sound. It also includes biographies of two famous inventors who worked with light and sound, Alexander Graham Bell and Thomas Edison. The Student Reader includes complex text and prepares students for increased vocabulary and syntax demands in later grades. The overall objective of each Read Aloud lesson day should be to first read for the deepest level of meaning and engage in discussion about the meaning of the text.	<ul style="list-style-type: none"><li>● RI 3.1</li><li>● RI 3.2</li><li>● RI 3.4</li><li>● RI 3.7</li><li>● RI 3.10</li></ul>
Unit 11: 15 days	<b>Ecology and Plant Adaptations (Science):</b> Scholars learn about the feeding patterns among animals, including food webs, and how all living species in an ecosystem are interdependent and interconnected with each other. The nonfiction Reader for this unit, entitled Introduction to Ecology, consists of selections that will further students' understanding of habitats and ecosystems, the environment, and food chains. Aspects of ecosystems and the balance of nature are explained as well as producers, consumers, and decomposers in food chains. In addition, how the environment changes both naturally and as a result of human actions is described. Later chapters focus on protecting and preserving the environment and important natural resources.	<ul style="list-style-type: none"><li>● RI 3.1</li><li>● RI 3.2</li><li>● RI 3.4</li><li>● RI 3.7</li><li>● RI 3.8</li><li>● RI 3.10</li></ul>
Unit 12: 15 days	<b>Grade Team's Choice: Sadako</b> In this final unit of the year, scholars learn to pay close attention to author's craft as they read Sadako. Scholars learn that authors make intentional choices in their writing in order to move the story along and bring the themes to life.	<ul style="list-style-type: none"><li>● RL 3.1</li><li>● RL 3.2</li><li>● RL 3.3</li><li>● RL 3.4</li><li>● RL 3.7</li><li>● RL 3.8</li></ul>



**Read Aloud Content Scope and Sequence**

GRADE: Fourth Grade		
Unit Number & Instructional Days	Unit Title/Topic & Synopsis	Key Standards Assessed (Abbreviated)
Unit 1: 19 days	<p><b>All About Me and My Role in My Community:</b>            When children love reading and read exceptionally well, they can teach themselves anything! This unit is designed to inspire children’s love of words, characters, and knowledge. Scholars will achieve that lost-in-a-book, engaged sort of reading that makes reading fun as they read the novel of the year, Drita, My Homegirl. Through thoughtful discussion and analysis of central ideas and themes, scholars get to know each other and develop an understanding of what it means to be a part of a caring classroom community. Scholars learn that their actions have positive or negative consequences. Scholars discuss the term reputation as they analyze the characters in their books. Together scholars decide what type of classmates and teachers they want.</p>	<ul style="list-style-type: none"> <li>● RL 4.3</li> <li>● RL 4.4</li> </ul>
Unit 2: 18 days	<p><b>Properties of Water</b>            Students observe and describe properties of materials, using appropriate tools. Students describe chemical and physical changes, including changes in states of matter with an emphasis on water. During this unit, scholars learn to identify key details and use them to determine the main idea.</p>	<ul style="list-style-type: none"> <li>● RI 4.1</li> <li>● RI 4.2</li> <li>● RI 4.4</li> </ul>
Unit 3: 18 days	<p><b>Geology - Interactions of Air, Water and Land:</b>            Scholars learn about the composition of the earth and on the forces that change Earth’s surface. During this unit, scholars learn about the natural disasters that are caused by the earth’s changing surface. Through nonfiction books and informational articles, scholars learn to summarize their reading and share their learning with their peers.</p>	<ul style="list-style-type: none"> <li>● RI 4.1</li> <li>● RI 4.2</li> <li>● RI 4.4</li> </ul>
Unit 4: 18 days	<p><b>Islamic Empires:</b>            In this unit scholars read Scholars, Traders, and Warriors: The Rise of an Empire and learn about the rise of the Islamic Empire. Through careful reading and thoughtful writing, scholars bridge the connection between the modern world and Roman and Islamic empires. Scholars learn to monitor their comprehension and develop a bank of fix up strategies to use when they are not comprehending.</p>	<ul style="list-style-type: none"> <li>● RI 4.1</li> <li>● RI 4.2</li> <li>● RI 4.4</li> <li>● RL 4.2</li> </ul>
Unit 5: 18 days	<p><b>The Middle Ages - Robin Hood:</b>            In this unit, scholars will learn about the important period of history called the Middle Ages by reading the tales of Robin Hood. Scholars learn to monitor their comprehension as they learn to notice and note 3 common “signposts” that are found in stories. Scholars learn to recognize “contrasts and</p>	<ul style="list-style-type: none"> <li>● RL 4.1</li> <li>● RL 4.2</li> <li>● RL 4.3</li> <li>● RL 4.4</li> </ul>



## Content Scope and Sequence

	contradictions”, “aha moments” and “words the wiser” as they explore themes of honor and hospitality. Throughout this unit scholars explore the literal and figurative meaning of what it means to “steal”.	
Unit 6: 7 days	<p><b>Grade Team Choice: Who Was MLK?</b>  <i>Scholars will read a biography of Martin Luther King Jr. to learn about his life. During this unit, scholars learn about how MLK Jr helped to organize civil rights events in order to enact change during a time of injustice and how helped to lead the civil rights movement. Through a nonfiction text, ‘Who Was Martin Luther King Jr?’, scholars will learn to find the main idea of texts and use their understanding of the text to answer questions.</i></p>	<ul style="list-style-type: none"> <li>● RI 4.2</li> <li>● RI 4.2</li> <li>● RI 4.3</li> </ul>
Unit 7: 26 days	<p><b>Cricket in Times Square:</b>  Scholars read The Cricket in Times Square during the electricity and magnetism unit. Scholars explore themes like the universal struggles of immigrants. The primary goal of the unit is for students to carefully read, annotate, and discuss a fiction text in a manner that allows scholars to analyze the character (traits, motivations, relationships etc.) in order to fully comprehend the central message and the deepest meaning of the text.</p>	<ul style="list-style-type: none"> <li>● RL 4.1</li> <li>● RL 4.2</li> <li>● RL 4.3</li> <li>● RL 4.4</li> <li>● RL 4.10</li> </ul>
Unit 8:	<p><b>Animals and their environment:</b>  Scholars learn about plant and animal survival and adaptation as relating to their environment.</p>	
Unit 9: 16 days	<p><b>Treasure Island:</b>  Scholars read the novel Treasure Island which chronicles the adventures of the young narrator, Jim Hawkins, who discovers a treasure map and travels in search of the treasure on a distant island. Through reading an abridged version of this classic novel, students learn about the adventure story as a specific genre of fiction. They explore the development of plot, characters, setting, and literary elements over the course of a longer work of fiction. Students also learn about topics relevant to the novel, such as geography and sailing. Students write a character sketch and an adventure story. Lessons include explicit instruction in grammar, morphology, and spelling.</p>	<ul style="list-style-type: none"> <li>● RL 4.1</li> <li>● RL 4.2</li> <li>● RL 4.3</li> <li>● RL 4.4</li> <li>● RL 4.10</li> </ul>
Unit 10: 10 days	<p><b>The American Revolution:</b>  The Road to Independence focuses on important events and people that led to the colonists’ decision to declare independence from the British government. Students will examine the sequence of events leading to the American Revolution and what happened during the war itself. Students will also read two literary selections about the time period. Students will learn that disagreements about principles of</p>	<ul style="list-style-type: none"> <li>● RI 4.2</li> <li>● RI 4.2</li> <li>● RI 4.3</li> <li>● RI 4.6</li> <li>● RI 4.6</li> </ul>



## Read Aloud Content Scope and Sequence

	government led the colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.	
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## Assessment Types

Brilla Charter Schools use both quantitative and qualitative assessments to determine student progress and adjust instruction. Each content uses both modes of assessment to determine overall student progress. Outlined below are the quantitative and qualitative data that is assessed and analyzed throughout the year. For more information on Assessments, please refer to the Data and Assessment Scope and Sequence.

Assessment Types		
Assessment Name	Assessment Type	Assessment Frequency
Friday Assessments	Quantitative	Bi-weekly
Interim Assessment	Quantitative	One per quarter
NWEA Assessment	Quantitative	Tri-annual
Test Prep Mastery Check	Quantitative	Daily (Test Prep)
NY State Common Core Test	Quantitative	Annual
Blended Learning Progress Reports	Quantitative	Ongoing per program



## Content Scope and Sequence

Question/Task Types		
Example Question/Task	Grade Level	DOK Level
Who is the main character in the story?	K	1
Use pictures in the text to help determine the meaning of unknown words.	K-2	2
What is the overall theme of this story? What text evidence helps to identify the theme?	K-4	3
How is the theme of this text similar to the theme of our last text? What evidence from both stories is similar?	2-4	4
How does _____'s perspective in the story change over time? What key events happened that changed her perspective?	2-4	3
Which details in the text are most important? Why?	K-2	4
What would have happened in the story if _____?	K-4	3





## Report Card Rubric

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Kindergarten	<b>Quarters:</b>	1-4
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Reading	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Uses decoding strategies</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Rarely attempts to decode words</p>	<p>Can identify the initial sound.</p> <p>Uses picture support or other singly strategy to decode words</p> <p>Occasionally self monitors errors.</p>	<p>Can identify initial, medial, and/or ending sound.</p> <p>Uses few (2) strategies to decode words (picture support, skip and return, beginning sounds).</p> <p>Self monitors errors and self corrects.</p>	<p>Can blend sounds together to decode the whole word.</p> <p>Independently uses multiple strategies to decode words (picture support, skip and return, beginning sounds).</p> <p>Consistently self corrects.</p>
<p>Indicator 2: Reads accurately and fluently</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Rarely recognizes the difference between a letter and a word.</p> <p>Can identify fewer than 5 letter sounds.</p> <p>Can identify fewer than 20 letter names (lowercase and capital).</p>	<p>Can recognize differences between a letter and a word.</p> <p>Can identify 5-8 letter sounds.</p> <p>Can identify 20-35 letter names (lowercase and capital).</p>	<p>Can recognize differences among a letter, word, and sentence.</p> <p>Can identify the sounds of 8-15 letters.</p> <p>Can identify 35 letter names (lowercase and capital).</p>	<p>Pauses at a period when reading.</p> <p>Can move finger left to right and return sweep.</p> <p>Can identify name and sounds of all letters.</p> <p>Can identify all letter names (lowercase and capital).</p>
<p>Indicator 3: Comprehends a variety of texts</p> <ul style="list-style-type: none"> <li>STEP</li> <li>NWEA</li> <li>CR</li> </ul>	<p>Q1: DNA Pre Q2-Q3: Pre-STEP or below Q4: STEP 1 or below</p> <p>NWEA 39% or below</p>	<p>Q1: Pre-STEP Q2-Q3: STEP 1 Q4: STEP 2</p> <p>NWEA 40%-64%</p>	<p>Q1: STEP 1 Q2-Q3: STEP 2 Q4: STEP 3</p> <p>NWEA 65%-89%</p>	<p>Q1: STEP 2 and above Q2-Q3: STEP 3 and above Q4: STEP 4 and above</p> <p>NWEA 90%-100%</p>
<p>Indicator 4: Demonstrates comprehension by referring to text details</p> <ul style="list-style-type: none"> <li>GR</li> <li>IR</li> <li>Close Reading</li> </ul>	<p>With support, can rarely answer questions about information provided directly in text.</p> <p>With support, can rarely tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>With support, can answer questions about information provided directly in text.</p> <p>With support, can tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>Can independently answer questions about information provided directly in text.</p> <p>Can independently tell a familiar story/nursery rhyme using memory and/or pictures.</p> <p>Can identify setting and main characters.</p>	<p>In addition to level 3: Can retell sequence of events in logical order with prompting.</p> <p>Can make relevant connections between a text and personal experiences.</p> <p>Can tell all elements of STORY.</p>



## Content Scope and Sequence

Listening, Speaking and Language	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Expresses ideas with clarity during discussion</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	Speaks in sentence fragments.	Inconsistently speaks in complete sentences, even with sentence starters.	Consistently speaks in complete sentences with a sentence starter.	Always speaks in complete sentences.
<p>Indicator 2: Uses and understands a wide range of vocabulary</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	Rarely uses vocabulary words used in conversations and texts.	<p>Inconsistently uses words or phrases taught in conversations and texts.</p> <p>Inconsistently explores word relationships and word meanings.</p>	<p>Uses words and phrases acquired through conversation, reading and being read to, and responding to texts.</p> <p>Explores word relationships and nuances in word meanings.</p> <p>Uses the most frequently occurring inflections and affixes as clues to meaning of unknown words.</p>	<p>Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg because).</p> <p>Distinguishes shades of meaning.</p>
<p>Indicator 3: Contributes effectively to discussions</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Rarely takes turns or stays on topic.</p> <p>Responds to simple questions with simple answer.</p> <p>Rarely asks questions when needs help.</p>	<p>Inconsistently listens to others and takes turns.</p> <p>Inconsistently speaks about the topics and texts in discussions.</p> <p>Inconsistently continues a conversation through multiple exchanges.</p> <p>Inconsistently asks questions to get help or get information.</p>	<p>Listens to others and takes turns.</p> <p>Speaks about the topics and texts in discussions.</p> <p>Continues conversation through multiple exchanges.</p> <p>Asks and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Asks questions to clear up any confusion about the topics and texts under discussion and gather additional information.</p>



## Read Aloud Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	First Grade	<b>Quarters:</b>	1-4
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Reading	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Uses decoding strategies</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Can identify initial, medial, and/or ending sound.</p> <p>Independently uses multiple strategies to decode words (picture support, skip and return, beginning sounds).</p>	<p>Can blend sounds together to decode the whole word.</p> <p>Independently uses vowel teams, final -e, and breaks words into syllables (and uses other strategies) to decode words.</p>	<p>Can identify sounds for vowel teams and blends.</p> <p>Independently decodes by blending chunks of words together.</p>	<p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p>
<p>Indicator 2: Reads accurately and fluently</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Reads primarily word-by-word (may read fast or slow, but rhythm is word-by-word).</p> <p>Frequent &amp; very slow problem solving.</p>	<p>Occasionally self-monitors errors.</p> <p>Reads primarily in 2–3 word phrases.</p> <p>Seldom pays attention to punctuation and syntax.</p> <p>Slow problem solving fairly often.</p>	<p>Self-monitors errors and self-corrects.</p> <p>Reads primarily in 3–4 word phrases.</p> <p>Pays attention to punctuation and syntax most of the time.</p> <p>Reads most text with little expression.</p>	<p>Consistently self-corrects.</p> <p>Reads in meaningful phrases.</p> <p>Consistently pays attention to punctuation and syntax.</p> <p>Reads most of the text with expression.</p>
<p>Indicator 3: Comprehends a variety of texts</p> <ul style="list-style-type: none"> <li>STEP</li> <li>NWEA</li> </ul>	<p>Q1: STEP 2 and below Q2-Q3: STEP 1-3 Q4: STEP 4</p> <p>NWEA 39% or below</p>	<p>Q1:STEP 3 Q2-Q3: STEP 4 Q4: STEP 5</p> <p>NWEA 40%-64%</p>	<p>Q1:STEP 4 Q2-Q3: STEP 5 Q4: STEP 6</p> <p>NWEA 65%-89%</p>	<p>Q1:STEP 6 and above Q2-Q3: STEP 6 and above Q4: STEP 7 and above</p> <p>NWEA 90%-100%</p>
<p>Indicator 4: Demonstrates comprehension by referring to text details</p> <ul style="list-style-type: none"> <li>RA</li> <li>IR</li> <li>CR</li> </ul>	<p>With support, can rarely answer questions about information provided directly in text.</p> <p>With support, can rarely tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>With support, can answer questions about information provided directly in text.</p> <p>With support, can tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>Can independently answer questions about information provided directly in text.</p> <p>Can independently tell a familiar story/nursery rhyme using memory and/or pictures.</p> <p>Can identify setting and main characters.</p>	<p>In addition to level 3: Can retell sequence of events in logical order with prompting.</p> <p>Can make relevant connections between a text and personal experiences.</p> <p>Can tell all elements of STORY.</p>



## Content Scope and Sequence

Listening, Speaking and Language	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Expresses ideas with clarity during discussion</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Speaks in sentence fragments or 2-3 word phrases.</p>	<p>Speaks in simple complete sentences.</p> <p>May need sentence starter.</p>	<p>Always speaks in complete sentences.</p>	<p>Independently speaks in complex sentences.</p> <p>Expands details by adding details.</p>
<p>Indicator 2: Uses and understands a wide range of vocabulary</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Rarely uses vocabulary words used in conversations and texts.</p>	<p>Inconsistently uses words or phrases taught in conversations and texts.</p> <p>Inconsistently explores word relationships and word meanings.</p>	<p>Uses words and phrases acquired through conversation, reading and being read to, and responding to texts.</p> <p>Explores word relationships and nuances in word meanings.</p> <p>Uses the most frequently occurring inflections and affixes as clues to meaning of unknown words.</p>	<p>Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg because).</p> <p>Distinguishes shades of meaning.</p>
<p>Indicator 3: Contributes effectively to discussions</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Rarely takes turns or stays on topic.</p> <p>Responds to simple questions with simple answer.</p> <p>Rarely asks questions when needs help.</p>	<p>Inconsistently listens to others and takes turns.</p> <p>Inconsistently speaks about the topics and texts in discussions.</p> <p>Inconsistently continues a conversation through multiple exchanges.</p> <p>Inconsistently asks questions to get help or get information.</p>	<p>Listens to others and takes turns.</p> <p>Speaks about the topics and texts in discussions.</p> <p>Continues conversation through multiple exchanges.</p> <p>Asks and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Asks questions to clear up any confusion about the topics and texts under discussion and gather additional information.</p>



## Read Aloud Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Second Grade	<b>Quarters:</b>	1-4
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Reading	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Uses decoding strategies</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Can blend sounds together to decode the whole word.</p> <p>Uses some strategies to decode words (picture support, skip and return, beginning sounds).</p>	<p>Can identify sounds for vowel teams and blends.</p> <p>Independently decodes by blending chunks of words together.</p>	<p>Can identify most long vowel patterns and R controlled vowel pairs.</p> <p>Independently decodes by blending chunks of words together.</p>	<p>Uses the most common prefixes and derivational suffixes to decode.</p> <p>Decodes words with common Latin suffixes.</p> <p>Decodes multisyllable words.</p>
<p>Indicator 2: Reads accurately and fluently</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Reads grade level text primarily word-by-word (may read fast or slow, but rhythm is word-by-word).</p> <p>Frequent &amp; very slow problem solving.</p>	<p>Occasionally self-monitors errors.</p> <p>Reads grade level text primarily in 2–3 word phrases.</p> <p>Seldom pays attention to punctuation and syntax.</p> <p>Slow problem solving fairly often.</p>	<p>Self-monitors errors and self-corrects.</p> <p>Reads grade level text primarily in 3–4 word phrases.</p> <p>Pays attention to punctuation and syntax most of the time.</p> <p>Reads most text with little expression.</p>	<p>Consistently self-corrects.</p> <p>Reads grade level text in meaningful phrases.</p> <p>Consistently pays attention to punctuation and syntax.</p> <p>Reads most of the text with expression.</p>
<p>Indicator 3: Comprehends a variety of texts</p> <ul style="list-style-type: none"> <li>STEP</li> <li>NWEA</li> <li>CR/Friday Assessment</li> </ul>	<p>Q1: STEP 5 and below Q2-3: STEP 6 and below Q4: 7 NWEA 39% or below Level 0 Main Idea Jots</p>	<p>Q1: STEP 6 Q2-3: STEP 7 Q4: STEP 8 NWEA 40%-64% Level 1 Main Idea Jots</p>	<p>Q1: STEP 7 Q2-3: 8 Q4: 9 NWEA 65%-89% Level 2 Main Idea Jots</p>	<p>Q1: STEP 8 and above Q2-3: STEP 9 and above Q4: STEP 10 and above NWEA 90%-100%</p>
<p>Indicator 4: Demonstrates comprehension by referring to text details</p> <ul style="list-style-type: none"> <li>RC</li> <li>IR</li> <li>Close Reading</li> </ul>	<p>With support, can rarely answer questions about information provided directly in text.</p> <p>With support, can rarely tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>With support, can answer questions about information provided directly in text.</p> <p>With support, can tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>Can independently answer questions about information provided directly in text.</p> <p>Can independently tell a familiar story/nursery rhyme using memory and/or pictures.</p> <p>Can identify setting and main characters.</p>	<p>In addition to level 3: Can retell sequence of events in logical order with prompting.</p> <p>Can make relevant connections between a text and personal experiences.</p> <p>Can tell all elements of STORY.</p>



## Content Scope and Sequence

Listening, Speaking and Language	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<b>Indicator 1:</b> Expresses ideas with clarity during discussion <ul style="list-style-type: none"> <li>All Contents</li> </ul>	Speaks in sentence fragments or 2-3 word phrases.	Speaks in simple complete sentences.  May need sentence starter.	Always speaks in complete sentences.	Independently speaks in complex sentences.  Expands details by adding details.
<b>Indicator 2:</b> Uses and understands a wide range of vocabulary <ul style="list-style-type: none"> <li>All Contents</li> </ul>	Rarely uses vocabulary words used in conversations and texts.  Rarely answers the question.	Inconsistently uses words or phrases taught in conversations and texts.  Occasionally answers the question and responses are limited.	Uses words and phrases acquired through conversation, reading and being read to, and responding to texts.  Responses answer the question.  May forget to include all relevant details.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  Consistently and independently answers the question.  Responses include accurate, relevant details.
<b>Indicator 3:</b> Contributes effectively to discussions <ul style="list-style-type: none"> <li>All Contents</li> </ul>	Rarely takes turns or stays on topic.  Responds to simple questions with simple answer.  Rarely asks questions when needs help.	Inconsistently listens to others and takes turns.  Inconsistently speaks about the topics and texts in discussions.  Inconsistently continues a conversation through multiple exchanges.  Inconsistently asks questions to get help or get information.	Listens to others and takes turns.  Speaks about the topics and texts in discussions.  Continues conversation through multiple exchanges.  Asks and answer questions in order to seek help, get information, or clarify something that is not understood.	Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.  Asks questions to clear up any confusion about the topics and texts under discussion and gather additional information.



## Read Aloud Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Third Grade	<b>Quarters:</b>	1-4
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Reading	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Uses decoding strategies</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Can identify sounds for vowel teams and blends.</p> <p>Independently decodes by blending chunks of words together.</p>	<p>Can identify most long vowel patterns and R controlled vowel pairs.</p> <p>Independently decodes by blending chunks of words together.</p>	<p>Uses the most common prefixes and derivational suffixes to decode.</p> <p>Decodes words with common Latin suffixes.</p> <p>Decodes multisyllable words.</p>	<p>Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>Indicator 2: Reads accurately and fluently</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Reads grade level text primarily word-by-word (may read fast or slow, but rhythm is word-by-word).</p> <p>Frequent &amp; very slow problem solving.</p>	<p>Occasionally self-monitors errors.</p> <p>Reads grade level text primarily in 2–3 word phrases.</p> <p>Seldom pays attention to punctuation and syntax.</p> <p>Slow problem solving fairly often.</p>	<p>Self-monitors errors and self-corrects.</p> <p>Reads grade level text primarily in 3–4 word phrases.</p> <p>Pays attention to punctuation and syntax most of the time.</p> <p>Reads most text with little expression.</p>	<p>Consistently self-corrects.</p> <p>Reads grade level text in meaningful phrases.</p> <p>Consistently pays attention to punctuation and syntax.</p> <p>Reads most of the text with expression.</p>
<p>Indicator 3: Comprehends a variety of texts</p> <ul style="list-style-type: none"> <li>STEP</li> <li>NWEA</li> <li>CR/Friday Assessment</li> </ul>	<p>Q1: STEP 8 and below Q2-3: STEP 9 and below Q4: 10 NWEA 39% or below Level 0 Main Idea Jots</p>	<p>Q1: STEP 9 Q2-3: STEP 10 Q4: STEP 11 NWEA 40%-64% Level 1 Main Idea Jots</p>	<p>Q1: STEP 10 Q2-3: 11 Q4: 12 NWEA 65%-89% Level 2 Main Idea Jots</p>	<p>Q1: STEP 11 and above Q2-3: 12 and above Q4: STEP 13 and above NWEA 90%-100%</p>
<p>Indicator 4: Demonstrates comprehension by referring to text details</p> <ul style="list-style-type: none"> <li>RC</li> <li>IR</li> <li>Close Reading</li> </ul>	<p>With support, can rarely answer questions about information provided directly in text.</p> <p>With support, can rarely tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>With support, can answer questions about information provided directly in text.</p> <p>With support, can tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>Can independently answer questions about information provided directly in text.</p> <p>Can independently tell a familiar story/nursery rhyme using memory and/or pictures.</p> <p>Can identify setting and main characters.</p>	<p>In addition to level 3: Can retell sequence of events in logical order with prompting.</p> <p>Can make relevant connections between a text and personal experiences.</p> <p>Can tell all elements of STORY.</p>



## Content Scope and Sequence

Listening, Speaking and Language	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Expresses ideas with clarity during discussion</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Does not participate in group discussion.</p> <p>Speaks in sentence fragments or 2-3 word phrases.</p>	<p>Participates in discussion with prompting.</p> <p>Speaks in simple complete sentences. May need sentence starter.</p>	<p>Actively participates in group discussions with own thoughts.</p> <p>Always speaks in complete sentences.</p>	<p>Responds to and builds on peers' answers and thoughts with original ideas.</p> <p>Independently speaks in complex sentences.</p> <p>Expands details by adding details.</p>
<p>Indicator 2: Uses and understands a wide range of vocabulary</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Rarely uses vocabulary words used in conversations and texts.</p> <p>Rarely answers the question.</p>	<p>Inconsistently uses words or phrases taught in conversations and texts.</p> <p>Occasionally answers the question and responses are limited.</p>	<p>Uses words and phrases acquired through conversation, reading and being read to, and responding to texts.</p> <p>Responses answer the question.</p> <p>May forget to include all relevant details.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Consistently and independently answers the question.</p> <p>Responses include accurate, relevant details.</p>
<p>Indicator 3: Contributes effectively to discussions</p> <ul style="list-style-type: none"> <li>All contents</li> </ul>	<p>Rarely takes turns or stays on topic.</p> <p>Responds to simple questions with simple answer.</p> <p>Rarely asks questions when needs help.</p>	<p>Inconsistently listens to others and takes turns.</p> <p>Inconsistently speaks about the topics and texts in discussions.</p> <p>Inconsistently continues a conversation through multiple exchanges.</p> <p>Inconsistently asks questions to get help or get information.</p>	<p>Listens to others and takes turns.</p> <p>Speaks about the topics and texts in discussions.</p> <p>Continues conversation through multiple exchanges.</p> <p>Asks and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Asks questions to clear up any confusion about the topics and texts under discussion and gather additional information.</p>





## Read Aloud Content Scope and Sequence

<b>Content:</b>	ELA	<b>Grade Level(s):</b>	Fourth Grade	<b>Quarters:</b>	1-4
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Reading	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Uses decoding strategies</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Can identify most long vowel patterns and R controlled vowel pairs.</p> <p>Independently decodes by blending chunks of words together.</p>	<p>Uses the most common prefixes and derivational suffixes to decode.</p> <p>Decodes words with common Latin suffixes.</p> <p>Decodes multisyllable words.</p>	<p>Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>All level 3 indicators</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Indicator 2: Reads accurately and fluently</p> <ul style="list-style-type: none"> <li>STEP</li> <li>GR/IR</li> <li>Skills</li> </ul>	<p>Reads grade level text primarily word-by-word (may read fast or slow, but rhythm is word-by-word).</p> <p>Frequent &amp; very slow problem solving.</p>	<p>Occasionally self-monitors errors.</p> <p>Reads grade level text primarily in 2–3 word phrases.</p> <p>Seldom pays attention to punctuation and syntax.</p> <p>Slow problem solving fairly often.</p>	<p>Self-monitors errors and self-corrects.</p> <p>Reads grade level text primarily in 3–4 word phrases.</p> <p>Pays attention to punctuation and syntax most of the time.</p> <p>Reads most text with little expression.</p>	<p>Consistently self-corrects.</p> <p>Reads grade level text in meaningful phrases.</p> <p>Consistently pays attention to punctuation and syntax.</p> <p>Reads most of the text with expression.</p>
<p>Indicator 3: Comprehends a variety of texts</p> <ul style="list-style-type: none"> <li>STEP</li> <li>NWEA</li> <li>CR/Friday Assessment</li> </ul>	<p>Q1: STEP 11 and below Q2-3: STEP 12 and below Q4: 13 NWEA 39% or below Level 0 Main Idea Jots</p>	<p>Q1: STEP 12 Q2-3: STEP 13 Q4: STEP 14 NWEA 40%-64% Level 1 Main Idea Jots</p>	<p>Q1: STEP 13 Q2-3: 14 Q4: 15 NWEA 65%-89% Level 2 Main Idea Jots</p>	<p>Q1: STEP 14 and above Q2-3: 15 and above Q4: STEP 16 and above NWEA 90%-100%</p>
<p>Indicator 4: Demonstrates comprehension by referring to text details</p> <ul style="list-style-type: none"> <li>RC</li> <li>IR</li> <li>Close Reading</li> </ul>	<p>With support, can rarely answer questions about information provided directly in text.</p> <p>With support, can rarely tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>With support, can answer questions about information provided directly in text.</p> <p>With support, can tell a familiar story/nursery rhyme using memory and/or pictures.</p>	<p>Can independently answer questions about information provided directly in text.</p> <p>Can independently tell a familiar story/nursery rhyme using memory and/or pictures.</p> <p>Can identify setting and main characters.</p>	<p>In addition to level 3: Can retell sequence of events in logical order with prompting.</p> <p>Can make relevant connections between a text and personal experiences.</p> <p>Can tell all elements of STORY.</p>

Listening, Speaking and Language	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
<p>Indicator 1: Expresses ideas with clarity during discussion</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Does not participate in group discussion.</p> <p>Speaks in sentence fragments or 2-3 word phrases.</p>	<p>Participates in discussion with prompting.</p> <p>Speaks in simple complete sentences. May need sentence starter.</p>	<p>Actively participates in group discussions with own thoughts.</p> <p>Always speaks in complete sentences.</p>	<p>Responds to and builds on peers' answers and thoughts with original ideas.</p> <p>Independently speaks in complex sentences.</p> <p>Expands details by adding details.</p>
<p>Indicator 2: Uses and understands a wide range of vocabulary</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Rarely uses vocabulary words used in conversations and texts.</p> <p>Rarely answers the question.</p>	<p>Inconsistently uses words or phrases taught in conversations and texts.</p> <p>Occasionally answers the question and responses are limited.</p>	<p>Uses words and phrases acquired through conversation, reading and being read to, and responding to texts.</p> <p>Responses answer the question.</p> <p>May forget to include all relevant details.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Consistently and independently answers the question.</p> <p>Responses include accurate, relevant details.</p>
<p>Indicator 3: Contributes effectively to discussions</p> <ul style="list-style-type: none"> <li>All Contents</li> </ul>	<p>Rarely takes turns or stays on topic.</p> <p>Responds to simple questions with simple answer.</p> <p>Rarely asks questions when needs help.</p>	<p>Inconsistently listens to others and takes turns.</p> <p>Inconsistently speaks about the topics and texts in discussions.</p> <p>Inconsistently continues a conversation through multiple exchanges.</p> <p>Inconsistently asks questions to get help or get information.</p>	<p>Listens to others and takes turns.</p> <p>Speaks about the topics and texts in discussions.</p> <p>Continues conversation through multiple exchanges.</p> <p>Asks and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Asks questions to clear up any confusion about the topics and texts under discussion and gather additional information.</p>



## Report Card Narrative

Quarter	Kindergarten Narratives
<b>1</b>	In reading and writing, scholars have spent the last few months reading stories with strong messages, writing and reciting classic rhymes, and learning about the five senses. They have begun to write sentences with capital letters, meatball spaces and periods. Scholars are also working on drawing pictures with labels to match their words. Finally, kindergarteners have started to use academic vocabulary they learned to respond to their reading, write stories and read pattern books.
<b>2</b>	Scholars have been working on reading and writing nonfiction and opinion texts as they studied about Native Americans, Seasons and Weather and Colonial America. Scholars explored the similarities and differences between people who lived long ago and themselves and the changing seasons. Through these studies, scholars have learned that authors of informational texts focus their writing on a topic and have begun writing sequenced texts and opinion pieces.
<b>3</b>	Kindergarten scholars have been learning that good readers always stop and think while they read to learn facts and form ideas. Scholars have developed these reading habits through studies of the Continents and Kings and Queens and how to take care of the Earth. In writing, scholars learned to form opinions and support them with reasons as they wrote letters to each other and their teachers.
<b>4</b>	<p>Scholars learned about farms, farm animals and crops grown on farms. In an effort to further scholar understanding of genre, scholars listen to both fiction and informational texts. Scholars used what they learned to write stories that were set on farms.</p> <p>Scholars ended the year learning all about stories. The read stories with strong messages and wrote stories from their imaginations.</p>



## Content Scope and Sequence

Quarter	1st Grade Narratives
<b>1</b>	First grade readers and writers have learned how to read informational texts as they learned about the network of body systems that work together to perform a variety of vitally important jobs. Scholars wrote informational texts showcasing what they learned about the human body. They discussed the valuable lessons learned and became familiar with the key parts of a story as they wrote their own stories!
<b>2</b>	Scholars spent the last few months learning to ask and answer questions about their reading as they learned about classic fairy tales and fables and Early Civilizations. During the next unit of study, scholars learned that great readers get to know characters by reading classic stories from different lands. They developed their ability write stories with interesting characters, a clear problem, attempts to resolve the problem and a solution.
<b>3</b>	First graders have been learning that readers read to learn! When reading fiction stories, scholars learned how to identify the characters, problem, solution and lesson learned so they can better understand the stories they read. When reading nonfiction, scholars learned how to find the main topic of an informational text. They are learned to stop and think about questions like, "What is the author teaching me?" and "What did I learn from my reading?" Scholars used what they learned during reading to help them write strong informational text.
<b>4</b>	In reading, scholars developed their understanding of the American frontier as they asked and answered questions, made connections between texts and used their understanding of key details to determine the main idea. The central text for the unit is based on the explorer's original journals, <u>Lewis and Clark and Me</u> is a dog's recounting of one of the most extraordinary expeditions of all time. In writing, scholars wrote their own journals as they learned about the power of learning from stories.



## Read Aloud Content Scope and Sequence

Quarter	2nd Grade Narratives
<b>1</b>	Scholars were introduced to classic stories, fairy tales and tall tales and the well-known lessons they teach. In writing, students deep-dove into the elements of a fairy tale and learned to write their own stories featuring a deeper understanding of the elements. Scholars have just begun learning about the Human Body and the systems that make it function.
<b>2</b>	Second grade scholars spent the last few months learning to convey their opinions and explain their thinking as they learned about the ancient Greek and Asian civilizations and the US Civil War. Scholars learned to determine the morals in myths, write comic books and support their opinions with reasons. Additionally, scholars learned to stop and think about their reading as they worked to identify the main idea of a variety of texts.
<b>3</b>	Second grade scholars spent the last few months studying Immigration, People Who Fought for a Cause and Cycles in Nature. In writing, scholars have learned to use language to show feelings through poetry and learned how to write biographies as they learned about immigration in the United states. Scholars also learned about the many natural cycles that make life on Earth possible. Scholars compiled research from the unit to create informational pieces comparing life cycles.
<b>4</b>	During this last quarter, scholars learned to think flexibly between genres. Scholars learned about the War of 1812 and the Westward Expansion as they developed their opinion writing. Scholars ended the year reading the novel Stuart Little and writing fiction stories.



## Content Scope and Sequence

Quarter	3rd Grade Narratives
<b>1</b>	Scholars started the year reading <i>The Hundred Dresses</i> and <i>Because of Winn Dixie</i> . Scholars discussed the deeper meaning of the stories as they established their own classroom community. Next, scholars learned about the science of classification. Scholars learned about five groups of vertebrates and how scientists classify animals into groups. In writing, scholars compiled facts learned in this unit to write an informational report explaining the classification of animals.
<b>2</b>	Scholars have been learning how to read closely over the past few months! There has been a heavy focus on learning how to read fiction, nonfiction and poetry. Scholars are learning to frame their thinking when reading each of the different genres so that they can better understand the main idea. In writing, scholars have been honing their abilities to write in different genres. Scholars learned how to craft opinions, informational paragraphs and fictional stories.
<b>3</b>	During reading, scholars are continuing to master closely reading different genres of text as they prepared for the ELA state test. Scholars also learned how to make meaning of longer texts as they read <i>Sarah, Plain and Tall</i> . In writing, scholars learned how to write a claim and support their original idea with evidence from the beginning, middle and end of the story. Additionally, scholars worked on developing outlines in order to plan clear essays.
<b>4</b>	During their study of Ecology, scholars learned about the feeding patterns among animals, including food webs, and how all living species in an ecosystem are interdependent and interconnected with each other. Scholars discussed the impact that humans have on Earth and wrote an opinion essay on this topic. Scholars ended the year reading <i>Sadako</i> and analyzed how authors make intentional choices in their writing in order to move the story along and bring the themes to life.



## Read Aloud Content Scope and Sequence

Quarter	4th Grade Narratives
<b>1</b>	Scholars started the year reading <i>Drita, My Homegirl</i> . Scholars explored and discussed themes like being new, belonging and being an ally as they established their own classroom community. Scholars learned all about the importance of water on Earth. By reading rigorous nonfiction texts, scholars deepened their understanding of main idea. During writing, scholars learned about the writing process. They learned how to plan their writing and use their plan to craft informational paragraphs.
<b>2</b>	Scholars learned to identify the main idea and supporting details while studying the rise of the Islamic Empire and the Middle Ages. Scholars focused on learning how to read fiction, nonfiction and poetry and framing their thinking when reading so that they can better understand the main idea. In writing, scholars have been honing their abilities to write in different genres. Scholars learned how to write stories by analyzing the work of published authors to produce informational paragraphs.
<b>3</b>	During reading, scholars continued to master closely reading different genres of text as they prepared for the ELA state test. Scholars also learned how to make meaning of longer texts as they read <i>The Cricket in Times Square</i> . In writing, scholars learned how to write a claim and support their original idea with evidence from the beginning, middle and end of the story. Additionally, scholars worked on developing outlines in order to plan clear essays.
<b>4</b>	Scholars read <i>Treasure Island</i> and learned about the adventure story as a specific genre of fiction. They explored the development of plot over the course of a longer work of fiction and used that knowledge to write their own adventure stories. Scholars then learned about the American Revolution and important events and people that led the colonists' to declare independence from the British government. Scholars used their knowledge of the time period to write historical fiction stories.



## **Appendix**



		Week 1	Week 2	Week 3	Week 4	Week 5
Kindergarten	Planning	- Teachers annotate text with stopping points and questions	- Teachers annotate text with stopping points and questions	- Teachers independently prep for Intellectual Prep Meeting	- Teachers independently prep for Intellectual Prep Meeting - Back pocket questions are prepped	- Teacher independently preps for Intellectual Prep Meeting
	Structure & Set Up	- Colored text is projected - Genre and Thinking jobs are jotted - Thinking jobs anchor chart is posted	- Colored text is projected - Genre and Thinking jobs are jotted - Thinking jobs anchor chart is posted	- Turn and talk partners are created - Shared response is written on chart paper		
	Teacher Moves	- Teacher cold calls for shared understanding	- Teacher is jotting notes on text	- Habits of Discussion are coached into - Teachers are checking in with T and T partners	- Habits of Discussion are coached into - Teachers are checking in with T and T partners - Back pocket questions are asked if needed	- Habits of Discussion are coached into - Teachers are checking in with T and T partners
1st Grade	Planning	- Teachers annotate text with stopping points and questions	- Teachers annotate text with stopping points and questions	- Teachers independently prep for Intellectual Prep Meeting	- Teachers independently prep for Intellectual Prep Meeting - Back pocket questions are prepped	- Teacher independently preps for Intellectual Prep Meeting
	Structure & Set Up	- Colored text is projected - Genre and Thinking jobs are jotted - Thinking jobs anchor chart is posted - Turn and talk partners are created	- Colored text is projected - Genre and Thinking jobs are jotted - Thinking jobs anchor chart is posted	- Shared response is written on chart paper - Students should have copies of text (structures are implemented)	- Shared response is written on chart paper - Students should have copies of text (structures are implemented)	- Shared response is written on chart paper - Students should have copies of text (structures are implemented)
	Teacher Moves	- Habits of Discussion are coached into - Teachers are checking in with T and T partners	- Habits of Discussion are coached into - Teachers are checking in with T and T partners	- Habits of Discussion are coached into - Teachers are checking in with T and T partners	- Habits of Discussion are coached into - Teachers are checking in with T and T partners - Back pocket questions are asked if needed	
2nd -4th Grade	Planning	- Teacher brings main idea jots and internalized roadmap	- Teacher brings main idea jots and revised roadmap	- Teacher brings main idea jots, annotated text and stopping points	- Teacher brings main idea jots, annotated text and stopping points	- Teacher brings main idea jots, annotated text and stopping points and exemplar responses. --Teachers score main ideas
	Structure & Set Up	- Visual anchors: SRP, GBTJ (active), Craft and Structure (active) - Main idea rubric is posted on paper - All visuals are readable by students	- Teacher circulates to give a written mark on paper for genre, genre based thinking job, annotations, and central idea jot	-All structures are maintained	-All structures are maintained	-Teacher introduces short response rubric on Day 2 and Mastery Day
	Teacher Moves	- Teacher creates shared main idea and saves it - Teacher demonstrates enthusiasm and interest in the text	- Teacher creates shared main idea and saves it for Day 2 Launch	-Teacher show calls student main idea jots -Teacher models strong written response	-Teacher show calls student main idea jots -Teacher models strong written response	-Students respond to Day 1 written response question
5th Grade	Planning	-Read the text and identify main idea -Participate in Intellectual Prep meeting -GCL models: thinking jobs, stopping points, main idea, transferrable questions, etc. and connects to overall structure/components of close reading lesson	-Read the text -Identify topic/genre, main idea, stopping points -Participate in Intellectual Prep meeting -GCL reviews student exemplars and annotated text	-Read the text -Identify main idea, stopping points -Annotate text w/ jots -Complete student exemplary work -Participate in Intellectual Prep meeting	-Read the text -Identify main idea, stopping points -Annotate text w/ jots -Complete student exemplary work -Participate in Intellectual Prep meeting	-Read the text -Identify main idea, stopping points -Annotate text w/ jots -Complete student exemplary work -Plan for student one-on-one coaching -Participate in Intellectual Prep meeting
	Structure & Set Up	-Strategic Reading Plan and thinking jobs displayed -Student materials organized in folders -ALL students writing thinking jobs	-All students identify & use main idea	-All students use rubric to self-evaluate and receive feedback on short response	-Focus on how students respond to craft and structure short response questions (transition from main idea)	-Teachers use SOL tool to track student progress and set goals -All students have goal cards in close reading folder
	Teacher Moves	-Teacher models genre and thinking jobs -Teachers anchor teaching in SRP	-Teachers ensure students have identified a main idea on Day 1; quickly show call/review on Day 2 -Teachers give students an opportunity to revise	-Teachers circulate and give feedback to students via rubric	-Teachers circulate and give feedback to students via rubric -Push students to incorporate evidence -Teachers taking notes	-All students receive coaching around identified student goals
6th Grade	Planning	-Read the text and identify main idea -Participate in Intellectual Prep meeting -GCL models: thinking jobs, stopping points, main idea, transferrable questions, etc. and connects to overall structure/components of close reading lesson	-Read the text -Identify topic/genre, main idea, stopping points -Participate in Intellectual Prep meeting -GCL reviews student exemplars and annotated text	-Read the text -Identify main idea, stopping points -Annotate text w/ jots -Complete student exemplary work -Participate in Intellectual Prep meeting	-Read the text -Identify main idea, stopping points -Annotate text w/ jots -Complete student exemplary work -Participate in Intellectual Prep meeting	-Read the text -Identify main idea, stopping points -Annotate text w/ jots -Complete student exemplary work -Plan for student one-on-one coaching -Participate in Intellectual Prep meeting
	Structure & Set Up	-Strategic Reading Plan and thinking jobs displayed -Student materials organized in folders -ALL students writing thinking jobs	-All students identify & use main idea	-All students use rubric to self-evaluate and receive feedback on short response	-Focus on how students respond to craft and structure short response questions (transition from main idea)	-Teachers use SOL tool to track student progress and set goals -All students have goal cards in close reading folder
	Teacher Moves	-Teacher models genre and thinking jobs -Teachers anchor teaching in SRP	-Teachers ensure students have identified a main idea on Day 1; quickly show call/review on Day 2 -Teachers give students an opportunity to revise	-Teachers circulate and give feedback to students via rubric	-Teachers circulate and give feedback to students via rubric -Push students to incorporate evidence -Teachers taking notes	-All students receive coaching around identified student goals





		Week 1	Week 2	Week 3	Week 4
Kindergarten	Planning	GR - how to stack books, how to turn pages, picture books	GR - how to stack books, how to turn pages, picture books	GR - how to stack books, how to turn pages, picture books,	GR - whisper reading
	Structure & Set Up	GR/BL/IR Thursday	GR/BL/IR Thursday	GR/BL/IR Thursday	GR/BL/IR Thursday
	Teacher Moves	- Blended Learning Login - Blended Learning Diagnostic - Book Shopping Schedule - Student Groups Posted - Assigned Seating	- Blended Learning Rotations and Usage - Blended Learning Diagnostic	- Blended Learning Rotations and Usage - Blended Learning	
1st Grade	Planning	GR - how to stack books, how to turn pages, picture books	GR - whisper reading	GR - Book Baggie Practice	GR - Book Baggie Practice
	Structure & Set Up	GR/BL/IR Thursday	GR/BL/IR Thursday	GR/BL/IR Thursday	GR/BL/IR Thursday
	Teacher Moves	- Blended Learning Login - Blended Learning Diagnostic - Book Shopping Schedule - Student Groups Posted - Assigned Seating	- Blended Learning Rotations and Usage - Blended Learning Diagnostic	- Blended Learning Rotations and Usage - Blended Learning	- Make cross-grade level groups
2nd Grade	Planning	Pre-sort books and prepare student book baggies Computer and login routines and expectations Friday- Teacher teaches how to shop for books and each Internalize provided GR plans	Internalize provided GR plans Read the book GR- Using genre to think about text IR: Choosing a just right book	Internalize provided GR plans Read the book GR- Using genre to think about text IR: Choosing a just right book	Internalize provided GR plans Read the book GR- Noticing character change IR: Focusing strategies
	Structure & Set Up	GR/BL/IR Thursday	GR/BL/IR Thursday	GR/BL/IR Thursday	GR/BL/IR Thursday
	Teacher Moves	- Blended Learning Login - Blended Learning Diagnostic - Book Shopping Schedule - Book Shopping Routine - Student Groups Posted - Assigned Seating	- Explain structure of GR lesson - Make cross level groups	- Maintain GR structure- focus on quick transitions in the class	- Maintain GR structure- focus on quick transitions in the
3rd Grade	Planning	Below Grade Level - GR/IR On Grade Level - IR Above Grade Level -IR Read GR Book and internalize plan Create IR Expectations poster	Below Grade Level - GR/IR On Grade Level - IR Above Grade Level - IR Read GR Book and internalize plan	Below Grade Level - GR/IR On Grade Level - IR Above Grade Level - IR Read GR Book and internalize plan	Below Grade Level - GR On Grade Level - IR Above Grade Level - IR Read GR Book and internalize plan
	Structure & Set Up	Book Baggies are pre-bagged based on level Expectations/Goals for amount of IR time Intro to the library	Book Shopping is introduced based on groups Book Shopping schedule is posted Model Book Shopping and practiced	Book shopping rotation begins and happens during Breakfast Reading Notebooks are introduced with reading log Positive reading Trends are showcalled at end of block	Reading Notebooks are showcalled at end of block Positive reading Trends are showcalled at end of block
	Teacher Moves	- Blended Learning Login - Blended Learning Diagnostic - Book Shopping Schedule - Student Groups Posted - Assigned Seating One teacher pulls GR after IR has launched	- Make cross-grade level groups - Blended Learning Diagnostic - One teacher pulls GR after IR has launched	Practice cross-class transition Teacher models how to use reading notebooks One teacher pulls GR after IR has launched	Practice cross-class transition Notebook Checks
4th Grade	Planning	Below Grade Level - GR/IR On Grade Level - IR Above Grade Level -IR Read GR Book and internalize plan Create IR Expectations poster	Below Grade Level - GR/IR On Grade Level - IR Above Grade Level - IR Read GR Book and internalize plan	Below Grade Level - GR/IR On Grade Level - IR Above Grade Level - IR Read GR Book and internalize plan	Below Grade Level - GR On Grade Level - IR Above Grade Level - IR Read GR Book and internalize plan
	Structure & Set Up	Book Baggies are pre-bagged based on level Expectations/Goals for amount of IR time Intro to the library	Book Shopping is introduced based on groups Book Shopping schedule is posted Model Book Shopping and practiced	Book shopping rotation begins and happens during Breakfast Reading Notebooks are introduced with reading log Positive reading Trends are showcalled at end of block	Reading Notebooks are showcalled at end of block Positive reading Trends are showcalled at end of block
	Teacher Moves	- Blended Learning Login - Blended Learning Diagnostic - Book Shopping Schedule - Student Groups Posted - Assigned Seating One teacher pulls GR after IR has launched	- Make cross-grade level groups - Blended Learning Diagnostic - One teacher pulls GR after IR has launched	Practice cross-class transition Teacher models how to use reading notebooks One teacher pulls GR after IR has launched	Practice cross-class transition Notebook Checks

Week 5	Week 6	Pre-Implementation	Teacher Trainin
GR - Book Baggie Practice	GR - Book Baggie Practice	Identify Planning Time	
GR/BL/IR Thursday	GR/BL/IR Thursday	Identifying and organizing books - central location for GR books	
		Practice the Lessons	
		Transitions between classrooms and in classrooms and logistics	
GR/BL/IR Thursday	GR/BL/IR Thursday	Cutting GR to 15-20 minutes - how it effects planning for longer books	
		Video examples of teachers	
- Practice cross-class transition plan	-Practice cross-class transition plan		
Internalize provided GR plans Read the book GR- Noticing character change IR: Thinking and recording our thoughts	Internalize provided GR plans Read the book GR- Noticing character change IR: Thinking and recording our thoughts	Training on Informal Assessment	
GR/BL/IR Thursday	GR/BL/IR Thursday	Conferring with students and teaching how to read (IR training)	
-Practice cross-class transition	-Practice cross-class transition		
Below Grade Level - GR On Grade Level - IR Above Grade Level - LC Read GR Book and internalize plan Read LC Book and create plan Review Conferring Group Notes/Strategies	Below Grade Level - GR On Grade Level - IR Above Grade Level - LC Read GR Book and internalize plan Read LC Book and create plan Review Conferring Group Notes/Strategies		
Groups have specific areas in the classroom and are on task throughout block	Groups have specific areas in the classroom and are on task throughout block		
Teachers use timers to help them stay on pace Cross-Class Transitions Start GR - Book Introduction IR - Time on Task LC - Structure & Notebook	Teachers use timers to help them stay on pace Cross-Class Transitions Start GR - Book Introduction IR - Time on Task LC - Structure & Notebook		
Below Grade Level - GR On Grade Level - IR Above Grade Level - LC Read GR Book and internalize plan Read LC Book and create plan Review Conferring Group Notes/Strategies	Below Grade Level - GR On Grade Level - IR Above Grade Level - LC Read GR Book and internalize plan Read LC Book and create plan Review Conferring Group Notes/Strategies		
Groups have specific areas in the classroom and are on task throughout block	Groups have specific areas in the classroom and are on task throughout block		
Cross-Class Transitions Start GR - Book Introduction IR - Time on Task LC - Structure & Notebook	Cross-Class Transitions Start GR - Book Introduction IR - Time on Task LC - Structure & Notebook		

ig	Pilot											
	Book baggies											
	Kindergarten transitions after 1st STEP round (1st quarter)											
	1st grade transitions after 6 week checklist											
	Kindergarten same book first 6 weeks											
	1st grade											

		Week 1	Week 2	Week 3	Week 4	Week 5
<b>Kindergarten</b>	Planning					
	Structure & Set Up					
	Teacher Moves					
<b>1st Grade</b>	Planning					
	Structure & Set Up					
	Teacher Moves					
<b>2nd Grade</b>	Planning					
	Structure & Set Up					
	Teacher Moves					
<b>3rd Grade</b>	Planning					
	Structure & Set Up					
	Teacher Moves					
<b>4th Grade</b>	Planning					
	Structure & Set Up					
	Teacher Moves					
<b>5th Grade</b>	Planning					
	Structure & Set Up					
	Teacher Moves					
<b>6th Grade</b>	Planning					
	Structure & Set Up					
	Teacher Moves					







**Brilla Schools Network**  
Learning Walk Protocol  
“Be a Detective, Not an Inspector”

**Overview:** Learning Walks are guided observational rounds that strongly focus on the Instructional Core - evidence of student learning and direct correlation to the strategies that leverage student learning. The school leadership team, working in conjunction with the Brilla Schools Network Team, determines a specific focus and problem of practice for observers to provide evidence around. The observations are followed by a robust, evidence-based discussion that results in short-term, mid-term, and long-term goals. Below are some key elements of Learning Walks.

- 1. Learning Walks are non-evaluative.** The observations and feedback from Learning Walks provide a form of Assessment FOR Learning for the school and should not be connected to formal evaluation or supervision processes.
- 2. Learning Walks are done collectively.** Assemble a small team to conduct the Learning Walk and be thoughtful about the makeup and size of the team.
- 3. Learning Walks are focused on patterns.** The goal of the Learning Walk is to identify important patterns across multiple classrooms or areas of the school. In general, the team is looking for patterns of practice to be reinforced and deepened, rather than patterns of concern.
- 4. Learning Walks are tools for improving student learning and engagement.** The feedback and insights developed through the Learning Walk process should help the school address issues of student achievement rather than focusing solely on teacher practice.
- 5. Learning Walks are narrow and focused.** Learning Walks are most effective when the school identifies a specific and narrow focus that drives the process. Avoid using checklists or other tools that draw attention to a wide variety of indicators.
- 6. Learning Walks generate immediate descriptive feedback and data.** Feedback, insights and observations should be discussed immediately by the Learning Walk team and shared with the entire faculty as soon as possible, preferably the same day.

**Problems of Practice:** A problem of practice is something the school cares about, feels stuck on, and/or wants to understand more deeply. A problem of practice focuses on instruction and student learning, is observable and actionable, connects to a broader strategy of district improvement, and is high leverage (City et al., 2009). The process works best when it's connected to ongoing improvement work and is based on data. A school might convene its instructional leadership team and ask the following questions: Where do we feel stuck? Where are we struggling? How do we know we're struggling? Which situation do we need help collecting data on and thinking about?

**Materials:**

- Introduction Materials
  - Problem of Practice
  - Schedule of Observations
  - Teams
- Observation Forms (shredded end of day)
- Debrief Form
  - Post-Its
  - Chart Paper
  - Markers
- Thank You Letter Template

## Directions:

1. Preparation Day
  - a. School Leader(s)/DCI Team create Problem of Practice (PoP)
  - b. Determine staff involved on LW team and create schedule
  - c. Send email to staff and participants regarding LW
    - i. NOTE: do not include schedule or PoP in email to staff
2. Day of Instructional Rounds:
  - a. Opening:
    - i. Review the purpose, goals, outcomes and procedures with the building team
    - ii. Review the vision for the school based on yearly priorities
      1. *What led to the building focus area/problem of practice?*
      2. *What has happened as a result of previous Learning Walks?*
  - b. Pre-Observation Conversation:
    - i. Document area(s) of focus
    - ii. Identify Evidence on Chart Paper
      1. *What should we expect to see and hear from both teachers and students?*
      2. NOTE: The Problem of Practice is a filter - observers should ignore other teacher and student behaviors not related to the PoP
        - a. For example, if the problem of practice is about higher-order thinking skills, observers try to ignore how well students are behaving, what is or isn't on the walls, or whether the teacher wrote the objective on the board.
    - iii. Identify what data should be collected and how the data will be collected by observers
      1. Review tools for data collection and ask for clarification
      2. NOTE: Data collection tools should be narrative based and rubrics should not be utilized
    - iv. Introduce Observer Teams and Team Schedules
    - v. Set Norms for classroom observations
      1. Interact/Don't Interact with students
      2. No talking with other observers while in the classroom
      3. Do not interrupt instruction
      4. Hallway discussion
  - c. Classroom Visits
    - i. Record data in terms of what teachers and students are doing and saying in relation to the building focus area(s)/Problem of Practice using the prescribed data collection tool
      1. If able to interact with students -
        - a. *What are you learning?*
        - b. *What do you do if you don't know the answer or are stuck?*
        - c. *How will you know when you are successful?*
        - d. *Why are you learning about this topic today?*
        - e. *Is what you are learning interesting to you? Why/Why not?*
        - f. *How will this learning help you in the future?*
    - ii. Data collected should be as specific as possible and related to the focus area/PoP
      1. For example, instead of writing "too much teacher talk" consider "the teacher spoke continuously for 6 minutes without pausing to check for understanding," or instead of writing "the teacher asked lots of questions" consider actually scripting the questions the teacher asked

d. Debriefing Observations

- i. Guided by the facilitator utilizing the Learning Walk Debrief Form, individuals first organize their own notes and thinking, creating specific and descriptive patterns, contrasts, and questions
  1. For example, “Teachers ask questions that require one- or two-word answers, and students actually respond with one or two words. Or, “students sit in groups, yet work individually.” Or, “The pattern of interaction is teacher-student-teacher, with teachers initiating the conversations.”
- ii. As a group, observers now identify and categorize evidence to the stated focus area/PoP to further refine the area of focus for aligned next steps
  1. Refinement Options on Chart Paper
    - a. Observable Patterns in Relation to Problem of Practice ---> Wonders ---> Focus Area Refinement
    - b. The Teacher...---> The Students...---> Focus Area Refinement
    - c. Consistencies ---> Differences ---> Focus Area Refinement
- iii. Facilitator charts evidence from the group dialogue
- iv. After charting is completed, the observations team looks for specific patterns, trends, and categories in the displayed data (talking to the data displayed). With this information, the group considers the following and actually predicts:
  1. *If you were a student in these classes today and you did everything the teacher asked you to do, what would you know and be able to do?*

e. Plan of Action

- i. The observation team names the following based on the debrief:
  1. Brainstorms things that have not yet been explored or need further explorations by staff, leaders, and/or teachers
  2. Defines multiple ways to build relevant knowledge and skills for all staff with a specific timeline
  3. Identifies how to bring the information to staff
- ii. The Plan of Action Options for Charting are:
  1. Things to Explore ---> Extending and Supporting Knowledge and Skills ---> How might the data be brought back to staff?
  2. Short-Term Goal & Strategies ---> Mid-Term Goal & Strategies ---> Long-Term Goal & Strategies
  3. Area of Focus ---> Why ---> Evidence of Successful Implementation

f. Closure

- i. The school principal crafts a thank you letter utilizing the provided templates to be sent by End-of-Day of the Learning Walk
- ii. The Observation team names strengths of the Learning Walk Process and opportunities for improvement next walk
- iii. The Observation team names the next date(s) of Learning Walks

g. Follow-up

- i. The school principal communicates the documented plan of action (problem of practice and ways to build staff knowledge and skills) and the data collection tools or revised walkthrough checklist to the Network Curriculum and Instruction Team within two weeks of visit

**Brilla Schools Network**  
Learning Walk Observation Form Option 3

Classroom Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Time In: \_\_\_\_\_

<b>Focus Area/Problem of Practice:</b>	<p>Previous walkthrough data suggests teachers are not as prepared for lessons as school leaders want them to be. Without deep internalization and an understanding of the lesson and content, teachers will be unable to focus on the cognitive engagement of the students, instead focusing on simply “delivering” the lesson material. Teachers are seeking ways to improve their content knowledge and internalize lessons so they can maximize students’ cognitive engagement in the lesson tasks.</p> <ul style="list-style-type: none"> <li>● <b><i>What is the level of engagement of students in classrooms?</i></b></li> <li>● <b><i>Are all students engaged in the task?</i></b></li> <li>● <b><i>What is the evidence that student engagement is linked to teacher content mastery/preparation?</i></b></li> </ul>	
<b>Learning Objective</b> <i>What is posted on the board during this timeframe in the school-day.</i>	<b>Student Task Description</b> <i>What students are actually doing that you are observing during the visit.</i>	<b>Notes</b>

**Probing Questions:**

**Brilla Schools Network**  
Learning Walks and Walkthroughs

**Purpose:** In order to best make instructional gains and leverage teachers’ and students’ progress towards mastery, Brilla Schools Network employs both Learning Walks and Walkthroughs as a way to align pedagogy and ensure deep rigor across schools and classrooms. Utilizing evidence-based best practices from the Harvard Education Press, National School Reform Faculty, National Association of Elementary School Principals, Educational Leadership, and EL Education, Brilla Schools Network aims to develop a systemic approach to quality teaching and learning.

**Learning Walks vs. Walkthroughs:** The following table aims to distinguish the protocols from each other. The main outcomes described can both be utilized to inform professional learning and leadership next steps.

	<b>Learning Walks (Instructional Rounds)</b>	<b>Walkthroughs</b>
<b>Focus</b>	<ul style="list-style-type: none"> <li>Evidence of Student Learning aligned to School-named Outputs and Outcomes; analyze which variables have the greatest impact on student achievement and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of high quality teacher practices aligned to School-named Outputs and Outcomes; Provides formative assessment on teacher application of development initiatives; Ensures environmental consistencies across school</li> </ul>
<b>Participants</b>	<ul style="list-style-type: none"> <li>Small Group Teams               <ul style="list-style-type: none"> <li>Network Leaders</li> <li>School Leaders</li> <li>GCLs</li> <li>Pipeline Candidates</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Small Group Teams or Individual               <ul style="list-style-type: none"> <li>Network Leaders</li> <li>School Leaders</li> <li>GCLs</li> <li>Teachers</li> </ul> </li> </ul>
<b>Observation Tool</b>	<ul style="list-style-type: none"> <li>Brilla Schools Network Learning Walk Form</li> <li>Google Form (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>School-based Walkthrough Form</li> <li>Google Form (Q3)</li> </ul>
<b>Type of Data</b>	<ul style="list-style-type: none"> <li>Qualitative and anecdotal</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative</li> </ul>
<b>Time per Classroom</b>	<ul style="list-style-type: none"> <li>10-20 minutes</li> <li>No hallway debrief</li> </ul>	<ul style="list-style-type: none"> <li>3-5 minutes</li> <li>2-3 minute hallway debrief</li> </ul>
<b>Scheduled Time</b>	<ul style="list-style-type: none"> <li>Half Day per School</li> <li>Whole Day per Network</li> </ul>	<ul style="list-style-type: none"> <li>60-90 minutes</li> </ul>
<b>Organizer(s)</b>	<ul style="list-style-type: none"> <li>School Leader</li> <li>Network DCI</li> </ul>	<ul style="list-style-type: none"> <li>School Leader</li> <li>GCL</li> </ul>
<b>Additional Materials</b>	<ul style="list-style-type: none"> <li>Learning Walk Protocol</li> <li>Debrief Form</li> <li>Chart Paper</li> <li>Thank you Letter Template</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough Protocol</li> <li>School-based Walkthrough Form</li> <li>School Team Follow Up Action Form</li> </ul>
<b>Frequency</b>	<ul style="list-style-type: none"> <li>1-2 times per quarter by school</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>
<b>Main Outcomes</b>	<ul style="list-style-type: none"> <li>Network-wide comparison of rigor and complexity</li> <li>Network-wide comparison of cognitive engagement</li> <li>Adjustments to MIP and Work Plan</li> </ul>	<ul style="list-style-type: none"> <li>School-wide Teacher Quality (instructional coaching)</li> <li>GCL interventions</li> <li>Morning Meeting Practice</li> </ul>

**Further Distinction:** Learning Walks are a very structured method of gathering evidence of progress against a clearly defined issue, and planning ways forward. They are traditionally used to gather evidence about the quality of learning and teaching. What sets the Learning Walk apart is its collaborative nature. Learning Walks are carried out by a team of people who together define or refine the issue and collectively use the evidence gathered to identify areas for development. The team members are carefully chosen to reflect the needs of the project and can consist of representatives of all the stakeholders involved. Evidence is usually gathered from short, focused lesson observations, interviews and a shared understanding of policies, procedures and practices underpinning the area of inquiry. The basic premise of Instructional Rounds is that people best learn about the meaning of high quality instruction by observing teachers, students, and the work students are asked to do, followed by meaningful conversation and the process is thoughtfully designed to avoid talk of “good” or “poor” teachers. Considerable time is spent observing the students. The focus is always about “what is going on in a classroom that is causing the students to be highly engaged in challenging work?” and “How is it different from classrooms where learning is not happening?”

Clinical supervision, or the practice of classroom observation and feedback has been one of the most often used tools in evaluating teacher performance, however the extent in which it assists teachers to improve their delivery of instruction is questionable. As a result, the classroom walkthrough, not designed for evaluation, but for the purpose of professional development, has gained increasing popularity. Walkthroughs are designed to help school leaders and, eventually, teacher participants, take specific steps towards increasing capacity and improvement. Walkthroughs typically look for transferrable teacher skills, student structures, or classroom environment norms. Walkthroughs are guided by an evolving form and result in a time-sensitive Action Plan for Teacher Leader implementation.

**Considerations:** Both Learning Walks and Walkthroughs should not be evaluative of specific teacher practice but induce a deep conversation around patterns and trends that can be both celebrated and remediated. Staying away from generalizations and non-specific evidence is essential. Objectivity in both types of observation are necessary and should be gathered with as much specificity as possible. Both structures should focus on the inquiry of the observer with the purpose to improve the collective whole.

#### **Parameters:**

We do **NOT**:

- Make judgmental statements about what the teacher was or was not doing
- Make disparaging statements about the teacher, the students or the classroom; and make comments which could be interpreted as being *critical of the school(s)*
- Use any of the information from the Learning Walks as an evaluative tool for any reason

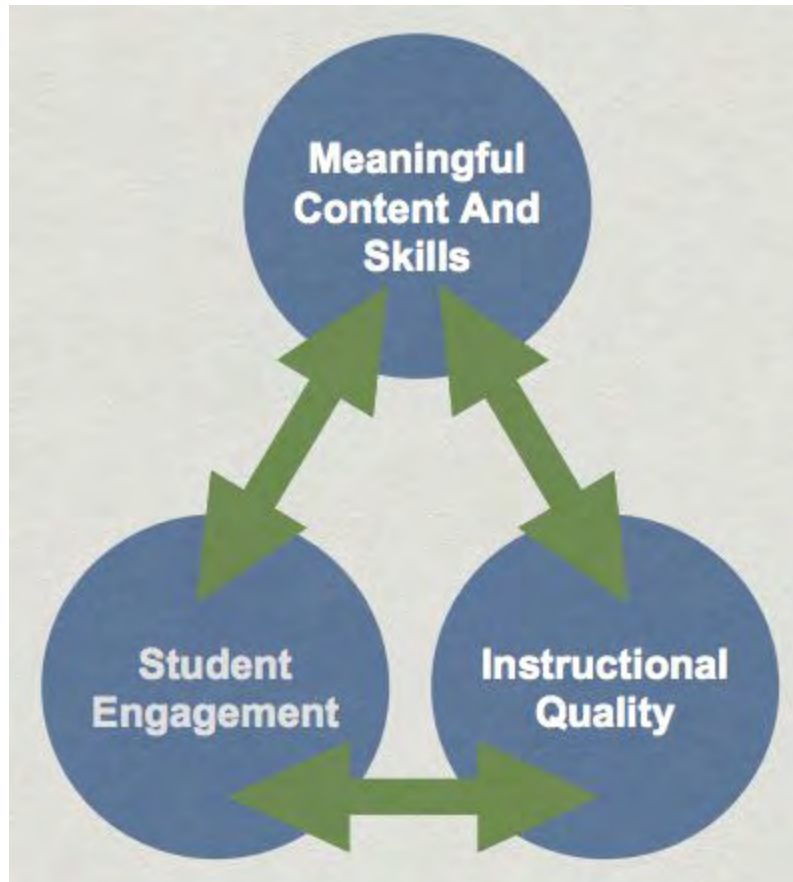
We **Do**:

- Observe and find specific evidence, strategies, and techniques that leverage student learning
- Reflect on best practices and how to incorporate them
- Name next level work and make collective commitments

#### **NORMS**

- We are non-judgmental; we aim to push each other’s practice to be the best it can be;
- We are focused on student learning and maximizing students’ experience in the classroom;
- We are confidential; what is discussed during the Debrief, stays in the Debrief;
- We are learners always looking for strategies or techniques to leverage;
- We share best practices, action steps, and evidence-based priorities to improve the collective whole.

**Focus on the Instructional Core:** In its simplest terms, the instructional core is composed of the teacher and the student in presence of content. It is the *relationship between the teacher, the student, and the content - not only the qualities of any one of them by themselves - that determines the nature of instructional practice*, and each corner of the instructional core has its own particular role and resources to bring to the instructional process. Simply stated, the instructional task is the ACTUAL work that students are asked to do in the process of instruction - not what the teachers think they are asking students to do, or what the official curriculum says that the students are asked to do, but what they are ACTUALLY asked to do.”



**Intentionality:** The purpose of the Learning Walk system and protocol is to guide the Walk Through checklist and look-fors identified by school leaders and conducted on a weekly basis. Teachers should be made aware of consistent progress and data should be collected and collated over time. Inputs should be directly tied to named outputs - teacher support structures put in place should be relevant to the Learning Walk data and inform focuses for Walkthroughs.



### Learning Walk Agenda

Date:	Time:	Roles & Attendees
12/14/17	9:00am-12:30pm	<ul style="list-style-type: none"> <li>● <u>Facilitator</u> - Carbone</li> </ul>
<p><b>Attendance:</b></p>		
<p><b>Materials:</b> Chart Paper, Post-its, <a href="#">Observation Protocol</a>, <a href="#">Observation Form</a>, Clipboards, Markers, Previous Learning Walk Debrief Materials</p>		
<p><b>Mission Statement:</b> Brilla College Preparatory Charter School (“Brilla College Prep”), a K-8 school in the classical tradition, helps students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond</p>		

Professional Collaboration Norms		
It Starts with You	Set the Standard	Embrace Challenge
Principle over Preference	Honor the Team	
Make it Count	<b>Consider the Impact</b>	

Agenda:	Time (min)	Notes
Welcome, norms, agenda review	5	<ul style="list-style-type: none"> <li>●</li> </ul>
Reframing and Discourse since last Learning Walk	15	<ul style="list-style-type: none"> <li>● <a href="#">Review Debrief from last Learning Walk</a></li> <li>● What interventions at each campus have been put in place since the last Learning Walk to address the Problem of Practice?</li> </ul>
Problem of Practice/Focus Area	20	<ul style="list-style-type: none"> <li>● Problem of Practice:               <ul style="list-style-type: none"> <li>○ Previous walkthrough data suggests teachers are not as prepared for lessons as school leaders want them to be. Without deep internalization and an understanding of the lesson and content, teachers will be unable to focus on the cognitive engagement of the students, instead focusing on simply “delivering” the lesson material. Teachers are seeking ways to improve their content knowledge and internalize lessons so they can maximize students’ cognitive engagement in the lesson tasks.                   <ul style="list-style-type: none"> <li>■ <b><i>What is the level of engagement of students in classrooms?</i></b></li> <li>■ <b><i>Are all students engaged in the task?</i></b></li> <li>■ <b><i>What is the evidence that student engagement is linked to teacher content mastery/preparation?</i></b></li> </ul> </li> </ul> </li> <li>● What should we hear? What should we see?</li> </ul>
Observations Round 1	60	<ul style="list-style-type: none"> <li>● BCPE               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
Observations Round 2	30	<ul style="list-style-type: none"> <li>● MS               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
Observations Round 3	30	<ul style="list-style-type: none"> <li>● Veritas               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
Debrief	30	<ul style="list-style-type: none"> <li>● <a href="#">Debrief Forms</a></li> <li>● Chart - Things to Explore further; Supports for Teachers; Aligned Outputs and Evidence</li> </ul>
Closure	5	

	BCPE	MS	BCPE
<b>Walking Team 1</b>	Apfel Carbone Larsen	Carbone Kopro Castillo	Apfel Castillo Rippe
<b>Walking Team 2</b>	Castillo Kopro Rippe	Apfel Larsen Rippe	Larsen Carbone Kopro

<b>Walker Schedule - BCPE</b>			
<b>Team 1</b>		<b>Team 2</b>	
<b>Time frame</b>	<b>Classroom</b>	<b>Time frame</b>	<b>Classroom</b>
9:40-9:50am	JMU	9:40-9:50am	BC
9:50-10:00am	NYU	9:50-10:00am	Clemson
10:00-10:10am	Texas	10:00-10:10am	Michigan
10:10-10:20am	Wisconsin	10:10-10:20am	Northwestern
10:20-10:30am	Wash U	10:20-10:30am	Georgetown
10:30-10:40am	Nebraska	10:30-10:40am	LaFayette
<b>Transition to Middle School 10:45am</b>			

<b>Walker Schedule - MS</b>			
<b>Team 1</b>		<b>Team 2</b>	
<b>Time frame</b>	<b>Classroom</b>	<b>Time frame</b>	<b>Classroom</b>
11:00-11:10am	Maryland	11:00-11:10am	Fordham
11:10-11:20am	Seton Hall	11:10-11:20am	Maryland
11:20-11:30am	Fordham	11:20-11:30am	Seton Hall

<b>Walker Schedule - Veritas</b>			
<b>Team 1</b>		<b>Team 2</b>	
<b>Time frame</b>	<b>Classroom</b>	<b>Time frame</b>	<b>Classroom</b>
11:30-11:40am	Harvard	11:30-11:40am	Siena
11:40-11:50am	Siena	11:40-11:50am	Harvard
11:50am-12:00pm	Syracuse	11:50am-12:00pm	Duke

### Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)

<b>Subject:</b>	Math	<b>Unit Title:</b>	Comparison of Length, Weight, Capacity, and Numbers to 10	<b>Grade:</b>	K
<b>Number Instructional Days:</b>	36 (6 Flex Days: 1/16-1/17; 2/13-2/16)				

PART 1	
<b>Unit Overview</b>	<p>Students build upon their analysis and classification of geometric shapes to compare and analyze length, volume, weight, capacity, and numbers. Students will focus first on length, then weight and last volume. Each of these topics will encourage students to choose analyze if they could have chosen by a different attribute. Real-life objects are used to classify these attributes of comparison. Comparison language, specific to the attribute, is introduced: <i>longer/shorter than, heavier/lighter than, more/less than</i> and the <i>same as</i>. At the end of the unit, students count and match sets to compare and learn to distinguish between the measurable attributes of a set number of objects.</p> <p><a href="#">Link to EngageNY Module</a></p>
<b>Content Standards</b>	<p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more or”/“less of” the attribute, and describe the difference.</p> <p><b>MP.2</b> Reason quantitatively and abstractly. Students compare quantities by drawing objects in columns and matching the objects one to one to see that one column has more than another and draw the conclusion that 6 is more than 4 because 2 objects do not have a match.</p> <p><b>MP.3</b> Construct viable arguments and critique the reasoning of others. Students describe measurable attributes of a single object and reason about how to compare its length, weight, and volume to that of another object.</p> <p><b>MP.5</b> Use appropriate tools strategically. During the culminating task and End-of-Module Assessment, students might choose to use a scale to compare weight, linking cube sticks to compare length and rice and cups to compare volume.</p> <p><b>MP.6</b> Attend to precision. Students attend to precision by aligning endpoints when comparing lengths. They are also precise when weighing an object with cubes (or units) on a balance scale. Adding 1 more makes the cubes too heavy</p>

**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

	<p>when the goal is to see how many cubes have the same weight as the object.  <b>MP.7</b> Look for and make use of structure. Students use structure to see that the amount of rice in 1 container is equal to the amount in 4 smaller containers. The smaller unit is a structure, as is the larger unit.</p>	
EQs & EUs	Essential Questions	Enduring Understandings
	<ul style="list-style-type: none"> <li>• How do you compare objects to each other?</li> <li>• Why do we compare objects?</li> <li>• How do measuring tools help us?</li> <li>• Why is it important to be precise?</li> </ul>	<ul style="list-style-type: none"> <li>• Objects can be compared by their: size, weight, length, and volume. We can use numbers to compare these.</li> <li>• We compare objects to be able to distinguish them from each other and to be able to describe them using keywords that are descriptive.</li> <li>• Measuring tools help us use numbers and quantities to be able to use to compare size, weight, length, and the volume of objects.</li> <li>• It is important to be precise because math has to be accurate when we are using numbers. When you are precise, you can clearly explain and prove that the work is correct.</li> </ul>

Part 2
Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• longer than/shorter than/as long as</li> <li>• heavier than/lighter than/as heavy as</li> <li>• more than/less than/same as</li> <li>• identify if there are enough and compare the quantities with numerical values</li> <li>• determine which attribute to use to measure</li> </ul>

## Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)

- precision with measuring tools
- foundational work with equivalence - same as
- foundational work for use and understanding of rulers and number lines
- foundational understand of area
- foundational understanding of comparison of measuring attributes and number quantities
- use accurate vocabulary for measurement questioning
- Compare attributes of at least 2 objects
  - identify and name endpoints
  - line up endpoints of physical objects
  - use specific vocabulary to describe the details
    - describe length, width, size, with UNITS

### Performance Task/Summative Assessment

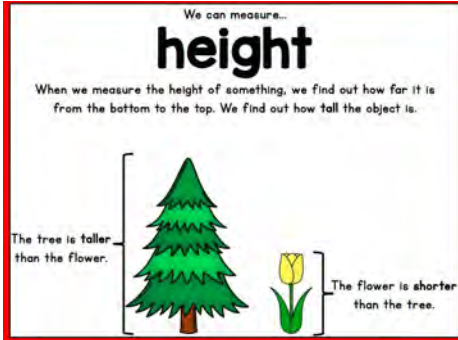
PT/SA Description	Standards & EQs
<p><b>Topic E:</b> Are there enough? Scholars will be determining if there is enough spoons and bowls for each child. They will be pretending to make cookie dough and determining if they have <i>enough</i> tools for everyone to make it.</p> <p><b>Topic F:</b> Comparison between sets within 10. Scholars will be building a mouse city making linking cube towers, manipulating their numbers, and determining which tower has more.</p> <p><b>Topic G:</b> Comparison of numerals. Scholars will continue building their mouse city by making various sized towers and comparing two.</p> <p><b>Topic H:</b> Clarification of measurable attributes. Scholars will be comparing the length and weight of juice boxes, cups of rice, and linking cubes in various tests.</p> <p><b>Content planner will combine all activities into one easily accessible and trackable document during the planning cycle.</b></p> <p><a href="#">Link to Performance Tasks</a></p>	<ul style="list-style-type: none"> <li>● <b>Topic E:</b> <ul style="list-style-type: none"> <li>○ K.CC.6: Solid reasoning occurs when students place the square correctly on the paper to see if the fit, show there are not enough spoons, and use words <i>more than</i> and <i>less than</i> to compare the spoons and bowls.</li> <li>○ <b>How do you compare objects to each other?</b></li> <li>○ <b>Why do we compare objects?</b></li> </ul> </li> <li>● <b>Topic F:</b> <ul style="list-style-type: none"> <li>○ K.CC.6: Solid reasoning occurs when students correctly show which set is more and states how many more, shows an equal set, and shows one more/one less.</li> <li>○ <b>How do you compare objects to each other?</b></li> <li>○ <b>Why do we compare objects?</b></li> </ul> </li> <li>● <b>Topic G:</b> <ul style="list-style-type: none"> <li>○ K.CC.6; K.CC.7: Solid reasoning occurs when students correctly put objects in line to match and compare then, use <i>more than/less than</i> to compare numbers.</li> <li>○ <b>How do you compare objects to each other?</b></li> </ul> </li> </ul>

## Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)

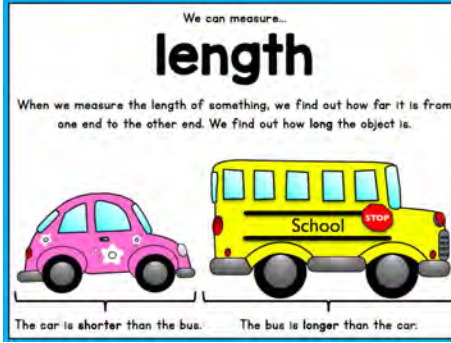
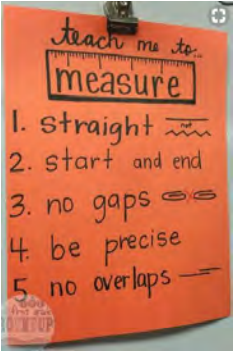
	<ul style="list-style-type: none"> <li>○ <b>Why is it important to be precise?</b></li> <li>● <b>Topic H:</b> <ul style="list-style-type: none"> <li>○ K.MD.1; K.MD.2: Solid reasoning occurs when students correctly use language and appropriate tools to compare the length and weight of a box to other objects, and use a balance scale to compare weight.</li> <li>○ <b>How do you compare objects to each other?</b></li> <li>○ <b>Why do we compare objects?</b></li> <li>○ <b>How do measuring tools help us?</b></li> <li>○ <b>Why is it important to be precise?</b></li> </ul> </li> </ul>
<b>Vocabulary</b>	
<b>Tier 2 Vocabulary</b>	<b>Tier 3 Vocabulary</b>
<ul style="list-style-type: none"> <li>● Place word on word walls after discussed (use word wall template on drive): <ul style="list-style-type: none"> <li>○ <b>compare:</b> to look at things closely to see what is similar or different about them</li> <li>○ <b>longer than:</b> greater length/distance from starting point to ending point</li> <li>○ <b>taller than:</b> greater in height/distance from bottom to the top</li> <li>○ <b>shorter than:</b> less in height/distance from starting point to ending point</li> <li>○ <b>as long as:</b> same in height</li> <li>○ <b>heavier than:</b> more in weight</li> <li>○ <b>lighter than:</b> less in weight</li> <li>○ <b>as heavy as:</b> same in weight</li> <li>○ <b>more than:</b> bigger</li> <li>○ <b>less than/fewer than:</b> smaller</li> <li>○ <b>the same as:</b> equal, just like each other</li> <li>○ <b>enough/not enough:</b> what is needed or not needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Place word on word walls after discussed (use word wall template on drive): <ul style="list-style-type: none"> <li>○ <b>distance:</b> amount of space between two things</li> <li>○ <b>length:</b> distance/amount of space between the starting point and ending point</li> <li>○ <b>height:</b> distance/ amount of space between the bottom to the top</li> <li>○ <b>weight:</b> measurement of how heavy something is</li> <li>○ <b>balance scale:</b> tool to measure and compare weight between things</li> <li>○ <b>capacity:</b> how much it holds</li> <li>○ <b>volume:</b> how much space it takes up</li> <li>○ <b>number:</b> a symbol that shows an amount</li> </ul> </li> </ul>

**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

○ <b>match:</b> something that is the same/equal	
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Part 3					
Lesson Number	BCP Lesson	BV Lesson	Learning Objective	Primary Learning Task	Assessment (EVERY DAY INCLUDES A WORKSHEET PACKET FOR MATH)
1 Topic A Mon., 12/11  <i>DOK 1</i>	Lesson 1	Lesson 1	<p>I can compare lengths by making “taller than/longer than” or “shorter than” statements. (K.MD.1; K.MD.2)</p> <p>Virtue: Wisdom</p> <p>Anchor Chart:</p> 	<ul style="list-style-type: none"> <li>Students will <b>compare</b> their own height to heights of other students and objects in the classroom using the words taller than/shorter than.</li> <li>Students will learn about <b>endpoints</b>.</li> <li>Students will measure objects that are aligned and non-aligned using the words <b>taller than/shorter than/longer than</b>.</li> </ul> <p>HOTQ: How do you know that ____ is taller/ longer/shorter than ____? Why are endpoints important?</p>	<ul style="list-style-type: none"> <li>Which object is longer than/shorter than/taller than? How did you know?</li> <li>What did you notice about the endpoints?</li> <li>Draw something taller than/shorter than/longer than.</li> </ul>

**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

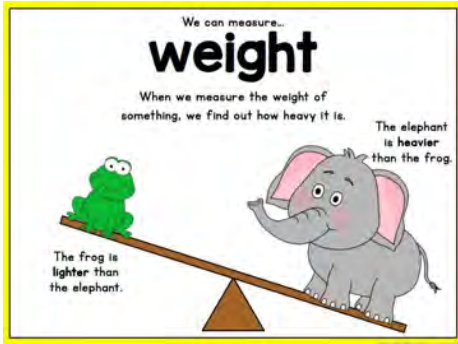
					
<p>2 Topic A Tues., 12/12</p> <p><i>DOK 2</i></p>	<p>Lesson 2</p>	<p>Lesson 2</p>	<p>I can compare length and height by using a string and the words shorter than, longer than, or taller than. (K.MD.1; K.MD.2)</p> <p>Virtue: Self-control</p> <p>Anchor Chart:</p> <ul style="list-style-type: none"> <li>Longer than/Shorter than/Taller than List Chart</li> </ul> 	<ul style="list-style-type: none"> <li>Students will compare <b>length</b> or <b>height</b> of things in the classroom by using a foot long string using the words shorter than, longer than, or taller than.</li> <li>Students will dictate the objects they found were shorter than, taller than, or longer than their string for the teacher to write/draw on anchor chart.</li> <li>Students will identify objects shorter than or longer than a cut out of a string in a piece of paper.</li> </ul> <p>HOTQ: How do you know that the string is longer/shorter than the object? Why is it important to start measuring at the right place (startpoint)</p>	<ul style="list-style-type: none"> <li>Which object is longer than/shorter than/taller than? How did you know?</li> <li>What did you notice about the endpoints?</li> <li>Find something taller than/shorter than/longer than ____.</li> </ul>
<p>3 Topic A Weds.,</p>	<p>Lesson 3</p>	<p>Lesson 3</p>	<p>I can compare length and height by using a popsicle stick and the words</p>	<ul style="list-style-type: none"> <li>Students will make a series of comparisons of height and length with a popsicle stick</li> </ul>	<ul style="list-style-type: none"> <li>Student draw a pirate family by listening to</li> </ul>



**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

12/13 <i>DOK 2</i>			shorter than, longer than, and taller than. (K.MD.1; K.MD.2)  Virtue: Self-control	and sort into longer than/shorter than. <ul style="list-style-type: none"> <li>Students will draw objects as describe by teacher compared to the size of another object.</li> </ul> HOTQ: Why did you draw ___ like that?	teachers description of the home.
4 Topic B Thurs., 12/14  <i>DOK 2</i>	Lesson 4	Lesson 4	I can compare various stick lengths by aligning their end points. (K.MD.1; K.MD.2; K.CC.4c; K.CC.5; K.CC.6)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will review the stairs with linking cubes and identify taller/shorter than.</li> <li>Students will compare two sets of linking cube sticks.</li> </ul> HOTQ: How did you compare sticks? How do you know which stick is shorter/longer?	<ul style="list-style-type: none"> <li>My ___ stick is shorter/longer than my ___ stick.</li> <li>Draw a stick shorter/longer than a given stick.</li> </ul>
5 Topic B Fri., 12/15  <i>DOK 3</i>	Lesson 5	Lesson 5	I can define longer and shorter by creating and comparing linking sticks with each other. (K.MD.1; K.MD.2; K.CC.4c; K.CC.5; K.CC.6)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will determine which stick is shorter/longer than another stick.</li> <li>Students will compare two sets of linking cube sticks and identify that <b>direction</b> does not matter.</li> </ul> HOTQ: Does it matter if your sticks are up, down or sideways? Why?	<ul style="list-style-type: none"> <li>Which stick is shorter/longer than the other?</li> <li>Draw a shorter/longer than stick.</li> </ul>
6 Topic B Mon., 12/18  <i>DOK 2</i>	Lesson 6	Lesson 6	I can measure length/height by counting the number of linking cube. (K.MD.1; K.MD.2; K.CC.4c; K.CC.5; K.CC.6)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students compare the length of linking cube sticks to various objects.</li> <li>Students learn how to measure using linking cubes and then compare length/height.</li> </ul> HOTQ: How do you know which one is shorter/longer?	<ul style="list-style-type: none"> <li>Draw a ___ if it's longer/shorter than the object.</li> <li>How long/tall is ___ using linking cubes?</li> </ul>
7 Topic B	Lesson	Lesson	I can compare objects to a 5 stick	<ul style="list-style-type: none"> <li>Students will compare objects that are the</li> </ul>	<ul style="list-style-type: none"> <li>Color ___ the color ___.</li> </ul>

**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

<p>Tues., 12/19</p> <p><i>DOK 2</i></p>	<p>7</p>	<p>7</p>	<p>using <i>the same as</i>. (K.MD.1; K.MD.2; K.CC.4c; K.CC.5; K.CC.6)</p> <p>Virtue: Wisdom</p>	<p><b>same as</b> a 5 stick.</p> <ul style="list-style-type: none"> <li>Students will find <b>different ways to make 5</b>.</li> </ul> <p>HOTQ: How can you tell ___ is the same as ___?</p>	<p>How many did you color Is the (color) the same length as ___?</p> <ul style="list-style-type: none"> <li>Trace and draw something the same length as ___.</li> </ul>
<p>8 Topic C Weds., 12/20</p> <p><i>DOK 2</i></p>	<p>Lesson 8</p>	<p>Lesson 8</p>	<p>I can identify objects lighter than/heavier than other objects. (K.MD.1; K.MD.2)</p> <p>Virtue: Self-control</p> <p>Anchor Chart:</p> 	<ul style="list-style-type: none"> <li>Students will compare using <b>weight (heavier than and lighter than)</b> with classroom objects by holding them in their two hands.</li> </ul> <p>HOTQ: What do you notice about the heavier objects? Are the biggest things always the heaviest? Why/Why not?</p>	<ul style="list-style-type: none"> <li>Which is heavier? Which is lighter?</li> <li>How do you know?</li> </ul>
<p>9 Topic C Thurs., 12/21</p> <p><i>DOK 2</i></p>	<p>Lesson 9</p>	<p>Lesson 9</p>	<p>I can compare weight by using a balance scale. (K.MD.1; K.MD.2)</p> <p>Virtue: Self-control</p> <p>Anchor Chart:</p>	<ul style="list-style-type: none"> <li>Students will compare objects using <i>lighter than</i>, <i>heavier than</i>, and <i>the same as</i> with <b>balance scale</b> and teacher will record.</li> </ul> <p>HOTQ: What happens to a balance scale when objects are placed on both sides? Why is a balance scale helpful?</p>	<ul style="list-style-type: none"> <li>Draw something lighter/heavier.</li> </ul>

**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

<p>10 Topic C Fri., 12/22</p> <p><i>DOK 2</i></p>	Lesson 10	Lesson 10	<p>I can compare the weight of an object to a set of unit weight on a balance scale. (K.MD.1; K.MD.2)</p> <p>Virtue: Self-control</p> <p>Add on to previous chart: 2-3 examples of measuring weight on scale</p>	<ul style="list-style-type: none"> <li>Students will measure an object in pennies and then compare to another object as lighter/heavier than.</li> <li>Students will draw the objects to be as heavy as a given number.</li> </ul> <p>HOTQ: What do you notice about the weighed objects? How did you know when to stop adding ___?</p>	<ul style="list-style-type: none"> <li>The ___ is as heavy as ___ (objects).</li> <li>Draw the ___ so ___ is as heavy as ___.</li> </ul>
<p>11 Topic C Mon., 1/8</p> <p><i>DOK 2/3</i> <i>*Where are your students? Think about how you can push to a 3!</i></p>	Lesson 11	Lesson 11	<p>I can compare the weight of objects by using a balance scale. (K.MD.1; K.MD.2)</p> <p>Virtue: Self-control</p>	<ul style="list-style-type: none"> <li>Students will observe and discuss conservation of weight of various objects on the balance scale.</li> </ul> <p>HOTQ: How do you know when two things weight the same?</p>	<ul style="list-style-type: none"> <li>What happens when you weigh ___ and ___? (same weight objects of different sizes)</li> <li>What would happen is you take ___ apart and weigh it? Will it weigh less/more/the same?</li> </ul>
<p>12 Topic C Tues., 1/9</p>	Lesson 12	Lesson 12	<p>I can compare the weight of an object with other objects. (K.MD.1; K.MD.2)</p>	<ul style="list-style-type: none"> <li>Students will use pennies, cubes, and beans to measure various objects by using the phrase <b>as heavy as</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Compare: ___ of (object) is as heavy as ___ of (other object).</li> </ul>

**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

DOK 2/3			Virtue: Self-control	HOTQ: Did you notice any patterns as you were balancing your objects with sets of different objects?	
13 Topic D Weds., 1/10  DOK 2	Lesson 13	Lesson 13	I can compare volume by using the words less than, more than, the same as, (and smallest/biggest). (K.MD.1; K.MD.2)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will compare volume/<b>capacity</b> of objects by adding rice and water, and using <i>more than, less than, and the same as</i> when pouring.</li> <li>Draw objects that have smaller or bigger capacities.</li> </ul> <p>HOTQ: Tell me about the capacity of the ___ compared to ___.</p>	<ul style="list-style-type: none"> <li>Look at two objects, discuss which container has less or more or the same capacity.</li> <li>Drawing objects with the smallest and biggest capacity.</li> </ul>
14 Topic D Thurs., 1/11  DOK 3	Lesson 14	Lesson 14	I can explain the conservation of volume by pouring into different objects. (K.MD.1; K.MD.2)  Virtue: Wisdom/Self-control	<ul style="list-style-type: none"> <li>Students will support teacher in filling objects and telling teacher when to stop.</li> <li>Then, the objects will be transferred to another object to explore conservation of volume.</li> </ul> <p>HOTQ: Did the amount of ___ change? Why do you think that?</p>	<ul style="list-style-type: none"> <li>Drawing/discussing what a quantity looks like across various objects of measurement. (The ___ looks like this, now it looks like ___, now it looks like ___ (drawn specific to object used for measuring))</li> </ul>
15 Topic D Fri., 1/12  DOK 2	Lesson 15	Lesson 15	I can compare by finding objects that are the same as other objects in volume by pouring. (K.MD.1; K.MD.2)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will find how many scoops of rice fit into various measuring tools.</li> <li>Students will then compare by finding objects that have the same volume.</li> </ul> <p>HOTQ: Which held the least? Which held the most? How do you know?</p>	<ul style="list-style-type: none"> <li>Which container held the most/has largest capacity? Which container held the least/less capacity?</li> </ul>
Flex Tues.,	Flex	Field Trip	Flex Day	Mid Module Assessment Task Topics A-B	<ul style="list-style-type: none"> <li>Topic A: Comparing length and height using a</li> </ul>

**Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)**

1/16			Virtue: Courage/Wisdom	<p>Review EQ:</p> <ul style="list-style-type: none"> <li>• How do you compare objects to each other?</li> <li>• Why do we compare objects?</li> <li>• How do measuring tools help us?</li> <li>• Why is it important to be precise?</li> </ul>	<p>string and the words shorter than and longer than</p> <ul style="list-style-type: none"> <li>• Topic B: Comparing length and height using linking cubes and the words shorter than and longer than</li> </ul>
Flex Weds., 1/17	Flex	Flex/Field Trip	<p>Flex Day</p> <p>Virtue: Courage/Wisdom</p>	<p>Mid Module Assessment Task Topics C-D</p> <p>Review EQ:</p> <ul style="list-style-type: none"> <li>• How do you compare objects to each other?</li> <li>• Why do we compare objects?</li> <li>• How do measuring tools help us?</li> <li>• Why is it important to be precise?</li> </ul>	<ul style="list-style-type: none"> <li>• Topic C: Comparing weight using a balance scale and the words lighter than or heavier than</li> <li>• Topic D: Comparing volume using a bowl and cup and the words less than and more than</li> </ul>
<p>16 Topic E Thurs., 1/18</p> <p><i>DOK 2/3</i></p>	Lesson 16	Lesson 16	<p>I can find objects that fit onto other objects. (K.CC.6)</p> <p>Virtue: Wisdom</p>	<ul style="list-style-type: none"> <li>• Students will make informal comparisons about area.</li> <li>• Students will find objects that fit onto other objects (ej. paper, circles, beans, etc.)</li> </ul> <p>HOTQ: Were you able to cover ____ completely with ____? Why?</p>	<ul style="list-style-type: none"> <li>• Cover a shape with squares. Count and write how many fill the shape.</li> <li>• Compare hands by tracing their sizes.</li> <li>• Covering shapes with other shapes/objects.</li> </ul>
<p>17 Topic E Fri., 1/19</p> <p><i>DOK 3</i></p>	Lesson 17	Lesson 17	<p>I can compare to say if there is enough by matching. (K.CC.6)</p> <p>Virtue: Justice</p>	<ul style="list-style-type: none"> <li>• Students will learn about distributing items so that there are not enough or just enough.</li> </ul> <p>HOTQ: How can we find if there are enough?</p>	<ul style="list-style-type: none"> <li>• Matching items to see if there are enough.</li> <li>• Drawing just enough of one object to match other object.</li> </ul>

### Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)

18 Topic E Mon., 1/22  DOK 2	Lesson 18	Lesson 18	I can explain <i>more</i> and <i>same</i> by counting and matching. (K.CC.6)  Virtue: Justice	<ul style="list-style-type: none"> <li>Students will learn to count and match items to values and use the words “more ___ than ___” and “the same number of ___ and ___”.</li> </ul> <p>HOTQ: How do you know what’s the same?</p>	<ul style="list-style-type: none"> <li>Match to see if there are enough of an item.</li> <li>Draw more ___ than ___.</li> <li>Count and write. Are there the same number of ___ and ___?</li> </ul>
19 Topic E Tues., 1/23  DOK 3	Lesson 19	Lesson 19	I can explain <i>fewer</i> and <i>same</i> by counting and drawing. (K.CC.6)  Virtue: Justice	<ul style="list-style-type: none"> <li>Students will use counting and matching strategies to discuss fewer and same.</li> </ul> <p>HOTQ: How do you know what’s NOT the same? How do you know what is fewer?</p>	<ul style="list-style-type: none"> <li>Count and circle was is fewer.</li> <li>Draw ___ so that there are the same ___ as there are ___.</li> </ul>
20 Topic F Weds., 1/24  DOK 2	Lesson 20	Lesson 20	I can compare the length of an items by counting linking cubes.(K.CC.6; K.CC.7; K.CC.4C; K.MD.2)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will use linking cube sticks to figure longer lengths by counting the linking cubes.</li> <li>Students will compare numbers.</li> </ul> <p>HOTQ: How do you compare to show less/more of an object?</p>	<ul style="list-style-type: none"> <li>Color the amount and circle the longer chain.</li> <li>Color the amount and circle the chain with fewer.</li> <li>___ is fewer than ___</li> <li>___ is more than ___</li> </ul>
21 Topic F Thurs., 1/25  DOK 2	Lesson 21	Field Trip	I can compare numbers of shapes by identifying if they see <i>less/fewer</i> or <i>more</i> . (K.CC.6; K.CC.7; K.CC.4C; K.MD.2)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will look at shapes on the board to compare the amount of shapes.</li> </ul> <p>HOTQ: Are there less/more ___ than ___? Explain your answer.</p>	<ul style="list-style-type: none"> <li>Count the amount of shapes in a picture. Are the fewer/more ___ than ___?</li> <li>Count and circle which has more.</li> <li>Count and circle which has fewer.</li> </ul>
22 Topic F Mon., 1/29	Lesson 22	Lesson 21	I can create the <i>same</i> amount by drawing the same. (K.CC.6; K.CC.7; K.CC.4C; K.MD.2)	<ul style="list-style-type: none"> <li>Teacher will show an amount of shapes and students will help draw the same.</li> </ul>	<ul style="list-style-type: none"> <li>Count and draw the same number of ___.</li> </ul>

### Unit Overview: Comparison of Length, Weight, Capacity, and Numbers to 10 (Math - Grade 0 Kindergarten, Unit 3)

<i>DOK 2/3</i>			Virtue: Justice/Wisdom	HOTQ; How do you know it's the same?	
23 Topic F Tues., 1/30  <i>DOK 2/3</i>	Lesson 23	Lesson 22	I can make one more by drawing the same and then adding one more. (K.CC.6; K.CC.7; K.CC.4C; K.MD.2)  Virtue: Self-control	<ul style="list-style-type: none"> <li>Students will count sets and help the teacher draw one more.</li> <li>Students will draw the same first, and then one more.</li> <li>Partners will play the one more game.</li> </ul> HOTQ: How do you draw one more? What do you notice about the set with one more?	<ul style="list-style-type: none"> <li>Identify how many and then draw one more.</li> <li>Roll the die and then draw a set with one more.</li> </ul>
24 Topic F Weds., 1/31  <i>DOK 2/3</i>	Lesson 24	Lesson 23	I can compare sets of objects by drawing a set with one less. (K.CC.6; K.CC.7; K.CC.4C; K.MD.2)  Virtue: Self-control	<ul style="list-style-type: none"> <li>Students will count sets and help the teacher draw one more.</li> <li>Students will draw the same first, and then one more.</li> <li>Partners will play the one more game.</li> </ul> HOTQ: How do you draw one less? What do you notice about the set that has one less?	<ul style="list-style-type: none"> <li>Identify how many and then draw one less/fewer.</li> <li>Roll the die and then draw a set with one less/fewer.</li> </ul>
25 Topic G Thurs., 2/1  <i>DOK 2</i>	Lesson 25	Lesson 24	I can compare numbers of items by stating which is more than the other. (K.CC.6; K.CC.7; K.CC.4C)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will match and count to compare a number of objects to state and write which quantity is more.</li> </ul> HOTQ: How do you know what is more?	<ul style="list-style-type: none"> <li>Count and write how many. Then write ___ is more than ___.</li> <li>Roll a die twice and write the numbers. Then write ___ is more than ___.</li> </ul>
26 Topic G Fri., 2/2  <i>DOK 2</i>	Lesson 26	Lesson 25	I can compare numbers of items by stating which is less than the other. (K.CC.6; K.CC.7; K.CC.4C)  Virtue: Wisdom	<ul style="list-style-type: none"> <li>Students will match and count to compare a number of objects to state and write which quantity is less.</li> </ul> HOTQ: How do you know what is less?	<ul style="list-style-type: none"> <li>Count and write how many. Then write ___ is less than ___.</li> <li>Roll a die twice and write the numbers. Then write ___ is less than ___.</li> </ul>

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<p>27 Topic G Mon., 2/5</p> <p><i>DOK 4</i></p>	<p>Lesson 27</p>	<p>Lesson 26</p>	<p>I can make a strategy to be able to compare two <b>sets</b>. (K.CC.6; K.CC.7; K.CC.4C)</p> <p>Virtue: Wisdom/Self-control</p>	<ul style="list-style-type: none"> <li>Students will match and count to compare two sets in various ways and find the best way to compare the given items.</li> <li>Students will use pennies, beans, cubes etc. to compare.</li> </ul> <p>HOTQ: How do you compare to sets?</p>	<ul style="list-style-type: none"> <li>Draw _____. Draw another _____ with less/fewer/more. Then compare by matching or counting cubes and using _____ is less/fewer than _____.</li> </ul>
<p>28 Topic H Tues., 2/6</p> <p><i>DOK 2</i></p>	<p>Lesson 28</p>	<p>Lesson 27</p>	<p>I can visualize values by counting and comparing amounts. (K.MD.1; K.MD.2; K.CC.6; K.CC.7)</p> <p>Virtue: Wisdom</p>	<ul style="list-style-type: none"> <li>Students compare sets of sounds by using <b>numerical</b> values.</li> <li>Students will play a game to compare deck of cards (War).</li> </ul> <p>HOTQ: How do you know which is less/fewer/more?</p>	<ul style="list-style-type: none"> <li>Visualize two sets and state which is less than/more than the other by counting.</li> </ul>
<p>29 Topic H Weds., 2/7</p> <p><i>DOK 3/4</i></p>	<p>Lesson 29</p>	<p>Lesson 28</p>	<p>I can compare equal volumes by stating if the object is full, not full, or empty is various containers. (K.MD.1; K.MD.2; K.CC.6; K.CC.7)</p> <p>Virtue: Self-control</p>	<ul style="list-style-type: none"> <li>Students will observe cups of colored water of equal volume poured into a variety of container shapes to see if the quantity changed and if the object is full/not full or empty.</li> </ul> <p>HOTQ: What do you notice about the containers?</p>	<ul style="list-style-type: none"> <li>Match items that are full, not full and empty.</li> </ul>
<p>30 Topic H Thurs., 2/8</p> <p><i>DOK 4</i> <i>*depending on teacher input</i></p>	<p>Lesson 30</p>	<p>Lesson 29</p>	<p>I can create sculpture with balls of clay of equal weight. (K.MD.1; K.MD.2; K.CC.6; K.CC.7)</p> <p>Virtue: Wisdom</p>	<ul style="list-style-type: none"> <li>Students will use balls of clay to create sculptures of equal weight.</li> </ul> <p>HOTQ: What do you notice about the scale when it shows equal weights?</p>	<ul style="list-style-type: none"> <li>Draw clay shapes of equal weight.</li> </ul>



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<p>31 Topic H Fri., 2/9</p> <p><i>DOK 3</i></p>	<p>Lesson 31</p>	<p>Lesson 30</p>	<p>I can construct a drawing by planning the height, size, and shape of their items. (K.MD.1; K.MD.2; K.CC.6; K.CC.7)</p> <p>Virtue: Wisdom/Self-control</p>	<ul style="list-style-type: none"> <li>Students will use benchmarks to create and compare shapes of different lengths to make things.</li> </ul> <p>HOTQ: What do you notice about your city? What do you notice about your partner's city?</p>	<ul style="list-style-type: none"> <li>Draw shapes by comparing them to other shapes (e.j draw a ___ shorter than ___; draw a ___ as long as ___).</li> </ul>
<p>32 Topic H Mon., 2/12</p> <p><i>DOK 3</i></p>	<p>Lesson 32</p>	<p>Lesson 31</p>	<p>I can describe the attributes of different items by using measurement words. (K.MD.1; K.MD.2; K.CC.6; K.CC.7)</p> <p>Virtue: Self-control</p>	<ul style="list-style-type: none"> <li>Students will choose items they want to compare and use comparing words.</li> </ul> <p>HOTQ: How did you compare your two items?</p>	<ul style="list-style-type: none"> <li>Draw items and what they use to measure them.</li> </ul>
<p>33 Tues., 2/13</p>	<p>BCP Plans own Flex lesson s based on studen t's needs</p>	<p>Lesson 32</p>	<p>Performance Task (See Part 2)</p> <p>Virtue: ALL</p>	<p>Culminating task—describe measurable attributes of single objects.</p>	<ul style="list-style-type: none"> <li>See Part 2</li> </ul>
<p>34 Weds., 2/14</p>	<p>BCP Plans own Flex lesson s based</p>	<p>BCP Plans own Flex lesson s based</p>	<p><b>BCP Flex/BV Lesson 32</b></p>		

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	on studen t's needs	on studen t's needs	
35 Thurs., 2/15	BCP Plans own Flex lesson s based on studen t's needs	BCP Plans own Flex lesson s based on studen t's needs	<b>Flex Day</b>
36 Fri., 2/16			<b>Flex Day</b>

Part 4		
Materials/Titles/Visuals	Accommodations for SPED/ELL Students	
	SPED	ELL
<ul style="list-style-type: none"> <li>● See Anchor Charts in Part 3 by Lesson</li> <li>● Balance scales</li> <li>● Centimeter cubes</li> <li>● Clay</li> <li>● Linking cubes in sticks with a color change at the five</li> <li>● Plastic cups and containers for measuring volume</li> </ul>	<p><i>During Unit unpacking, input differentiation strategies here for SPED students.</i></p>	<p><i>During Unit unpacking, input differentiation strategies here for ELL students.</i></p>

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**Part 5**

**Reflection**

*After Unit Completion, planner includes notes for strengths, weaknesses, and opportunities here.*



**What is included in the text list?**

The Guided Reading text list includes leveled book titles that have been carefully chosen to reflect excellent literature across fiction and nonfiction, as well as books from the Classical Education Text List.

**How many books should be ordered?**

We recommend ordering 12-16 copies of each title so two Guided Reading groups can use the text simultaneously.

**How should the texts be stored and organized?**

Texts should be stored in leveled bins (not by grade-level), in a central location where teachers across the school can access the books that their students need. Organize the sets of 6-8 books into baggies that teachers can easily choose for their groups.

**Can these books be stored in classroom libraries?**

These Guided Reading books should be kept separately from classroom libraries to ensure that the sets stay together and teachers always have access to enough books for their group.



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Fiction	A	9781584308492	Can I Have a Pet?	Hooks, Gwendolyn Hudson
Fiction	A	9781591942092	Merry-Go-Round	Mohr, Carole
Fiction	A	9781620143872	Soup	Castro, Elena
Fiction	A	9781584308218	We Play Music	Johnson, Dolores
Fiction	A	9781591942122	We Read	Johnson, Beth
Fiction	A	9780152048549	What I See	Keller, Holly
Informational	A	9781615412990	Bats	Dibble, Traci
Informational	A	9781615414581	In the Woods	Shah, Nupur
Informational	A	9781593016548	Lions of Africa	Taylor, Trace
Informational	A	9780757860065	Stingers	Rigby
Informational	A	9780763569754	Stripes and Spots	Rigby
Informational	A	9781614062349	Work Trucks	Taylor, Trace
Fiction	B	9781584308652	Day at the Fair	Newman, Leslea
Fiction	B	9781584309475	Everybody Wears Braids	Burrowes, Adjoa
Fiction	B	9781584308454	Family Picnic	Taylor, Gaylia
Fiction	B	9781418924119	Matthew and Emma	Rigby
Fiction	B	9781620144077	Uncle Peter's Farm	Castro, Elena
Fiction	B	9781584309239	What a Street!	Hazen, Barbara Shook
Informational	B	9780757859922	At Night	Rigby
Informational	B	9781584308577	Big or Little	Miller, Fonda Bell
Informational	B	9781620144596	I Dance	Castro, Elena
Informational	B	9781620144633	In the Desert	Castro, Elena
Informational	B	9780757859991	Time to Sleep	Rigby
Informational	B	9780763569761	Upside Down	Rigby
Fiction	C	9781584309550	Cleaning Day	Figueredo, D.H.
Fiction	C	9780763559823	Grab Bag	Randell, Beverley
Fiction	C	9781591941224	I Lost Something	Johnson, Beth



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Fiction	C	9781584309871	I Play Soccer	Cappellini, Mary
Fiction	C	9780763559724	Kitty Cat	Rigby
Fiction	C	9780763559830	Let's Pretend	Rigby
Fiction	C	9781591941163	My New Shoes	Comodromos, Eliza
Fiction	C	9781584309314	Piñata Party	Chapra, Mimi
Informational	C	9780757864537	Big Things	Rigby
Informational	C	9781418903701	Can You See the Eggs?	Rigby
Informational	C	9780757821219	Dinosaurs	Rigby
Informational	C	9780757888687	Food for a Mouse	Rigby
Informational	C	9780822539292	Jobs	Nelson, Robin
Informational	C	9781467711791	Popcorn	Hoffmann, Sara
Informational	C	9780757822780	What Can Jump?	Rigby
Fiction	D	9781591941262	Birthday Party	Comodromos, Eliza
Fiction	D	9781591941170	I Am Bored	Nadell, Judith
Fiction	D	9781591941279	Lights Are Out	Nadell, Judith
Fiction	D	9780152048600	Come Here, Tiger	Moran, Alex
Fiction	D	9780763559915	Kitty Cat and Fat Cat	Rigby
Fiction	D	9780763559892	Monkey on the Roof	Rigby
Fiction	D	9781418924270	Sandy Gets a Leash	Reilly, Carmel
Fiction	D	9780763560027	Toytown Fire Engine	Rigby
Informational	D	9780757822766	Animals in the City	Rigby
Informational	D	9780757888663	Big Animals, Little Animals	Rigby
Informational	D	9780757888892	Bikes at Work	Rigby
Informational	D	9780757888540	Birds Under the Water	Rigby
Informational	D	9781611814330	Fiesta	Javernic, Ellen
Informational	D	9780757822896	How Many Legs?	Rigby



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Informational	D	9780757888519	Spider Homes	Rigby
Fiction	E	9781620144152	Seasons	Castro, Elena
Fiction	E	9781591941385	Special Trees	Stevens, Kathleen
Fiction	E	9781591941286	Street Fair	Comodromos, Eliza
Fiction	E	9781591941361	What Has Mom Lost?	Mohr, Carole
Fiction	E	9780763560195	Crocodile and a Whale	Rigby
Fiction	E	9780763560225	Kitty Cat Plays Inside	Rigby
Fiction	E	9780763560171	Leaf Boats	Rigby
Fiction	E	9780152048518	Rabbit and Turtle Go to School	Floyd, Lucy
Informational	E	9780757888601	Animal Skeletons	Rigby
Informational	E	9780757888991	Animals Can Help	Rigby
Informational	E	9780757888557	Going Places	Rigby
Informational	E	9780822556862	Is It Living or Nonliving?	Rivera, Sheila
Informational	E	9781614060710	Sharks	Taylor, Trace
Informational	E	9781572741126	Strange Plants	Bishop, Nic
Informational	E	9780822545897	What Is Water?	Nelson, Robin
Fiction	F	9780763572907	Beach House	Rigby
Fiction	F	9780763572952	Brown Mouse Plays a Trick	Rigby
Fiction	F	9780152048396	Catch Me If You Can	Most, Bernard
Fiction	F	9780152048655	Daniel's Pet	Ada, Alma
Fiction	F	9781591941491	First Sleepover	Mohr, Carole
Fiction	F	9780763572914	Kitty Cat and the Paint	Rigby
Fiction	F	9780152050900	Try Your Best	McKissack, Robert
Fiction	F	9781591941422	Two Homes	Mohr, Carole
Informational	F	9780757864636	Climbers	Rigby
Informational	F	9780757822872	Jellyfish	Rigby



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Informational	F	9781418942564	Little Creatures	Rigby
Informational	F	9781614066927	Tarantulas	Taylor, Trace
Informational	F	9780763560355	Where Did All the Water Go?	Rigby
Informational	F	9780761341109	Worms	Nelson, Robin
Fiction	G	9780763573089	Birthday Presents	Rigby
Fiction	G	9780763573607	Clever Brown Mouse	Rigby
Fiction	G	9781418901196	Clever Penguins	Rigby
Fiction	G	9780140365399	Harry Gets Ready for School	Ziefert, Harriet
Fiction	G	9781591941507	Magic Tricks	Stavetski, Barbara
Fiction	G	9780140368529	Nicky Upstairs and Downstairs	Ziefert, Harriet
Fiction	G	9781591941439	Special Family Party	Johnson, Beth
Fiction	G	9780152048341	Why the Frog Has Big Eyes	Franco, Betsy
Informational	G	9781515719403	Ants	Amstutz, Lisa J
Informational	G	9780757839825	Buildings	Rigby
Informational	G	9781515725336	Cranes	Clay, Kathryn
Informational	G	9780757848605	Frogs and Toads	Rigby
Informational	G	9781467744959	How Does Weather Change?	Boothroyd, Jennifer
Informational	G	9781418942748	We Need the Sun	Rigby
Informational	G	9781593017620	Whales	Taylor, Trace
Informational	G	9780757848711	Where Do Snakes Live?	Rigby
Fiction	H	9781584304920	At the Firehouse with Dad	Athaide, Tina
Fiction	H	9780763573614	Clever Crow	Rigby
Fiction	H	9780763573669	Coco's Bell	Rigby
Fiction	H	9780152048433	Enormous Turnip	Tolstoy, Alexei
Fiction	H	9781591941606	Finders Keepers	Mohr, Carole
Fiction	H	9781591941705	Go Away!	Johnson, Beth





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Fiction	H	9781591941651	Stapler	Johnson, Beth
Fiction	H	9780763573713	Teasing Mom	Rigby
Informational	H	9781515738343	Baby Animals in Dens	Rustad, Martha E. H
Informational	H	9780757839818	Cat and Dog Talk	Rigby
Informational	H	9781418942762	Coldest Places	Rigby
Informational	H	9780761356813	Hibernation	Nelson, Robin
Informational	H	9780761356820	Migration	Nelson, Robin
Informational	H	9781515778387	Praying Mantises	Amstutz, Lisa J
Informational	H	9780822546450	Toys and Games Then and Now	Nelson, Robin
Informational	H	9781467744966	What Does Sunlight Do?	Boothroyd, Jennifer
Fiction	I	9780763519674	Busy Beavers	Rigby
Fiction	I	9781578740925	Carla's New Glasses	Coulton, Mia
Fiction	I	9781572747173	How Fox Became Red	Hamilton, Martha
Fiction	I	9780763573966	Mice Have a Meeting	Rigby
Fiction	I	9781572741430	Perlitas	Chamberlain, Judith
Fiction	I	9781572740259	Shintaro's Umbrellas	Jackson, Marjorie
Fiction	I	9780152048402	Very Boastful Kangaroo	Most, Bernard
Fiction	I	9781584305385	Pop Pop and Grandpa	Lake, Mary Dixon
Informational	I	9780152048273	Animals on the Go	Brett, Jessica
Informational	I	9781418903152	Clothes that Help	Rigby
Informational	I	9780822546399	Communication Then and Now	Nelson, Robin
Informational	I	9781541511132	Garbage Trucks on the Go	Reinke, Beth Bence
Informational	I	9780757839870	Megamouths and Hammerheads	Rigby
Informational	I	9781418903251	Plants Eat Meat, Too	Rigby
Informational	I	9781515773078	Ships	Schuh, Mari C
Informational	I	9780822546375	Transportation Then and Now	Nelson, Robin
Fiction	J	9780679817345	Baseball Ballerina	Cristaldi, Kathryn



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Fiction	J	9781578743803	Carla's Talent Show	Beckley, Kimberly
Fiction	J	9780757808708	Cat and Rat Fall Out	McCaughrean, Geraldine
Fiction	J	9780064440387	Fire Cat	Averill, Esther
Fiction	J	9780689810053	Henry and Mudge #1 The First Book	Rylant, Cynthia
Fiction	J	9781591941729	Let's Hibernate	Stavetski, Barbara
Fiction	J	9780689808760	Mitchell Is Moving	Sharmat, Marjorie Weinman
Fiction	J	9780590847834	Poppleton	Rylant, Cynthia
Informational	J	9780761371106	Ambulances on the Move	Waxman, Laura Hamilton
Informational	J	9781515738336	Baby Animals in Pouches	Rustad, Martha E. H
Informational	J	9780757839788	Biggest Land Animal	Rigby
Informational	J	9780757839962	Dinosaur Nests	Rigby
Informational	J	9781541511125	Fire Trucks on the Go	Reinke, Beth Bence
Informational	J	9780743982337	Homes Around the World	Rice, Dona
Informational	J	9780757839863	Leafcutter Ants	Rigby
Fiction	K	9780590458139	Blind Men and the Elephant	Backstein, Karen
Fiction	K	9780064441346	Clara and the Bookwagon	Levinson, Nancy
Fiction	K	9780064440202	Frog and Toad #1 Frog and Toad Are Friends	Lobel, Arnold
Fiction	K	9780316024532	Ling and Ting Not Exactly the Same	Lin, Grace
Fiction	K	9780394841755	Molly the Brave and Me	O'Connor, Jane
Fiction	K	9781880000847	My Steps	Derby, Sally
Fiction	K	9781479557790	Sofia Martinez: Abuela's Special Letters	Jules, Jacqueline
Fiction	K	9780140502343	Story of Ferdinand the Bull	Leaf, Munro
Fiction	K	9780064440592	Frog and Toad All Year	Lobel, Arnold
Informational	K	9781491406526	Animal Robots	Shores, Erika
Informational	K	9780761371113	Farm Tractors on the Move	Nelson, Kristin L
Informational	K	9781467707978	From Tree to Paper	Marshall, Pam
Informational	K	9781467707985	From Wax to Crayon	Nelson, Robin



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Informational	K	9780761350071	Let's Look at Bats	Berman, Ruth
Informational	K	9780761360414	Let's Look at Sharks	Nelson, Kristin L
Informational	K	9781491406502	Robots on the Job	Clay, Kathryn
Informational	K	9780545108553	Ruby Bridges Goes to School	Bridges, Ruby
Fiction	L	9781584305668	African Dance: Drumbeat in our Feet	Keeler, Patricia
Fiction	L	9780064441292	Josefina Story Quilt	Coerr, Eleanor
Fiction	L	9780064441001	Long Way to a New Land	Sandin, Joan
Fiction	L	9780064441988	Long Way Westward	Sandin, Joan
Fiction	L	9780618915866	Mouse and Mole #1 Upstairs Mouse Downstairs Mole	Yee, Wong
Fiction	L	9780689823480	Pinky and Rex	Howe, James
Fiction	L	9781572741447	Raven's Gift	Kuharski, Janice
Fiction	L	9780679847021	Tooter Pepperday	Spinelli, Jerry
Fiction	L	9780723247708	The Tale of Peter Rabbit	Potter, Beatrix
Fiction	L	9780590075022	The Emperor's New Clothes	Gross, Ruth Belov (adapted from Hans Christian Andersen)
Informational	L	9781484609811	Big Machines Build!	Veitch, Catherine
Informational	L	9780761378471	Can You Tell a Cheetah from a Leopard?	Silverman, Buffy
Informational	L	9780761385578	Can You Tell a Coyote from a Wolf?	Silverman, Buffy
Informational	L	9780761378464	Can You Tell an Alligator from a Crocodile?	Silverman, Buffy
Informational	L	9780756655853	Dinosaur's Day	Thomson, Ruth
Informational	L	9781429662086	Fastest Animals	Ipcizade, Catherine
Informational	L	9781467707954	From Iron to Car	Zemlicka, Shannon
Fiction	M	9780679849773	Abe Lincoln's Hat	Brenner, Martha
Fiction	M	9780394820934	Aliens for Breakfast	Spinner, Stephanie
Fiction	M	9780394826462	Case of the Elevator Duck	Berends, Polly
Fiction	M	9780876149607	Copper Lady	Ross, Alice
Fiction	M	9780811849098	Ivy and Bean #1	Barrows, Annie



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Fiction	M	9780316258333	Lola Levine Is Not Mean!	Brown, Monica
Fiction	M	9780307265012	Miami Jackson #1 Miami Gets it Straight	McKissack, Patricia
Fiction	M	9780688162801	Molly's Pilgrim	Cohen, Barbara
Fiction	M	9780689832970	King Midas and the Golden Touch	Demi
Fiction	M	9780140501698	Blueberries for Sal	McCloskey, Robert
Informational	M	9781410947512	Amazing Animal Communicators	Townsend, John
Informational	M	9781410947529	Amazing Animal Helpers	Townsend, John
Informational	M	9780590265850	Buddy, the First Seeing Eye Dog	Moore, Eva
Informational	M	9780761378457	Can You Tell a Frog from a Toad?	Silverman, Buffy
Informational	M	9781467715447	Can You Tell a Tyrannosaurus from an Allosaurus?	Silverman, Buffy
Informational	M	9781467745604	From Leather to Football	Nelson, Robin
Informational	M	9780448413259	Mummies	Milton, Joyce
Informational	M	9780823409501	Picture Book of Helen Keller	Adler, David A.
Fiction	N	9780064420891	Donavan's Word Jar	Degross, Monali
Fiction	N	9780440419983	Gloria Rising	Cameron, Ann
Fiction	N	9780590449205	Lily and Miss Liberty	Stevens, Carla
Fiction	N	9780689802171	My Name is Maria Isabel	Ada, Alma
Fiction	N	9780547133621	Nikki and Deja #1	English, Karen
Fiction	N	9780394820385	Pioneer Cat	Hooks, William
Fiction	N	9780440409243	Skirt	Soto, Gary
Fiction	N	9780385736619	Toys Go Out	Jenkins, Emily
Fiction	N	9780688161330	Chocolate Touch	Skene Catling, Patrick
Informational	N	9781433336515	Day in the Life of a Firefighter	Herweck, Diana
Informational	N	9780761350095	Empire State Building	Bullard, Lisa
Informational	N	9781467723725	Endangered and Extinct Mammals	Boothroyd, Jennifer
Informational	N	9781467745086	Helper Robots	Furstinger, Nancy



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Informational	N	9781467796873	How Do Trains Work?	Silverman, Buffy
Informational	N	9780394824567	Jackie Robinson and the Story of All-Black Baseball	O'Connor, Jim
Informational	N	9781491406496	Robots in Space	Clay, Kathryn
Informational	N	9780761360520	Statue of Liberty	Braithwaite, Jill
Informational	N	9780439597906	Narrative of the Life of Frederick Douglass	Williams, Zarle
Fiction	O	9780375846007	Calvin Coconut #1 Trouble Magnet	Salisbury, Graham
Fiction	O	9780786838837	Clementine #1	Pennypacker, Sarah
Fiction	O	9780316203814	First Adventures of Spider	Arkhurst, Joyce
Fiction	O	9780064420907	King's Equal	Paterson, Katherine
Fiction	O	9780394804248	Most Beautiful Place in the World	Cameron, Ann
Fiction	O	9780679870401	Night Crossing	Ackerman, Karen
Fiction	O	9780380709540	Ramona the Pest	Cleary, Beverly
Fiction	O	9780394828923	Stories Julian Tells	Cameron, Ann
Fiction	O	9780380709243	The Mouse and The Motorcycle	Cleary, Beverly
Fiction	O	9780698114173	The Little Match Girl	Andersen, Hans Christian
Fiction	O	9780380709120	Henry Huggins	Cleary, Beverly
Fiction	O	9781530176519	The Legend of Sleepy Hollow	Washington, Irving
Informational	O	9781410941442	Cave Crawlers	Rosenberg, Pam
Informational	O	9781575058269	Cesar Chavez	Wadsworth, Ginger
Informational	O	9781432975869	Diary of a Ballerina	Royston, Angela
Informational	O	9780375824500	Dinosaur Hunters	McMullan, Kate
Informational	O	9781467707879	How Do Parachutes Work?	Boothroyd, Jennifer
Informational	O	9780316300384	Knights in Shining Armor	Gibbons, Gail
Informational	O	9781410941480	Volcano Explorers	Rosenberg, Pam
Fiction	P	9780375849305	Alvin Ho: Allergic to Girls, School, and Other Scary Th	Look, Lenore
Fiction	P	9780061958915	Justin and the Best Biscuits in the World	Walter, Mildred Pitts



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Fiction	P	9780307265050	Miami Jackson Makes the Play	McKissack, Pat
Fiction	P	9780375840050	Horn for Louis	Kimmel, Eric A
Fiction	P	9780679891987	Balto and the Great Race	Kimmel, Elizabeth
Fiction	P	9780142413845	Giraffe and the Pelly and Me	Dahl, Roald
Fiction	P	9780439087964	Riding Freedom	Ryan, Pam Munoz
Fiction	P	9780440409175	Yang the Youngest and His Terrible Ear	Namioka, Lensey
Fiction	P	9781587170003	Aesop's Fables	Pinkney, Jerry
Informational	P	9780761371021	All Charged Up: A Look at Electricity	Boothroyd, Jennifer
Informational	P	9781467707848	How Do Helicopters Work?	Boothroyd, Jennifer
Informational	P	9780679856474	Ice Mummy	Dubowski, Mark
Informational	P	9780822564324	Mohandas Gandhi: A Life of Integrity	Rivera, Sheila
Informational	P	9780822564348	Nelson Mandela: A Life of Persistence	Boothroyd, Jennifer
Informational	P	9780394891897	Tut's Mummy	Donnelly, Judy
Fiction	Q	9780142406878	Abby Takes a Stand	McKissack, Pat
Fiction	Q	9780440400592	All-of-a-Kind Family	Taylor, Sydney
Fiction	Q	9780142408810	Tales of a Fourth Grade Nothing	Blume, Judy
Fiction	Q	9780698119291	Last Summer with Maizon	Woodson, Jacqueline
Fiction	Q	9780316058438	Mr. Popper's Penguins	Atwater, Florence
Fiction	Q	9780316060028	Year of the Dog	Lin, Grace
Fiction	Q	9780060581800	Little House in the Big Woods	Wilder, Laura Ingalls
Informational	Q	9781426307416	Amazing Animal Journeys	Marsh, Laura F
Informational	Q	9780448425979	Civil War Sub: The Mystery of the Hunley	Jerome, Kate Boehm
Informational	Q	9781467715522	Desert Food Webs in Action	Fleisher, Paul
Informational	Q	9780761378808	Exploring Space Robots	Kops, Deborah
Informational	Q	9780761378792	Exploring the International Space Station	Waxman, Laura
Informational	Q	9780822579922	Tundra Food Webs	Fleisher, Paul



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Informational	Q	9780448431444	Who Was Helen Keller?	Thompson, Gare
Informational	Q	9780439095525	In Their Own Words: Paul Revere	Sullivan, George
Fiction	R	9780763644321	Because of Winn-Dixie	DiCamillo, Kate
Fiction	R	9780689712630	Every Living Thing	Rylant, Cynthia
Fiction	R	9780064402507	Family Under the Bridge	Carlson, Natalie
Fiction	R	9780440418702	How Tia Lola Came to Stay #1	Alvarez, Julia
Fiction	R	9780547549576	Nathaniel Fludd, Beastologist #1: Basilisk's Lair	LaFevers, RL
Fiction	R	9780060521226	Whipping Boy	Fleischman, Sid
Fiction	R	9780064400565	Stuart Little	White, E.B.
Fiction	R	9780062399526	Sarah, Plain and Tall	MacLachlan, Patricia
Informational	R	9781512431124	Exploding Ants and Other Amazing Defenses	Hirsch, Rebecca E
Informational	R	9780531213216	Frida Kahlo	Venezia, Mike
Informational	R	9781512431131	Frozen Frogs and Other Amazing Hibernators	Lindeen, Mary
Informational	R	9780064460118	Mummies Made in Egypt	Aliki
Informational	R	9780448428895	Who Was Harriet Tubman?	McDonough, Yona
Informational	R	9780448433684	Who Was Louis Armstrong?	McDonough, Yona
Informational	R	9780448426754	Who Was Maria Tallchief?	Gourley, Catherine
Fiction	S	9780141301693	Eagle Song	Bruchac, Joseph
Fiction	S	9780064402019	Great Gilly Hopkins	Paterson, Katherine
Fiction	S	9780064401753	In the Year of the Boar and Jackie Robinson	Lord, Bette Bao
Fiction	S	9780312561260	Junebug	Mead, Alice
Fiction	S	9780547328638	Kite Fighters	Park, Linda Sue
Fiction	S	9780547237657	Lemonade War #1	Davies, Jacqueline
Fiction	S	9780152064617	Strange Happenings	Avi
Fiction	S	9780141304274	Which Witch?	Ibbotson, Eva
Informational	S	9780763660918	Voice of Her Own: The Story of Phillis Wheatley, Slave	Lasky, Kathryn



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Informational	S	9781570915802	Akira to Zoltan: Twenty-Six Men Who Changed the W	Chin-Lee, Cynthia
Informational	S	9781570915239	Amelia to Zora: Twenty-Six Women Who Changed th	Chin-Lee, Cynthia
Informational	S	9780763641276	Extreme Animals	Davies, Nicola
Informational	S	9780757857157	Medieval Days	Rigby InfoQuest
Informational	S	9780064462013	There's a Tarantula in My Purse	George, Jean Craighead
Informational	S	9780448443607	Who Was King Tut?	Edwards, Roberta
Fiction	T	9781250061683	Joey Pigza #1 Joey Pigza Swallowed the Key	Gantos, Jack
Fiction	T	9780142402344	Olivia Kidney	Potter, Ellen
Fiction	T	9780440420477	Penderwicks #1	Birdsall, Jeanne
Fiction	T	9780060875916	Thing About Georgie	Graff, Lisa
Fiction	T	9780618759255	Toothpaste Millionaire	Merrill, Jean
Fiction	T	9780316038638	Where the Mountain Meets the Moon	Lin, Grace
Fiction	T	9780140367829	Aladdin and Other Favorite Arabian Nights Stories	Dawood, N.J.
Fiction	T	9781420951684	The Secret Garden	Burnett, Frances Hodgson
Fiction	T	9780064404990	The Lion, the Witch and the Wardrobe	Lewis, C.S.
Informational	T	9780688154806	Cleopatra	Stanley, Diane
Informational	T	9781484605288	Desert Food Chains	Royston, Angela
Informational	T	9780822589891	Luna Moths: Masters of Change	Markle, Sandra
Informational	T	9780385320436	Mistakes That Worked	Jones, Charlotte Foltz
Informational	T	9781467723817	Tools and Treasures of Ancient Egypt	Doeden, Matt
Informational	T	9781467723824	Tools and Treasures of Ancient Greece	Doeden, Matt
Informational	T	9780763645212	What's Eating You? Parasites-The Inside Story	Davies, Nicola
Fiction	U	9780152066086	Crooked Kind of Perfect	Urban, Linda
Fiction	U	9780763652982	Magician's Elephant	DiCamillo, Kate
Fiction	U	9780316043083	Ninth Ward	Rhodes, Jewell
Fiction	U	9780547534268	Single Shard	Park, Linda Sue





<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Fiction	U	9780689817212	View from Saturday	Konigsburg, E. L.
Fiction	U	9780440228004	Watsons Go to Birmingham, 1963	Curtis, Christopher Paul
Fiction	U	9780140367829	Little Women	Alcott, Louisa May
Fiction	U	9780062399526	The BFG	Dahl, Roald
Informational	U	9781467725859	Astrophysicist and Space Advocate Neil deGrasse Tys	Ventura, Marne
Informational	U	9780763651343	Breakfast in the Rainforest: A Visit with Mountain Go	Sobol, Richard
Informational	U	9780743906609	Industrial Revolution: Primary Source Reader	Housel, Debra
Informational	U	9780763628833	Interrupted Journey: Saving Endangered Sea Turtles	Lasky, Kathryn
Informational	U	9781467723848	Tools and Treasures of Ancient Mesopotamia	Doeden, Matt
Informational	U	9780763660925	Vision of Beauty: The Story of Sarah Breedlove Walk	Lasky, Kathryn
Informational	U	9781416968405	Where the Flame Trees Bloom	Ada, Alma Flor
Fiction	V	9780439269971	Becoming Naomi Leon	Ryan, Pam Munoz
Fiction	V	9780316029568	Confetti Girl	Lopez, Diana
Fiction	V	9780440414803	Holes	Sachar, Louis
Fiction	V	9780689710681	Mrs. Frisby and the Rats of NIMH	O'Brien, Robert
Fiction	V	9780590897983	Music of Dolphins	Hesse, Karen
Fiction	V	9780545227704	Thief Lord	Funke, Cornelia
Fiction	V	9781420951806	Wind in the Willows	Grahame, Kenneth
Informational	V	9781429628433	Bill of Rights in Translation: What It Really Means	Leavitt, Amie
Informational	V	9781491449066	Buffalo Soldiers: Heroes of the American West	Baker, Brynn
Informational	V	9780544238601	Lives of the Musicians: Good Times, Bad Times (and \	Krull, Kathleen
Informational	V	9780743905701	Marie Curie: Pioneering Physicist	Cregan, Elizabeth
Informational	V	9781491449059	Navajo Code Talkers: Secret American Indian Heroes	Baker, Brynn
Informational	V	9780142404737	Portraits of African-American Heroes	Bolden, Tonya
Fiction	W	9780375822742	Books of Ember #1 City of Ember	DuPrau, Jeanne
Fiction	W	9780440422068	Brendan Buckley's Universe and Everything in It	Frazier, Sundee



<b>Book Type</b>	<b>FP</b>	<b>ISBN</b>	<b>Title</b>	<b>Author/Artist</b>
Fiction	W	9780439023450	Elijah of Buxton	Curis, Christopher Paul
Fiction	W	9780142411490	Green Glass Sea	Ellen Klages
Fiction	W	9780140384512	Roll of Thunder	Taylor, Mildred
Fiction	W	9781250059291	Tuck Everlasting	Babbitt, Natalie
Fiction	W	9781616510909	The Prince and The Pauper (abridged)	Twain, Mark
Fiction	W	9780394820378	The Phantom Tollbooth	Juster, Norton
Fiction	W	9780312367541	A Wrinkle in Time	L'Engle, Madeleine
Informational	W	9781426304019	Harriet Tubman, Secret Agent: How Daring Slaves an	Allen, Thomas B
Informational	W	9781433315206	Langston Hughes : Harlem Renaissance Writer	Anthony, David Henry
Informational	W	9780140383591	Maya Angelou: Journey of the Heart	Pettit, Jayne
Informational	W	9781491449073	Tuskegee Airmen: Freedom Flyers of World War II	Baker, Brynn
Informational	W	9780743904285	Egypt	Jordan, Shirley
Informational	W	9780743904346	Greece	Zamosky, Lisa
Fiction	X	9780141305950	The Shakespeare Stealer	Blackwood, Gary L.
Fiction	Z	9781453055434	The Adventures of Tom Sawyer	Twain, Mark

1st Grade Master Text List - In order of Instructional Sequence

Read Aloud		Close Reading			Nonfiction Studies (if and when applicable)		Skills Readers
Unit Number & Title	Title & Author	Week Number	Title	Genre	Unit Number & Title	Title & Author	Unit Number & Title
1: Community of Readers	<i>The Sandwich Swap</i> By Queen Rania of Jordan	1	The Pizza Dough	Nonfiction	1: Families and Communities are Important	<u>Last Stop on Market Street</u> by Christian Robinson	Unit 1 Reader: Snap Shots
	<i>Ahn's Anger</i> by Gail Silver	1	The Busy City	Nonfiction	3: Fables and Stories	<u>Anansi and the Moss Covered Rock</u>	Unit 2 Reader: Gran
	<i>Fly Away Home</i> by Eve Bunting	2	Home is Where You're Warm Inside	Poetry			Unit 3 Reader: Fables
	<i>Each Kindness</i> By Jacqueline Woodson	2	Forgive and Forget	Poetry			Unit 4 Reader: The Green Fern Zoo
	<i>The Butter Battle Book</i> by Dr. Seuss	3	That's What Friends Are For	Fiction			Unit 5 Reader: Kate's Book
	<i>I Don't Want To Be a Frog</i> by Dev Petty	3	Sam Who Never Forgets	Fiction			Unit 6 Reader: Grace
	<i>Big Al</i> By Andrew Clements	4	Seeing with Sound	Nonfiction			Unit 7 Reader: Kay and Martez
	<i>Something Beautiful</i> by Sharon Dennis Wyeth	4	All Year Long	Nonfiction			
	<i>Carmen Learns English</i> by Judy Cox	5	When You Can Read	Poetry			
	<i>The Jelly Donut Difference</i> by Maria Desmondy	5	Bear in There	Poetry			
	<i>Spaghetti in a Hot Dog Bun</i> By Maria Desmondy	6	Penny and Her Song	Fiction			
	<i>Enemy Pie</i> By Derek Munson	6		Fiction			
	<i>Hey, Little Ant</i> by Phillip and Hannah Hoose	7	More-igami	Fiction			
	<i>The Other Side</i> by Jacqueline Woodson	7		Fiction			
	<i>Martin's Big Words</i> by Doreen Rappaport	8	Why Do Horses Sleep Standing Up?	Nonfiction			
	<i>Amazing Grace</i> by Mary Hoffman	8	Migration	Nonfiction			
<i>Dancing in the Wings</i> by Debbie Allen	9	Summer Song	Poetry				
2: The Human Body	<i>Me and My Amazing Body</i> by Joan Sweeney	9	The Library	Poetry			
	<i>Germs Make Me Sick</i> by Melvin Berger	10	Flying Friends	Fiction			
	<i>What Happens to a Hamburger</i> by Paul Showers	10	Ruby Paints a Picture!	Fiction			
	<i>The Busy Body Book</i> by Lizzy Rockwell	11	You're Mean, Lily Jean!	Fiction			
	<i>Oh, The Things You Can Do That Are Good For You!</i> by Tish Rabe	11	Some Artist, Some Poet!	Fiction			
	<i>Eating Well</i> by Liz Gogeryly	12	Ow! How Does My Cut Stop Bleeding?	Nonfiction			
	<i>My Healthy Body</i> by Bobbie Kalman	12	Ducks	Nonfiction			
	<i>Eat Healthy, Feel Great</i> by William Sears	13	What Can Live in a Grassland?	Nonfiction			
	<i>The Boy Who Cried Wolf</i> by B.G. Hennesy	14	Things	Poetry			
	<i>It Could Always Be Worse</i> by Margot Zemach	14	Can I Catch the Wind?	Poetry			
3: Fables and Stories	<i>Anansi and the Moss-Covered Rock</i> by Eric Kimmel	15	Enjoy the Show	Fiction			
	<i>Anansi the Spider</i> by Gerlad McDermott	15	Bell	Fiction			
	<i>The Ugly Duckling</i>	16	Lights Out!	Fiction			
	<i>Aesop's Fables</i> by Saviour Pirotta	16	Silly Geese	Fiction			
	<i>The Lion and the Mouse</i> Aesop's Fables by Saviour Pirotta	17	Snow is Falling	Nonfiction			
	<i>The Korean Cinderella</i> by Shirley Climo	17	Penguins	Nonfiction			
	<i>Cendrillon</i> by Robert D. San Souci	18	Plants Feed Me	Nonfiction			
<i>The Golden Sandal</i> by Rebecca Hickox	18	What's in a Tree?	Nonfiction				
<i>The Gift of the Crocodile</i> by Judy Sierra	19	Spring	Poetry				
<i>Thumbelina</i> by Brad Sneed	19		Poetry				
<i>Tom Thumb</i> by Claudia Venturini	20	Buster and Phoebe	Fiction				
<i>Little Red Riding Hood</i> by Jerry Pinkney	20	Eat Your Greens!	Fiction				
<i>Pretty Salma</i> by Niki Daly	21	Keep Dancing Katie!	Fiction				
<i>Lon Po Po</i> by Ed Young	21	Just in Time	Fiction				





Kindergarten Master Text List - In order of Instructional Sequence										
Read Aloud		Close Reading			Nonfiction Studies (if and when applicable)		CKLA Skills Readers		Guided Reading (if and when applicable)	
Unit	Title & Author	Week Number	Title & Author	Genre	Unit Number & Title	Title & Author	Unit Number & Title	Level	Title	
1: My Community	<i>Look Out Kindergarten, Here I Come!</i> by Nancy Carlson (4)	1	The Pizza Dough	Nonfiction	1: School and School Community	<i>No, David!</i> by David Shannon.	Unit 4 Big Book: Pet Fun	Pre	Playing	
	<i>Carmen Learns English</i> by Judy Cox (4)	1	The Busy City	Nonfiction		<i>Do Unto Otters</i> by Laurie Keller.	Unit 5 Big Book: Ox and Man		Go, Go, Go	
	<i>My Friend Rabbit</i> by Eric Rohmann (3)	2	Home is Where You're Warm Inside	Poetry	2: Nursery Rhymes and Fables	<i>How Full is Your Bucket</i> by: Carol McCloud.	Unit 6 Reader: Kit		In the Shopping Cart	
	<i>Lion and Mouse</i> by Jerry Pinkney (wordless) (4)	2	Forgive and Forget	Poetry		<i>Little Kittens Have Lost Their Mittens</i>	Unit 7 Reader: Seth		In the Classroom	
	<i>Caps for Sale</i> by Esphyr Slobodkina (4)	3	That's What Friends Are For	Fiction	7: Continents	<i>Me on the Map</i> by Joanne Sweeney.	Unit 8 Reader: Sam		Athletes	
	<i>The Carrot Seed</i> by Ruth Krauss (7)	3	Sam Who Never Forgets	Fiction	9: Plants and Taking Care of the Earth	<i>How a Seed Grows</i> by Helene J. Jordan.	Unit 9 Reader: Zack and Ann		Building with Blocks	
	<i>Ish</i> by Peter Reynolds (4)	4	Seeing with Sound	Nonfiction		<i>The Earth Book</i> by Todd Parr.	Unit 10 Reader: Scott		He Runs	
	<i>Ahn's Anger</i> by Gail Silver (4)	4	All Year Long	Nonfiction					Fruit Colors	
	<i>Lacy Walker Nonstop Talker</i> by Christiianne Jones (4)	5	When You Can Read	Poetry					At the Lake	
	<i>Spaghetti in a Hot Dog Bun</i> by Maria Desmondy (8)	5	Bear in There	Poetry					Letter A	
	<i>The Way I Feel</i> by Janan Cain (5)	6	The Baboon's Umbrella	Fiction					Halloween Houses	
	<i>Amazing Grace</i> by Mary Hoffman (4)	6	The Goose That Laid the Golden Eggs	Fiction					Bird Goes Home	
	<i>Waiting is Not Easy!</i> by Mo Willems (7)	7	Why Do Horses Sleep Standing Up?	Nonfiction					Little Boy Blue	
<i>My Mouth is Like a Volcano</i> by Julia Cook (5)	7	Migration	Nonfiction				Humpty Dumpty			
<i>Listen Buddy</i> by Helen Lester (4)	8	Penny and Her Song	Fiction				Letter B			
<i>The Worst Day of My Life Ever!</i> by Julia Cook (4)	8	More-igami	Fiction				I Had a Little Hen			
2: Nursery Rhymes	<i>Three Little Kittens</i> by Paul Galdone (4)	9	Summer Song	Poetry				Dinner		
	<i>Mother Goose Remembers</i> by Clare Beaton (4)	9	The Library	Poetry				Me		
3: My Five Senses	<i>The Tortoise and the Hare</i> by Janet Stevens (4)	10	Flying Friends	Fiction				The Super Market		
	<i>My Five Senses</i> by Aiki (8)	10	Ruby Paints a Picture!	Fiction				Too Many Sweets		
	<i>My Senses Help Me</i> by Bobbie Kalman (4)	11	You're Mean, Lily Jean!	Fiction				This is My Halloween		
	<i>It Looked Like Spilt Milk</i> by Charles Shaw (4)	11	Some Artist, Some Poet!	Fiction				Big		
	<i>What is Taste?</i> by Jennifer Boothroyd (4)	12	Owl! How Does My Cut Stop Bleeding?	Nonfiction				A House		
	<i>You Can't Smell a Flower with Your Ear</i> by Joanna Cole (4)	12	Ducks	Nonfiction				The Big Cat		
	<i>Mice Squeak, We Speak</i> by Tomie DePaola (4)	13	What Can Live in a Grassland?	Nonfiction				Letter S		
	<i>Polar Bear, Polar Bear, What do You Hear?</i> by Bill Martin and Eric Carle (4)	14	Things	Poetry				Carlos and His Teacher		
	<i>The Listening Walk</i> by Paul Showers (4)	14	Story (by Eloise Greenfield)	Poetry				Rain in the City		
	<i>If You Lived With the Sioux</i> by Ann McGovern (4)	15	Enjoy the Show	Fiction				After School		
4: Native Americans	<i>Coyote</i> by Gerald McDermott (4)	15	Bell	Fiction				All Kinds of Faces		
	<i>Totem Tale</i> by Deb Vanasse (4)	16	Lights Out!	Fiction				Now We Bake		
	<i>The Legend of Bluebonnet</i> (4)	16	Silly Geese	Fiction				We Dress Up		
	<i>Snow is Falling</i> by Janet Stevens (4)	17	Penguins	Nonfiction				Bird Colors		
5: Seasons and Weather	<i>Tornado Alert</i> by Franklin M. Branley (4)	17	Snow is Falling	Nonfiction				Sundae Time		
	<i>Energy from the Sun</i> by Allan Fowler (4)	18	Plants Feed Me	Nonfiction				What Lives Here?		
	<i>Bring Me Some Apples and I'll Make You a Pie</i> by Robbin Gowley (4)	18	What's in a Tree?	Nonfiction				It is Fall		
	<i>Frog and Toad All Year</i> by Arnold Lobel (4)	19	Spring	Poetry				Spring and Fall		
	<i>Frederick</i> by Leo Lionni (3)	19	Afternoon on a Hill	Poetry				My Little Brother		
	<i>Weather Forecasting</i> by Gail Gibbons (4)	20	Buster and Phoebe	Fiction				I Can Skate		
	<i>Stone Soup</i> by Marcia Brown (4)	20	Eat Your Greens!	Fiction				Bedtime Counting		
	<i>School in Colonial America</i> by Mark Thomas (4)	21	Keep Dancing Katie!	Fiction						
6: America, Then and Now	<i>Food in Colonial America</i> by Mark Thomas (4)	21	Just in Time	Fiction						
	<i>Ox-Cart Man</i> by Donald Hall (8)	22	Animals at Home	Nonfiction						
	<i>Clothes in Colonial America</i> by Mark Thomas (4)	22	Is an Animal a Living Thing?	Nonfiction						
	<i>Charlie Needs A Cloak</i> by Tomie dePaola (4)	23	What's it Like to Be a Fish?	Nonfiction						
	<i>George Washington</i> by Phillip Abraham (4)	23	Camels	Nonfiction						
	<i>George Washington's Teeth</i> by Deborah Chandra (4)	24	City Song	Poetry						
	<i>My Teacher for President</i> by Kay Winters (4)	24	Open a Book (Supplemental Text)	Poetry						
	<i>Africa</i> by Rebecca Hirsch (4)	25	George and Martha Split Pea Soup	Fiction						
7: Continents	<i>Antarctica</i> by Rebecca Hirsch (4)	25	Milton and Mona	Fiction						
	<i>Asia</i> by Rebecca Hirsch (4)	26	Together	Fiction						
	<i>Australia</i> by Rebecca Hirsch (4)	26	A New Blue Backpack	Fiction						
	<i>Europe</i> by Rebecca Hirsch (4)	27	Bugs and Us	Nonfiction						
	<i>Introducing North America</i> by Chris Oxlade (4)	27	Lions	Nonfiction						
	<i>South America</i> by Rebecca Hirsch (4)	28	Helper Robots	Nonfiction						
	<i>World Atlas</i> by Nick Crane (3)	28	Make a Matching Pattern	Nonfiction						
	<i>Moon Rope</i> by Lois Ehlert (4)	29	Coral	Poetry						
	<i>The Story of Ferdinand</i> by Munro Leaf (4)	29	Poetry	Poetry						
	<i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema (4)	30	The Statue of Liberty	Nonfiction						
8: Kings and Queens	<i>May I Bring a Friend?</i> by Beatrice Schenk De Regniers (4)	30	Bikes	Nonfiction						
	<i>Snow White in New York</i> by Fiona French (4)	31	Helpers in My Community	Nonfiction						
	<i>Princess and the Pea</i> (0)	31	Whose Feet are Whose?	Nonfiction						
	<i>King Midas</i> by Charlotte Craft (4)									
9: Plants and	<i>Song of Sixpence</i> (0)									
	<i>Old King Cole</i> (0)									
	<i>Prince Cinders</i> by Babette Cole (4)									
	<i>The Lorax</i> by Dr. Seuss (4)									
	<i>The Tiny Seed</i> by Eric Carle (4)									
<i>I Am Water</i> by Jean Marzollo (4)										
<i>And Still the Turtle Watched</i> by Sheila MacGill-Callahan (4)										





## Unit Overview Close Reading - K

<b>Subject:</b>	Close Reading	<b>Unit Title:</b>	Q1: Aug 20-Nov 1 Q2: Nov 3- Jan 31 Q3: Feb 4- Apr 5 Q4: Apr 8- Jun 21	<b>Grade:</b>	K
<b>Number Instructional Days:</b>	Q1: 40 days Q2: 40 days Q3: 40 days Q4: 40 days				

PART 1	
<b>Unit Overview</b>	<p>During Close Reading, scholars will gain independence in articulating how authors strategically use craft and structure to convey the central idea. Scholars will read a mix of genres, including poetry, fiction, nonfiction, biography, fable/folktale, and myth; scholars will also begin to see a mixture of genres across one week. During the units, scholars must strengthen their ability to invest in the prompt by making a plan and using that plan, writing a strong idea in their short responses, and building discussion habits.</p> <p>Lesson Structure:</p> <ul style="list-style-type: none"> <li>● 2 Texts           <ul style="list-style-type: none"> <li>○ Day 1 - Main Idea</li> <li>○ Day 2 - Craft and Structure               <ul style="list-style-type: none"> <li>■ With 10 minutes of shared response beginning in Q4</li> </ul> </li> </ul> </li> </ul>
<b>Common Core Reading Standards</b>	<p><b>Day 1 Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>RI.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>● <b>RI.2.2:</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>● <b>RI.2.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>● <b>RI.2.8:</b> Describe how reasons support specific points the author makes in a text.</li> </ul> <p><b>Day 2 Standards:</b></p> <ul style="list-style-type: none"> <li>● RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> </ul>



	<ul style="list-style-type: none"> <li>● RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>● RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>● RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>				
<p><b>Common Core Writing Standards</b></p>	<p>Writing</p> <ul style="list-style-type: none"> <li>● W.2.2, W.2.5</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>● SL.2.1, SL.2.3, SL.2.4, SL.2.6</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>● L.2.1, L.2.2</li> </ul>				
<p><b>EQs &amp; EUs</b></p>	<table border="1"> <thead> <tr> <th data-bbox="480 660 1041 727">Essential Questions</th> <th data-bbox="1041 660 1919 727">Enduring Understandings</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 727 1041 1256"> <ul style="list-style-type: none"> <li>● What do strong readers do when they encounter a new text?</li> <li>● How do strong readers articulate a strong central idea after they finish reading?</li> <li>● How do authors make strategic choices with craft and structure to help convey their central idea?</li> </ul> </td> <td data-bbox="1041 727 1919 1256"> <ul style="list-style-type: none"> <li>● Whenever readers pick up a new text, they identify the genre and can immediately predict what they may likely encounter as they read.</li> <li>● Then, as readers dive into the text, they can use this “genre based thinking job” to guide them as they read for meaning.</li> <li>● After readers finish reading a text, they pause to consider the central idea of the text. Revisiting the genre based thinking job helps readers to synthesize the most important understandings.</li> <li>● Strong central ideas are contextualized and get at the deeper meaning of text.</li> <li>● Readers not only read for the central idea, but they also read to notice, name, and analyze the ways authors use craft and structure to help convey that central idea.</li> </ul> </td> </tr> </tbody> </table>	Essential Questions	Enduring Understandings	<ul style="list-style-type: none"> <li>● What do strong readers do when they encounter a new text?</li> <li>● How do strong readers articulate a strong central idea after they finish reading?</li> <li>● How do authors make strategic choices with craft and structure to help convey their central idea?</li> </ul>	<ul style="list-style-type: none"> <li>● Whenever readers pick up a new text, they identify the genre and can immediately predict what they may likely encounter as they read.</li> <li>● Then, as readers dive into the text, they can use this “genre based thinking job” to guide them as they read for meaning.</li> <li>● After readers finish reading a text, they pause to consider the central idea of the text. Revisiting the genre based thinking job helps readers to synthesize the most important understandings.</li> <li>● Strong central ideas are contextualized and get at the deeper meaning of text.</li> <li>● Readers not only read for the central idea, but they also read to notice, name, and analyze the ways authors use craft and structure to help convey that central idea.</li> </ul>
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**Part 2**

**Habits of Discussion**

- Track the speaker
- Keep hands down when someone else is speaking
- Listen silently when someone else is speaking
- Use pronouns accurately when speaking
- Speak so all can hear
- Speak in complete sentences using sentence steps
- Use silent hand signals when listening

**PART 3**

**Unit 1**

<b>Lesson Number</b>	<b>Text Title</b>	<b>Genre</b>	<b>Craft and Structure Moves</b>
1	The Pizza Dough	Nonfiction	Structure: Illustrations
2	The Busy City	Nonfiction	Picture and word choice
3	Home is Where You're Warm Inside	Poetry	Structure: lines and stanzas
4	Forgive and Forget	Poetry	Asking questions, rhyme
5	That's What Friends Are For	Fiction	Word choice: dialogue
6	Sam Who Never Forgets	Fiction	Punctuation marks
7	Seeing with Sound	Nonfiction	Text feature: photographs
8	All Year Long	Nonfiction	Diagrams

9	When You Can Read	Poetry	Author's point of view
10	Bear in There	Poetry	Word choice: verbs
11	The Baboon's Umbrella	Fiction	Dialogue
12	The Goose That Laid the Golden Eggs	Fiction	Word choice
13	Why Do Horses Sleep Standing Up?	Nonfiction	Word choice
14	Migration	Nonfiction	Text feature: photographs
15	Penny and Her Song	Fiction	Character feelings
16	More-igami	Fiction	Structure: illustrations
17	Summer Song	Poetry	Word choice: onomatopoeia
18	The Library	Poetry	Word choice: visualizing
19	Flying Friends	Fiction	Character feelings
20	Ruby Paints a Picture!	Fiction	Repetition

Unit 2			
Lesson Number	Text Title	Genre	Craft and Structure Moves
1	You're Mean, Lily Jean!	Fiction	Character Feelings
2	You're Mean, Lily Jean!	Fiction	Character Feelings
3	Ow! How Does My Cut Stop Bleeding?	Nonfiction	Structure: illustrations
4	Ducks	Nonfiction	Labels

5	Things	Poetry	Repetition
6	Story (by Eloise Greenfield)	Poetry	Author's point of view
7	Enjoy the Show	Fiction	Dialogue
8	Bell	Fiction	Structure: illustrations
9	Penguins	Nonfiction	Structure: numbered text
10	Snow is Falling	Nonfiction	Structure
11	Spring	Poetry	Author's point of view
12	Afternoon on a Hill	Poetry	Literary devices: imagery
13	Buster and Phoebe	Fiction	Character feelings
14	Eat Your Greens!	Fiction	Illustrations
15	Plants Feed Me	Nonfiction	Diagrams
16	What's in a Tree?	Nonfiction	Subheadings
17	Lights Out!	Fiction	Character feelings
18	Silly Geese	Fiction	Structure: illustrations
19	City Song	Poetry	Structure: repetition
20	The Canary	Poetry	Structure: Rhyme

### Unit 3

Lesson Number	Text Title	Genre	Craft and Structure Moves
---------------	------------	-------	---------------------------

1	George and Martha Split Pea Soup	Fiction	Character's point of view
2	Milton and Mona	Fiction	Structure: illustrations
3	Lions	Nonfiction	Structure: headings
4	Helper Robots	Nonfiction	Structure: captions
5	Coral	Poetry	Word choice: metaphors
6	April Rain Song	Poetry	Personification
7	Keep Dancing Katie!	Fiction	Character feelings
8	Just in Time	Fiction	Structure: illustrations
9	Is an Animal a Living Thing?	Nonfiction	Structure: subheadings
10	What's it Like to Be a Fish?	Nonfiction	Structure: illustrations
11	What is Pink?	Poetry	Structure: Rhyme
12	The Star	Poetry	Structure: Repetition
13	Together	Fiction	Word choice
14	A New Blue Backpack	Fiction	Structure: illustrations
15	Camels	Nonfiction	Text feature: photographs
16	What Can Live in Grassland?	Nonfiction	Text feature: photographs

**Part 4**

Lesson Number	Text Title	Genre	Craft and Structure Moves
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1	The Statue of Liberty	Nonfiction	Structure: headings
2	Bikes	Nonfiction	Structure: labels
3	Carlos and the Big Game	Fiction	Character feelings
4	Lily and Jack	Fiction	Character feelings
5	Cricket	Poetry	Visualizing
6	Dreams	Poetry	Metaphor
7	Helpers in My Community	Nonfiction	Structure: headings
8	Whose Feet are Whose?	Nonfiction	Structure: photographs
9	The Boy Who Cried Wolf	Fiction	Character Change
10	The Wolf In Sheep's Clothing	Fiction	Character Change
11	Our Not-So Perfect World	Poetry	Word Choice
12	Crying	Poetry	Onomatopoeia
13	Speak for the Earth	Nonfiction	Structure: Headings
14	Happy Earth Day	Nonfiction	Structure: Captions
15	Jessie's Big Idea	Fiction	Conflict
16	Harold's Hundred Days of School	Fiction	Conflict



## Unit Overview: School and School Community (**Content-Grade, Unit Number**)

<b>Subject:</b>		<b>Unit Title:</b>		<b>Grade:</b>	
<b>Number Instructional Days:</b>					

PART 1					
<b>Unit Overview</b>	<i>Describe the purpose of the unit and provide a description of the unit content and sequence determined by the planner - 4-5 sentences.</i>				
<b>Content Standards</b>	<i>Place the Core Knowledge Content Standards here that will be taught during the unit plan.</i>				
<b>Common Core Reading Standards</b>	<i>Place the Common Core Reading Literature or Common Core Reading Information Literacy Standards here. Place a <a href="#">HYPERLINK</a> here to the Standards Unpacking Tool completed for this unit.</i>				
<b>Common Core Writing Standards</b>	<i>Place the Common Core Writing and/or Speaking &amp; Listening Standards here.</i>				
<b>EQs &amp; EUs</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 50%;">Essential Questions</th> <th style="width: 50%;">Enduring Understandings</th> </tr> </thead> <tbody> <tr> <td><i>Place the Essential Questions for the Unit here.</i></td> <td><i>Place the Enduring Understandings for the Unit here (note - each EQs should have a one-sentence EU).</i></td> </tr> </tbody> </table>	Essential Questions	Enduring Understandings	<i>Place the Essential Questions for the Unit here.</i>	<i>Place the Enduring Understandings for the Unit here (note - each EQs should have a one-sentence EU).</i>
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**Unit Overview: School and School Community (Content-Grade, Unit Number)**

<b>Part 2</b>	
<b>Skills</b>	
<i>What skills will students need to be able to master in order to prove proficiency towards the standards?</i>	
<b>Performance Task/Summative Assessment</b>	
<b>PT/SA Description</b>	<b>Standards &amp; EQs</b>
<i>Provide a brief description of the PT/SA here.</i>  <i>Provide a HYPERLINK to the PT/SA Planning Document here.</i>	<i>What Standards and EQs will be assessed in the Summative Assessment?</i>
<b>Vocabulary</b>	
<b>Tier 2 Vocabulary</b>	<b>Tier 3 Vocabulary</b>
<ul style="list-style-type: none"> <li>● <i>Input Tier 2 Vocabulary Here - high frequency words throughout the unit that are non-content based (i.e. - verbs in objectives)</i> <ul style="list-style-type: none"> <li>○ <i>Don't forget to provide definitions</i></li> </ul> </li> <li>● <i>Place words on Word Wall</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Input Tier 3 Vocabulary Here - content specific vocabulary that is used within a specific domain (i.e. - humidity, embargo )</i> <ul style="list-style-type: none"> <li>○ <i>Don't forget to provide definitions</i></li> </ul> </li> <li>● <i>Place words on Word Wall</i></li> </ul>







## Unit Overview: School and School Community (**Content-Grade, Unit Number**)

Part 4		
Materials/Titles/Visuals	Accommodations for SPED/ELL Students Work with SPED and ELL Supports	
<ul style="list-style-type: none"> <li>Input any materials, links, book titles, or visuals here.</li> </ul>	SPED	ELL
		<i>During Unit unpacking, input differentiation strategies here for SPED students.</i>

Part 5	
<b>Reflection</b>	<i>After Unit Completion, planner includes notes for strengths, weaknesses, and opportunities here.</i>

**Brilla Charter Schools**

School Leaders Learning Walk Debrief Plans

**Campus:** BCP Middle

**School Leader:** Larsen

**Date:** December 2017

Next Level of Work		
Skills and Knowledge to Build	Support Structure	Action Plan
<ul style="list-style-type: none"> <li>Identifying HOT questions</li> </ul>	Grade Level Meetings	<ul style="list-style-type: none"> <li>Deep dive of Close Reading and Character plans with an emphasis on the questions being asked</li> </ul>
<ul style="list-style-type: none"> <li>Building knowledge of questioning</li> </ul>	Morning Meetings	<ul style="list-style-type: none"> <li>EL education videos on questioning</li> <li>Questioning article from LTM                             <ul style="list-style-type: none"> <li>Open-ended vs. closed questions</li> <li>Questioning audit</li> </ul> </li> <li>Videos of Brilla teachers implementing HOTQ into their lessons</li> </ul>
<ul style="list-style-type: none"> <li>Scripting in questions into internalization guides</li> <li>Asking a balance of HOT questions</li> </ul>	Instructional Coaching	<ul style="list-style-type: none"> <li>GCL gives feedback specifically around questions and which students will be targeted with questions</li> <li>During observations, audit the types of questions being asked (from article) and give feedback around ratio, which students are being engaged, types of questions being asked</li> </ul>
<ul style="list-style-type: none"> <li>Quick classroom observations around engagement strategies</li> </ul>	Daily, Informal Check-ins	<ul style="list-style-type: none"> <li>Specific feedback on CFU/engagement strategies from page three of the walkthrough</li> <li>GCL quick feedback/advice on different strategies (e.g., what would a 'hot seat' look like, opportunities for T&amp;T, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Focus on the following two areas:                             <ul style="list-style-type: none"> <li>Increasing teachers expectations around what mastery of student work looks like</li> <li>Building teachers' capacity to ask HOT questions to drive engagement and push cognitive lift onto students</li> </ul> </li> </ul>	GCL O3s with School Leader	<ul style="list-style-type: none"> <li>Audit internalization guides and rate against the actual content plans (e.g., compare the questions Shu has identified with the questions scripted by Core Knowledge)</li> <li>Do co-observations of the lessons to see how these HOT questions are being put into practice</li> </ul>

<ul style="list-style-type: none"> <li>• All this will be in the overall focus of aligning questioning and task to the objective in a rigorous way (with the rollercoaster of complexity in mind)</li> </ul>		<p>(live coach as needed)</p> <ul style="list-style-type: none"> <li>• Giving feedback on two areas of the internalization guides: <ul style="list-style-type: none"> <li>○ Questions</li> <li>○ Evidence of student mastery (clear criteria for success)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Planning for high level student work with clear, rigorous criteria for success</li> </ul>	<p>Other:</p>	<ul style="list-style-type: none"> <li>• For close reading, teachers norm criteria for success collaboratively</li> <li>• During content O3s, emphasis placed on what high quality student work looks like <ul style="list-style-type: none"> <li>○ What will teachers do to get students there</li> </ul> </li> </ul>

## Section I: Business Plan Respondent Information

Organization name: Seton Education Partners

Organization role: Charter Management Organization

State in which organization is incorporated: Wyoming

States in which the organization operates: NY, PA, LA, CA, OH, WI

Year organization was founded: 2009

Primary contact name, address phone number, and email address:

Stephanie Saroki de Garcia

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

## Section II: Mission, Vision and Growth Plan

### 1. Mission, Strategic Vision & Intended Impact

#### Mission & Strategic Vision

Seton Education Partners is a 501(c)3 public charity that was founded in 2009 by KIPP Foundation pioneer Scott W. Hamilton and Teach For America alumna Stephanie Saroki de Garcia. Seton Education Partners seeks to serve poor children who have limited to no access to high quality academic and character-building education programs. With a focus on results, Seton is committed to ensuring that children develop the knowledge, skills, and character traits necessary to earn a college degree and pursue lives of value, faith, and integrity.

In 2013, Seton launched Brilla College Prep in the Mott Haven neighborhood of the South Bronx. Brilla, which means “shine” in Spanish, has achieved academic growth results that match or beat the most acclaimed charter schools. Seton now seeks to take these remarkable achievements to scale by helping to launch and manage a network of schools like Brilla to ensure that thousands of underserved children have access to an academically superior and character-building education.

Seton pioneered and leads two major initiatives:

**The Blended Learning Initiative**, piloted in 2011, uses technology, creative problem-solving, and nationwide collaboration to substantially improve the academic performance of students and reduce operating costs at urban Catholic schools. The network has grown from a start-up pilot to a thirteen school, six city network (San Francisco, Los Angeles, Philadelphia, Milwaukee, Cincinnati, and New Orleans) that serves over 3,000 students, 98% of whom are minority and over two-thirds of whom live below the poverty line. During this time, network schools have posted better-than-KIPP academic growth results on the NWEA while simultaneously driving a collective 30% increase in enrollment and a 20% reduction in per-pupil operating costs.

See the attached “BPA-S02d – 2016-17 Blended Learning Network Results” for a full report on the Blended Learning Network’s most recent results.

**The Charter School Initiative**, pioneered in 2012, incubates new charter schools to serve underserved children in neighborhoods with few academically excellent and character-building schooling options. Seton’s first charter school, Brilla College Prep, opened in August of 2013 with 200 kindergarten and first-graders and today serves 650 children in grades kindergarten through fifth across three campuses. Located in the Mott Haven neighborhood of the South Bronx, part of the poorest Congressional district in the United States, over 90% of students qualify for the federal meals program. In addition to building substantial community support and ending each year under budget, Brilla College Prep has produced truly astounding academic results, meeting or exceeding the outcomes of other high performing NYC charter schools such as KIPP. With 1,500+ students on Brilla’s waitlist, Seton is committed to aggressively pursuing the launch of four more campuses in New York City over the next five years, including two elementary schools, one middle school campus for our second elementary school, and our first high school. Each of our new schools will be modeled on our flagship Brilla College Prep, a school inspired by the classical education tradition that aims to help students grow intellectually, socially, and physically into young men and women of good character and spirit; to be prepared for excellence in high school, college, and beyond; and to be lifelong seekers of truth, beauty, and goodness.

### **Intended Impact**

By 2022, Seton Education Partners will open 4 new Brilla schools to serve as anchors in their communities in the South Bronx, collectively serving nearly 3,000 students. This growth will target underserved children to receive Brilla’s holistic education—one that produces outstanding academic growth, strong moral character, and vibrant communities—all to achieve a life of meaning and true happiness.

## BUSINESS PLAN: SETON EDUCATION PARTNERS

Inspired by Brilla’s early success and the results of some of the nation’s best high-poverty, high-performing urban schools, Seton is working to grow charter schools that are built on six cornerstones—high expectations, results matter, lead with character, choice & commitment, more time, and teach the best content.

All Brilla schools will have a common mission:

*Brilla College Preparatory Charter Schools, K-8 schools in the classical tradition, helps students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond.*

As Brilla positions itself for growth, its Board of Directors decided the best way to ensure quality, efficiency and sustainability is to hire Seton to serve as the Charter Management Organization for Brilla schools. In addition to incubating Brilla, Seton provides the school with blended-learning planning and consultations, professional development opportunities, staff recruitment support and other services on an ongoing basis. At the request of Brilla’s Board, the organization has been solely responsible for all the research, planning, fundraising and execution of the school’s new school growth strategy. Making Seton the CMO is a natural extension of the work the organization has been providing the school since inception. Formalizing the relationship with a CMO contract has provided transparency and allowed the Brilla Network to grow with clearly defined roles, responsibilities and accountability.

### 2. Five-year Growth Plan

By 2022, we expect the Brilla Schools Network to have seven campuses in the South Bronx, collectively serving nearly 3,000 students. Our first school, Brilla Mott Haven, is fully enrolled, and our second elementary campus will continue to add one grade each year until it serves grades K-4. Our first middle school campus will be fully enrolled with 5<sup>th</sup>-8<sup>th</sup> grade students by 2020-21 school year. We anticipate opening additional campuses of Brilla as follows, all in New York City:

2020-21	Brilla Pax Elementary and Brilla Caritas Elementary
2021-22	First high school campus, jointly with Public Prep Schools and Mott Haven Academy Charter School
2023-2024	Brilla Veritas Middle School

Because of our early success with Brilla, we will use a “Smart Start” approach in opening with Kindergarten and adding a grade per year until we reach capacity. Our goal would be to amend each of our new charters to continue to serve the children from the elementary school campuses through their middle and high school years.

### 3. Rationale for Growth

We believe we have a moral obligation to provide as many character-building, academically nurturing seats for underserved children as we can with quality. Right now, we believe there is both tremendous demand and need for our model. Why?

- We have 1,500+ students on our waitlist **for 150 spots** this year—**10x** more applications than available spots
- We significantly outpaced the average application per seat compared to other South Bronx charter schools
- Of roughly 3,200 school seats in the South Bronx, only 25% perform at proficiency on state exams—leaving **only 800 quality seats**

We launched two new Brilla campuses this year, and both schools have achieved NWEA MAP growth results that are on par with or better than our flagship campus. We have an 86% teacher retention rate, which is very high relative to our charter school peers. We offer a unique, whole child educational experience for children that is very attractive to new and veteran teachers.

Our pace of growth is aggressive but not overly so. We've built a high-performing CMO team and will continue to grow this team over the next five years. Perhaps most importantly, we have a solid bench of five to seven Assistant Principals or Grade Content Leads who want to launch their own schools. As we believe great school leaders are the most important ingredient in the success of our model, this bench of talent gives us confident that we can grow at the proposed rate.

### 4. Key Risks

Seton and Brilla's success will depend on our ability to manage several major risk factors:

- 1) Program quality: consistently executing high-quality, personalized, character-building, college-preparatory learning experiences that lead to exceptional academic and personal results;
- 2) Talent management: attracting, developing and retaining high quality educators and administrators who are able to implement the Brilla education design at each school site;
- 3) Organizational capacity: building the systems, infrastructure and staffing at the Home Office, as required to support organizational objectives;
- 4) Facilities development and financing: acquiring and developing suitable and affordable school facilities;
- 5) Philanthropic funding: securing the gifts and grants required to start and scale new schools and to cover scale-up costs of home and regional offices.



### ***Maintaining Consistently High Quality & Talent Management***

We think the key risk in the expansion and replication of any strong charter school model is maintaining consistently high program quality. We are intentionally expanding at a pace we believe to be right for our organization to maintain quality in our existing school while ensuring a high-quality launch across all of our other campuses.

In addressing quality expansion, hiring and developing the right talent is perhaps the most critical component. We have already begun recruiting the school leaders (principals) for Brilla's next two elementary schools. All school leaders will have taught in

in a school with a similar demographic to Brilla and will have led students to achieving outstanding academic growth results. The selection team includes: Members of the Seton and Brilla Board of Directors, experienced charter school leaders and teaching experts, our Executive Director, current Head of School, current school leaders, and highest performing teachers. The process includes resume, cover letter, and student achievement results; teaching demonstration; short essay responses; phone and in person interviews; and a coaching demonstration. School leader candidates will be assessed for their ability to be the most accomplished educator of poor children and the most skillful coach of teachers in our buildings. We will seek leaders who have an unwavering belief that all children can achieve both moral and academic excellence. In the Human Capital section of this business plan, you will find a set of competencies, adapted from KIPP that we select for when hiring our school leaders.

Each new school leader will participate in either the KIPP Fisher Fellow summer training or the Relay Graduate School of Education National Principals Academy Fellowship, depending on their skill-set and experience. The leader fellows will spend a portion of their year in residency at Brilla, responsible for a specific set of achievement goals, and will spend a portion of their time visiting other high-poverty, high-performing schools in the charter and private sectors. Brilla Leader Fellows will have individual coaching from a school leader who has achieved success with underserved children as well. Fellows will then have time to prepare for the launch of their new campuses. We think our strategy around recruiting and training dynamic and entrepreneurial leaders to be key in mitigating quality control risks. Additionally, we anticipate putting three leaders through this program so we can continue to evaluate which person will be the best for the job and to ensure we have more than one trained person ready to lead our new school. Incoming principals are compensated at a base salary that is competitive with local district and charter schools. Principal pay raises are determined based on performance—specifically, a combination of student academic growth, parent/student/staff feedback, and management evaluation.

Brilla's ability to foster effective educators is crucial: the education program requires bright, highly skilled, creative, and dedicated educators to create powerful, high-quality

personalized and character building learning experiences. Accordingly, Brilla has created a system to attract, select, develop, inspire, and reward the best teachers and support staff. Brilla tends to attract educators interested in working in more accountable, innovative, collaborative environments through self-selection. In addition, Brilla uses both more personal methods of recruiting (e.g., relationships, word-of-mouth, and presentations) and standard methods of teacher recruitment (e.g., Internet postings, job fairs, and announcements through local credentialing programs). Brilla uses a rigorous multiple-stage approach to selection that includes: a resume screen; interview with a site hiring committee (comprised of Brilla principal and teachers); writing sample; demonstration lesson with students; and reference checks. Once teachers are hired, Brilla invests deeply in developing those individuals, including: 2½ weeks of summer training; several school-year workshops; ongoing coaching by the school principal, instructional coaches, and lead teachers; and access to external training. Compensation for Brilla teachers is competitive with local district and charter schools, and pay increases are based on multiple measures of performance, including student growth, parent/student satisfaction, and Grade Level Chair and Principal evaluations. Benefits are better than those offered by most district schools. As a rapidly growing organization, Brilla provides a faster career path for educators with aspirations for professional advancement.

In addition to a robust talent management strategy, we will ensure high quality program implementation in these ways:

- 1) **Clearly Defined Performance Metrics:** All levels in the organization will be held accountable for results on clearly defined metrics related to mission alignment, student achievement, parent satisfaction, teacher development, organizational effectiveness, and financial stability.
- 2) **Management through Data:** Student achievement data from a variety of assessments will be used regularly to refine teaching and evaluate teachers and principals.
- 3) **Management through Presence:** Senior management will be visibly present at sites, visiting classrooms and working with educators to provide on site support and monitor school site performance.

### ***Organizational Capacity***

Brilla must have a strong organizational infrastructure capable of consistently implementing the educational program in a growing number of schools. Without it, the quality of Brilla schools may decrease or become more variable, academic results could plateau or decline, and staff could burnout. Because it is so foundational to our growth plans, we will focus on building organizational capacity early. We will develop competencies across our core systems; expand management, staff and Board; provide extensive professional development; and modify our organizational structure for growth. In the short term, we will hire a Recruitment Manager to work closely with school leaders in getting a top-notch instructional staff on board. We will hire a seasoned Director of Operations to join us next, at least six months before our new

campuses open their doors, to coordinate the logistics involved with new school launches. We will then hire a Chief Financial Officer to manage the growth in revenues and expenses that parallels the increase in children we serve.

### ***Facilities Development and Financing***

Besides failing to identify and effectively train outstanding school leaders and teachers, other risks include failing to get our new charter approved, failing to secure the right facilities space, and failing to raise the philanthropic dollars to launch with quality. In February 2018, Seton Education Partners hired a full-time trailblazer, Rob DeSimone, as the Chief of New School Growth to help mitigate against these risks.

Facility identification and acquisition is one of the services that Seton provides as CMO. Seton assumes the responsibility for finding a facility that will meet the programmatic needs of Brilla, negotiating financially favorable rental terms, and securing the capital necessary for any leasehold improvements. Our current growth plan has two immediate facility needs: an elementary school campus that could incubate two schools. Seton has a great building prospect in Mott Haven for incubation of our next two elementary campuses in NYC. However, we recognize that NYC real estate can be unpredictable and therefore Seton's policy is to keep all real estate options on the table as a means of contingency planning around facilities.

Following the guidance of the New York City Charter School Center and as we did at Brilla College Prep in Mott Haven, for each new site in New York City we will follow the Facilities Access Process by submitting a written request for co-location to the Department of Education. If DOE grants Brilla space that meets our programmatic needs, Seton can table negotiations for private space. However, given our experience in Mott Haven, having discussed possible available/underutilized DOE space in the South Bronx, and given the precedent described to us by the Charter Center, we understand that we cannot rely on DOE to grant us space.

As a result, Seton has remained in touch with local Catholic parishes whose schools have recently closed or may be closing for precisely this reason. Additionally, Seton is convening a real estate search committee to begin to scout possible charter school facilities in the Bronx (see R-16 Facilities for more information). Lastly, Seton has relationships with Civic Builders, Building Hope and Turner-Agassi and regularly checks in with both to see what new properties are on the market.

### **5. Lessons Learned from Previous Replication**

Our first experience with replication has been positive, but not without its challenges. What would we do differently?

- We would set clearer expectations about a "one-school" culture for all school leaders up-front, so as to avoid leaders competing for talent and resources. We have

fixed this in part by embedding a “one-school” mindset as one criterion in our newly developed Leadership Competency Model, which we use to manage our principals and evaluate them.

- We would hire key CMO staff earlier in replication process. For example, we hired our Director of Operations too late (July 1, instead of three months earlier), which caused many operational challenges in our opening weeks.
- We would improve organization-wide communication, so that staff know not just about their own campus, but about our entire network. This involves intentional processes to evolve from our "mom and pop, word of mouth" shop to one that still leverages that form of intimacy and collegiality, but is inclusive for team members who aren't in the same buildings all the time.
- We would outsource the data management function, which we did mid-way through the year by hiring Ed Ops.
- We would have clearer expectations around decision-making and a firmer grasp of what is centralized versus not before replicating again (this is another piece of the work that has already begun).
- We would develop a culture rubric to ensure that we have replicated that aspect of our model successfully. We are currently working on a Brilla culture rubric.
- We would ensure there is capacity in the leadership realm at our existing campuses (our flagship school's principal was left with a strong teaching crew, but poached pretty thin by way of leadership and needed a successor ready to step into the AP role sooner).

What would we make sure to do again?

- We will continue to hire in-house leaders to the role of founding principal and embed a core group of Brilla teachers at new schools to ensure consistency in the implementation of our model.
- We will continue to put our founding principals through the KIPP Fisher Fellowship and provide each with individual coaching.
- We will try to locate schools within walking distance of each other, depending on community demand and securing the right facility.
- We will continue to hire key Brilla staff at the CMO to ensure on-the-ground knowledge of our central team.
- We will continue to outsource certain financial functions to an excellent consultant (4th Sector).
- We will continue to provide founding school principals with intentional residency roles that are transferable to the principalship.

### Section III: Prior Academic Performance

#### 1. Overview of Prior Performance

Brilla College Prep – Mott Haven was incubated by Seton and a key member of Seton’s team continues to participate on the Board of Brilla. The governance and experience of both Brilla and Seton have been instrumental in the direction of the school and its subsequent academic outcomes.

- Brilla College Prep Charter School opened in 2013 in the Mott Haven neighborhood of the South Bronx, one of the most economically and educationally disadvantaged areas of the country. Our first school opened with grades K-1 and is adding one grade per year until we serve grades K-8. We currently serve 650 students in grades K-5. The chart below shows that Brilla is actually serving a higher proportion of English Language Learners than traditional District 7 public schools and is serving over 90% free lunch eligible students.

Student Category	NY State	District 7	Brilla
Students with Disabilities	17%	26%	20%
Economically Disadvantaged	55%	93%	93%
English Language Learners	9%	18%	32%

- We also take a rigorous and systematic approach to assessment and have data that demonstrates that our students are achieving growth in reading and math at promising rates relative to other students in New York and across the nation.
- Brilla students take the nationally normed Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment, which allows schools to compare student growth to grade-level peers across state lines. According to NWEA, only 50% of students meet their individual growth targets. During the 2017-18 school year, 76% of Brilla students met or exceeded their reading

## BUSINESS PLAN: SETON EDUCATION PARTNERS

growth goals and 78% met or exceeded their math goals. This accelerated growth helps eliminate the achievement gap between Brilla students and their more affluent peers. These growth results are also on par with or outpace that of many high-performing charter networks.

Below are our preliminary NWEA measures of academic progress for the 2018 spring test window:

### Overall Percentage of Students Meeting/Exceeding Projected Growth

2016-2017 Math	2017-2018 Math	2016-2017 Reading	2017-2018 Reading
67%	78%	68%	76%

Note: 50% is the national norm

### Overall Percentage of Students Meeting/Exceeding Brilla's Aggressive Growth Targets

2016-2017 Math	2017-2018 Math	2016-2017 Reading	2017-2018 Reading
N/A	41%	N/A	45%

Note: Brilla's aggressive growth targets are calculated using an algorithm for each quartile of students. Students meeting aggressive growth targets increase in percentile ranking - closing the achievement gap over time. For example a student in the bottom quartile has an aggressive growth goal set at 150% of the norm - or 1.5 years of growth during the school year.

### Overall Average Rate of Growth

2016-2017 Math	2017-2018 Math	2016-2017 Reading	2017-2018 Reading
124%	138%	128%	138%

Note: 100% of average rate of growth, the national norm, equals the equivalent of "one year" of expected progress. Any number over 100% represents students growing faster than expected.



## Overall Average Year-End Percentile

2016-2017 Math	2017-2018 Math	2016-2017 Reading	2017-2018 Reading
63rd	63rd	64th	65th

Note: 2016-2017 had 412 valid Fall to Spring NWEA results. 2017-2018 had 602 valid Fall to Spring NWEA results.

## Replication Considerations: Kindergarten Improvements

	2016-2017 Math	2017-2018 Math	2016-2017 Reading	2017-2018 Reading
% of Students Meeting/ Exceeding Growth Target	90%	97%	79%	95%
Average Year End Percentile	65.10	68.85	62.85	65.29

Note: 2016-2017 Kindergarten had 82 students with valid Fall to Spring Tests. 2017-2018 Kindergarten had 199 students with valid Fall to Spring Tests.

- When they first enrolled at Brilla, the vast majority of students scored below or well below the national average on the NWEA reading and math tests. Within a year, the vast majority of Brilla students flipped these results, scoring above or well above average on the NWEA exams.

### Students above Normative Mean (2016-17)

	NWEA Reading	NWEA Math
Kindergarten	78%	87%
1st Grade	82%	87%
2nd Grade	78%	93%
3rd Grade	87%	87%
4th Grade	69%	73%
<b>Weighted Average</b>	<b>79%</b>	<b>85%</b>

<b>Students above Normative Mean (2015-16)</b>		
	<b>NWEA Reading</b>	<b>NWEA Math</b>
Kindergarten	79%	89%
1st Grade	79%	91%
2nd Grade	81%	91%
3rd Grade	79%	96%*
<b>Weighted Average</b>	<b>80%</b>	<b>92%*</b>

\* Due to an error in test administration, we believe the 3<sup>rd</sup> grade NWEA math data to be inflated. This impacts all the NWEA 3<sup>rd</sup> grade math data points and the overall school math averages. In spite of this unreliable data point, the math state test data for this cohort exhibits above average achievement.

<b>Students above Normative Mean (2014-15)</b>		
	<b>NWEA Reading</b>	<b>NWEA Math</b>
Kindergarten	88%	92%
1st Grade	86%	86%
2nd Grade	76%	93%
<b>Weighted Average</b>	<b>84%</b>	<b>90%</b>

<b>Students above Normative Mean (2013-14)</b>		
	<b>NWEA Reading</b>	<b>NWEA Math</b>
Kindergarten	82%	91%
1st Grade	68%	79%
<b>Weighted Average</b>	<b>76%</b>	<b>86%</b>

*The National normative mean is the 50 percentile. More than 10 million children take the NWEA each year.*

- Brilla students have also performed well relative to their counterparts on the New York State ELA and Math exams.

**2015-16 Results on State ELA and Math Exams**

In the Spring 2016, Brilla’s first 3<sup>rd</sup> grade cohort took the state exam. Brilla exceeded



## BUSINESS PLAN: SETON EDUCATION PARTNERS

its local district by a meaningful amount and came close to the NYC and NY State averages for 3<sup>rd</sup> grade.

	Brilla	District 7	NYC Charter	New York City	New York State
<b>ELA</b>	<b>38%</b>	26%	55%	41%	42%
<b>Math</b>	<b>53%</b>	24%	63%	41%	44%

Listed below are the charter schools in NYC that most closely mirror the demographic makeup of Brilla’s student body. At least 79% of children at each school are considered economically disadvantaged (compared to 87% at Brilla at the time). The percentages of other special populations served by each school is included in the data set.

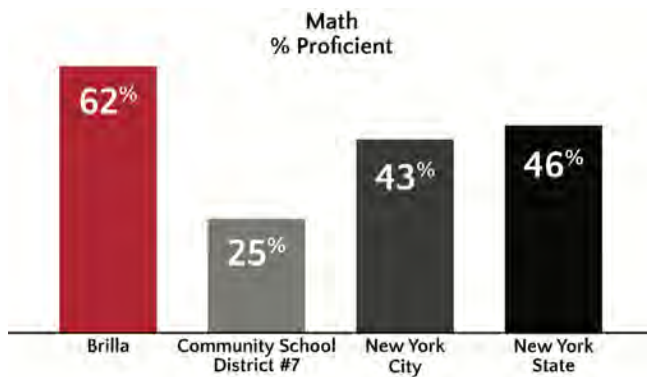
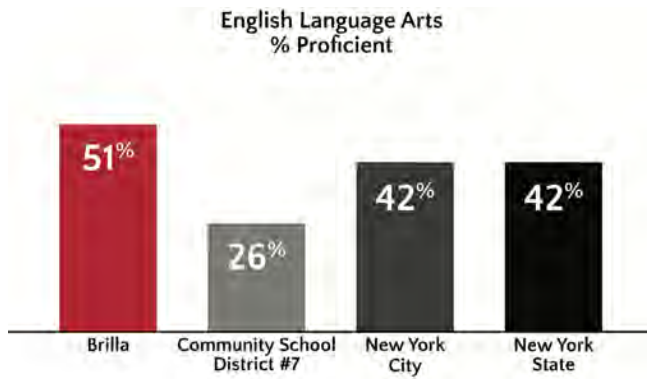
School Name	Special Education % of total population (2015)	English Language Learners % of total population (2015)	3rd Grade ELA Proficiency (2016)	3rd Grade Math Proficiency (2016)
Mott Haven Academy Charter School	25%	15%	57%	76%
KIPP Infinity Charter School	22%	12%	44%	80%
Voice Charter School	18%	16%	40%	43%
Brilla College Prep Charter School*	19%	19%	38%	53%
Bushwick Ascend Charter School	16%	17%	34%	57%
Bronx Community Charter School	19%	14%	26%	32%
Global Community Charter School	21%	14%	19%	37%
Heketi Community Charter School	20%	16%	18%	3%
NYC Montessori Charter School	23%	18%	15%	12%
<i>Average</i>			32%	44%

### **2016-17 Results on State ELA and Math Exams**

Brilla’s second year of state testing demonstrated increased proficiency results.

Brilla outperformed New York State, New York City, and our local Community School District on the state English Language Arts (ELA) and math proficiency tests. 51% of students scored proficient in ELA, and 62% scored proficient in math. Our students with disabilities and our English Language Learners also surpassed their peers in the district, city, and state across both subjects.

## BUSINESS PLAN: SETON EDUCATION PARTNERS



**In math, Brilla is the fourth highest performing school out of all New York state elementary schools serving a similar composition of children** (based on percent of children who have special needs, are English Language Learners, and are low-income). In ELA, Brilla is the 6th highest performing school out of 64 comparable schools. Only one other charter elementary school in the state has a demographic grouping comparable to Brilla's.

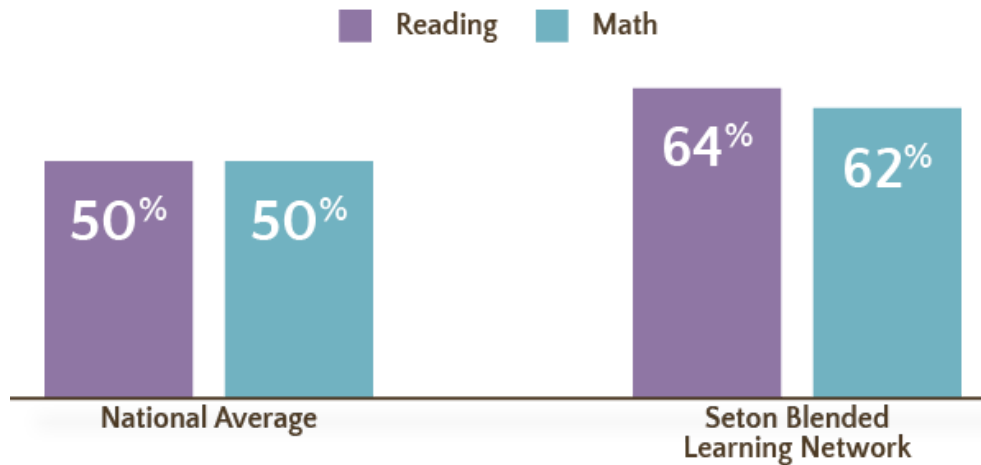
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Performance Relative to Comparable Schools					
	6 of 64	4 of 64			
	ELA % Proficient	Math % Proficient	% SpEd 15%+	% ELL 20%+	% Poverty 80%+
Walton Avenue School	57%	77%	25%	25%	95%
PS 2 Meyer London	60%	69%	20%	32%	96%
Beginning with Children Charter School II	61%	65%	17%	21%	90%
<b>Brilla College Prep Charter School</b>	<b>51%</b>	<b>62%</b>	<b>21%</b>	<b>24%</b>	<b>87%</b>
PS 1 Alfred E Smith	62%	61%	24%	23%	100%
PS/IS 30 Mary White Ovington	41%	61%	19%	25%	80%
PS 97 Forest Park	53%	57%	18%	22%	87%
PS 253	46%	56%	20%	29%	97%
PS 380 John Wayne Elementary	49%	49%	24%	22%	100%
PS 226 Alfred De BMason	50%	48%	16%	23%	84%
PS 199 Maurice A Fitzgerald	44%	48%	18%	39%	100%
PS 199 Frederick Wachtel	48%	47%	17%	31%	83%
PS 105 Sen Abraham Bernstein	42%	40%	20%	25%	91%
Learners and Leaders	31%	39%	22%	25%	85%
Sunset Park Avenues Elementary School	24%	38%	16%	46%	88%
PS 290 Juan Morel Campos	51%	38%	21%	21%	96%

### ***Academic Results of Seton's Blended Learning Schools***

In 2016-17, 98% of students at Seton's twelve blended learning schools were minorities, and more than two thirds qualified for the federal free or reduced-price lunch program. Students take the nationally normed Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment, which allows schools to compare student growth to grade-level peers across state lines. NWEA MAP monitors student growth in the fall, winter, and spring. According to NWEA norms, only 50% of students are expected to meet their individual growth targets. Last year, 62% of students in Seton's blended learning schools made one or more years of progress in math, while 64% made one or more years of progress in reading. These results are on par with or outpace that of many high-performing charter networks.

## Percent of Seton Blended Learning Network Students Achieving 1+ Years of Growth



Previous years of NWEA MAP results at our blended learning schools are as strong as or better than the above results.

### 2. Analysis and Remediation of Shortcomings

While much of our student achievement data is promising, you will notice that, consistent with National, Statewide and local trends, our performance in Math is meaningfully stronger than that in ELA. To help us address trailing ELA results we engaged two ELA consultants, Sheila Byrd Carmichael and Arin Lavinia, to help us reexamine our ELA program across all grade levels. This led us to more fully adopt the Core Knowledge curriculum and its materials as well as add explicit grammar, penmanship, and close reading instruction. We also relooked at our blended learning software and invested in a supplemental program called Myon. This program allows us to incorporate more independent reading into our students' days while building in the accountability of having to answer questions on what was read.

#### [Sheila Byrd Carmichael bio:](#)

Sheila is an education consultant based in Washington, D.C. who has taught English in the District of Columbia Public Schools and in Italy and Japan. She was the founding director of the American Diploma Project and is the former deputy executive director of the California Academic Standards Commission. She is the co-author of *Stars by Which to Navigate? Scanning National and International Education Standards* (Thomas B. Fordham Institute, 2009), of *Why We're Behind: What Top Nations Teach Their Students But We Don't* (Common Core, 2008) and *Advanced Placement and International Baccalaureate: Do They Deserve Gold Star Status?* (Thomas B. Fordham Institute, 2007). In addition, Sheila has also served as an external reviewer of the Common Core English

Language Arts Standards for the National Governors Association and the Council of Chief State Schools Officers.

### [Arin Lavinia bio:](#)

A former public school teacher and staff developer at the Teachers College Reading and Writing Project, Arin created Success Academy's THINK Literacy program and pioneered the network's approach to training leaders and teachers as the network scaled from 4 to 32 schools. Arin is co-author of *Mission Possible: How the Secrets of the Success Academies Can Work in Any School*, (2012). She founded Lavinia Group in 2015.

We are also hiring an ELL specialist given that our ELL students, while outperforming their peer subgroup, are not achieving results on par with our general education students.

While we have no doubt that we have areas for improvement, the rate at which our students, on average, are growing in reading and mathematics is very promising.

### **3. Consistently High Performing Schools**

See answer above.

### **4. Low Performing Schools**

The first year of the Seton Blended Learning Initiative at Immaculate Conception in South Chicago was encouraging in many ways but disappointing in others. With support from the Archdiocese of Chicago and a major Catholic philanthropist, Seton was able to bring in computer hardware, the most advanced educational software, and on-the-ground expertise to implement a modified version of its pioneering blended learning model that provides individualized learning for students in core academic subjects. Utilizing data-driven and small group instruction resulted in successful academic growth for a majority of students, and outcomes that meaningfully beat the national average, but also illuminated clear challenges to improve upon moving forward.

During blended labs, students received personalized instruction on computers while others engaged in small group instruction with their teacher. Teachers also used data obtained through students' computer work to identify areas of need and better target instruction and methods of teaching. Over the year, Seton worked with the school leadership to inject best practices from high performing urban schools in order to help build a culture in which students develop the knowledge, skills, and character necessary to earn a college degree and pursue lives of value, faith, and integrity.

With this model, Seton was able to assist Immaculate Conception in meeting or exceeding KIPP network averages in 5 of 9 classes in reading and 5 of 9 classes in math

(with two math classes only one student away). While these results outpace the national average, they fall below our network averages and internal goals. We are disappointed in these overall results. They should—and will—be better.

In looking closer at the data, results in the middle school graders remain an extreme outlier compared to results in the elementary grades at the school and to middle school grades in Seton’s broader network. Therefore, our attention moving forward will be focused on continuing the strong performance of our K-5 program while strengthening the middle school’s results in an effort to elevate the school’s overall performance.

### Section IV: Market Analysis

#### 1. Target Markets

##### ***General Community Profiles***

Seton Education Partners and Brilla College Prep seek to serve poor children who have limited to no access to high quality academic and character-building education programs. All three of Brilla’s schools currently serve the Mott Haven community of the South Bronx, and the number of children we serve in that community to grow. As demonstrated by the demographic information that follows, Mott Haven has significant need, a primary driver of our growth.

##### ***Mott Haven***

The first Brilla College Prep is located in the Mott Haven neighborhood of the South Bronx; its boundaries are East 149th Street to the north, the Bruckner Expressway to the east, the Bronx Kill waterway to the south and the Harlem River to the west. Mott Haven is a high-density neighborhood and predominantly Latino. Over half of the population lives below the poverty line and receives public assistance. Mott Haven falls within the 10454 zip code.

## Mott Haven (Zip Code 10454)\*

Total Population = 94,000; Total Population Under Age 17 = 27,000

Hispanic - 72%

Black - 25%

White - 1%

Asian - 1%

Other - 1%

Foreign Born - 28%

Limited English Proficiency - 36%

College graduates - 14%

High-School graduates - 41%

Less than High-School - 45%

Poverty - 43%

Unemployment - 16%

Percentage of Children Living in Poverty Under the Age of 5 - 64%

Percentage of Children Living in Poverty Under the Age of 5  
in Female-led Households - 74%

Median Income - \$20,500

*Data from 2012-2016 American Community Survey from the US Census Bureau and 2015 Community Health Profile for Mott Haven / Melrose from the NYC Department of Health*

### **Student Demographics and Schools**

The below excerpt from the New York City Charter School Center's recent report on charter school enrollment trends best describes the demand for more seats in the sector:

"PARENTS DEMAND MORE CHARTER SEATS. Applications to charter schools have doubled — from 115,000 to 250,000 — since the 2011-12 school year, and the number of children on waitlists has consistently remained over 40,000. Notably, for the 2014-15 school year, 1 in 4 kindergarteners in NYC applied to a charter seat despite charter schools making up just one in nine kindergarten seats."

"One in Four Students in the South Bronx Attends a Charter School. Charter school growth in the South Bronx (community school district 7) has followed a similar pattern — as demand continues to increase, charter enrollment has increased more than

## BUSINESS PLAN: SETON EDUCATION PARTNERS

five-fold since 2007-08. In 2014-15, over 22% of students attended a charter school, and will continue to increase to 30% in four years."

### Demographics for CSD 7

Eligible for Free or Reduced Lunch	95%*
Limited English Proficient	36%
Black or African American	25%
Hispanic or Latino	72%
Asian or Native	1%
White	1%

#### *\*Estimate From National Kids Count Database*

Opportunities to attend high performing schools are limited in CSD 7. This district is one of three NYC "choice" districts in that parents rank their choices among 17 local public elementary schools, as opposed to being assigned to a local zoned school. Three of these elementary schools serve children in grades K-8, one has K-3, all others serve K-5. Unfortunately, the schools that parents have to choose from are consistently underperforming with a district-wide average (for grades 3-8) of 11% proficiency on state tests in ELA and 14% in math. The performance of limited English and special education students in this district is even more alarming, supporting our contention that new high quality schools are desperately needed. Additionally, within the district boundaries there are two specialized schools, for students with severe disabilities, which are part of NYC's district 75.

The ability for families to choose their child's middle school is an option open to all NYC families. Children are eligible to apply to any middle school within their district and (if different) the district in which they attend elementary school. Additionally, children are eligible to apply to middle schools that serve children borough-wide and city-wide. In the case of children in CSD 7 there are a total of 53 middle schools to choose from, 12 district, 30 borough-wide and 11 citywide schools. The proficiency rates listed below for grades 3-8 include all district public schools (elementary and middle) throughout the district.

#### 2017 District 7 Performance Dashboard from NYSED Data

	ELA	Math
All Students, Grades 3-8	24%	24%
ELL Proficiency	5%	9%
SPED	8%	7%



## BUSINESS PLAN: SETON EDUCATION PARTNERS

The charter community has noticed and responded to the great need in the CSD7, with 24 charters including Brilla (15 elementary schools, 3 middle schools, 5 high schools, 1 SPED only). While individual schools may offer similar components, to our knowledge none of these district or charter schools offers an integrated program comparable to that of Brilla Prep (i.e., extended day/year, blended-learning, classical curriculum and character formation). According to NYC Charter School Center, there are 14,000 unique applicants for 3,500 available seats in South Bronx schools.

On the elementary level, all but one of these charters perform above the district averages. Otherwise performance outcomes among these schools are mixed, a couple are truly high performing and others may only be considered acceptable or strong in the context of the district's abysmal performance. A handful have not yet taken the state test.

There are three middle school charters, two of which were created predominately to serve the children from their related elementary school. The third, American Dream School, is a new dual language school (just 3 blocks from Brilla) in which enrollment is subject to the lottery admissions process under New York State law.

Following, is a list of the outcome data for the elementary and middle charter schools located within the CSD7 area. Except where noted, data is for the 2016-17 school year.

### **2016-17 NYC Charter School Results: New York State Grades 3-8 Common Core Assessments**

#### ***Percentage of Students Proficient on State Tests***

<b>School name</b>	<b>ELA</b>	<b>Math</b>
Academic Leadership Charter School/Elementary and Middle	59	59
American Dream Charter School	34	31
Brilla College Prep	51	62
Bronx Charter School for Children	44	45
Bronx Global Learning Institute for Girls*	37	20
Family Life Academy II	82	64
Family Life Academy III	77	51
KIPP Academy Charter School/Elementary and Middle	50	58
Legacy College Prep	N/A	N/A
Mott Haven Academy	37	59
New Visions	N/A	N/A
New York Center for Autism	N/A	N/A

## BUSINESS PLAN: SETON EDUCATION PARTNERS

New York City Charter High School for Architecture, Engineering & Construction	N/A	N/A
South Bronx Charter School for International Cultures and the Arts**	55	41
South Bronx Classical II	79	78
Success Academy Charter School	84	98

# BUSINESS PLAN: SETON EDUCATION PARTNERS

*\* Schools in CSD 7 that score below the District level were omitted*

Four small Catholic elementary schools fall within the boundaries of CSD7. These schools are St. Luke (0.3 miles from Brilla), Sts. Peter and Paul (0.3 miles), the Partnership for Inner City Education's Immaculate Conception School (0.5 miles) and also St. Anselm (1 mile). These schools are unable to fill the tremendous need for good educational options in the area. Of note, Brilla Mott Haven elementary campus is housed in a closed Catholic elementary school building (Pius V) and its middle school and new elementary campuses are housed in the same parish's closed Catholic high school building (Pius V High School).

## 2. N/A

## 3. **Competing for Staff and Students**

Understanding how critically important it is to have a recruiting strategy to hire a top-notch teaching force, we think deeply about the types of teachers we need to accomplish the work we have before us. While the South Bronx is not a glamorous place to work, we have found it attracts exactly the type of teachers we seek to employ: those looking to serve the less fortunate. Additionally, the South Bronx is a reasonably easy commute from Manhattan by subway, has access to commuter rail by train from Westchester or further north, and is close to the George Washington Bridge for those driving from New Jersey.

We are assertive recruiters at teacher hiring fairs and have a good relationship with Teach for America. While we only have a couple active corps members on staff at any given time, we have several TFA Alums that bring with them a network of prospects from which to recruit. It has been our experience that some of our strongest teachers have referred other strong teachers to employment at Brilla. That said, as we grow our needs in this area will also grow which is why we recently hired a Chief Talent Officer to lead this process.

Regarding student recruitment, Brilla currently has a waitlist of 1,500+ students, a robust grassroots community outreach team, and fantastic ambassadors in the families we currently serve. We never expect recruitment to be easy, but we feel bullish that our track record, relationships with families, and extensive outreach will enable us to meet our enrollment goals.

## Section V: Organizational Capacity

### 1. **Key Leadership**

In June 2015, the Brilla Board hired Brilla’s first Executive Director. Confident in the school’s exceptional on-the-ground classroom capability, but recognizing the limitations in organizational leadership experience, the Board decided Brilla would be able to reach greater heights with the help of a more seasoned leader. They sought to find a person that had organizational leadership and management skills, experience with budget creation and oversight, an understanding of the charter sector from both a local and policy perspective, and entrepreneurial experience. It is our belief that these skills, coupled with the exemplary on-the-ground team we have in place, well position Brilla for successful expansion. The Executive Director’s efforts are focused on working closely with the board on recommending and implementing policies and procedures, strategic planning, and financial oversight, hiring and managing school leaders and other administrative functions. This leaves each principal available to be the instructional leader of his/her campus and to focus on families, teachers and children. Once the CMO contract took effect, the ED became an employee of Seton and serves as the Executive Director of the CMO network office. The ED reports to Seton’s Managing Director.

Please see “BPA S05a – Leadership Capacity” for biographical information on the key leaders of the CMO, including our COO/CFO, Chief Growth Officer, Chief Academic Officer, Superintendent, Chief Talent Officer, and Senior Director of Operations. This attachment outlines roles and responsibilities, as well as relevant experience of each of our team members.

### **2. Board of Trustees**

Brilla College Prep was conceived, incubated and opened by Seton Education Partners, co-founded by Scott Hamilton and Stephanie Saroki de Garcia. Seton raised the money needed for startup, hired the founding Head of School, researched and selected the school site, negotiated the lease and financing to make the building usable, and recruited Brilla’s Board of Directors. Mr. Hamilton and Ms. Saroki de Garcia bring with them decades of experience in the education and philanthropy sectors. The best example of their capability to open a successful charter school is the work of Brilla College Prep. Ms. Saroki de Garcia serves on the Brilla board, and has since its founding, as she brings tremendous expertise to this work.

## BUSINESS PLAN: SETON EDUCATION PARTNERS

Seton's work is governed and guided by its Board of Directors and Board of Advisors, made up of national leaders in education, philanthropy, nonprofit management and finance. Under its leadership, Seton has become a national leader in blended learning, achieving significant growth in educational outcomes for inner-city children. In doing this they have also helped eight urban schools with declining enrollment to reverse this trend and now operate as academically successful, financially sound institutions. Seton's past achievements and leadership position the organization well to be successful in its role as a Charter Management Organization.

Similar to the Seton Board, the Brilla Board has members of national prominence in education, philanthropy, and business. The Board's experience and contributions to Brilla in its start-up years, and its ongoing commitment to growing the Brilla model, will continue to be instrumental to Brilla's future. They are deeply committed to accountability, excellence and data-driven decision-making. To better position the Brilla Board for success as we grow, we are seeking to add key members with expertise in law and real estate.

A list of both Seton Education Partners and Brilla College Prep's Boards of Directors are included in attachments along with their individual biographical information.

The roles and responsibilities of the Board of Directors of Seton Education Partners is distinct from that of the Board of Directors of Brilla College Prep. The Seton Board is primarily responsible for ensuring that the terms of the CMO contract are fulfilled and delivered with quality. The Brilla Board of Directors is responsible for the school living up to the objectives outlined in its charter. There will be a joint meeting of the two Boards once a year. While a specific breakdown of responsibilities follows in the Network Management section of this plan, the CMO contract will stipulate that the school leaders will report to the CMO and the CMO network office is held accountable for specific performance measures.

### 3. N/A

### 4. **Board Capacity**

Seton has a six person Board of Directors that guides the organization's strategy. Included in this board are individuals with expertise in organizational management, charter schooling, philanthropy, facilities, financing, and start-ups. Specifically:

Scott Hamilton, former Associate Commissioner of Education for the Massachusetts Department of Education, where he led the office's charter school work. For eight years he was the head of the Pisces Foundation, a philanthropy created by the founders of Gap, Inc., Doris and Donald Fisher. During this time, he designed and for five years led the effort to grow KIPP from

## BUSINESS PLAN: SETON EDUCATION PARTNERS

two schools in 2000 to over 200 of the best known and celebrated inner-city public schools in America today.

Stephanie Saroki de Garcia was a Teach For America corps member in Oakland, CA and spent five years in education philanthropy.

Leo Linbeck III, in addition to leading his own set of construction management and real estate development and acquisition companies, was a key contributor to KIPP Houston's early growth efforts.

Carlos de Quesada has 25+ years of business, managerial and finance work, and led the origination, structuring and closing of more than \$500MM in financings and interest rate derivatives for NFP clients across seven states.

Please see attachment "BPA S05c - Board Capacity" for a full list of the members of Seton's board and their biographies, which outlines the relevant experiences of each board member.

### ***Planned Staffing***

In addition to the current CMO team leadership, Seton plans to hire the following positions over the next five years: executive assistant to support the ED, deputy head of schools, deputy director of character, manager of recruitment, finance director, associate director of operations, and director of real estate and facilities. This team will be complemented by key Brilla hires who will have cross-campus functions, including: data manager, director of student services, deputy DCI for math, and deputy DCI for literacy.

Seton will continue to contract with 4<sup>th</sup> Sector Solutions for financial management support, and with EdOps for data management support.

Please see attachment "BPA S05b – Staffing" for a detailed staffing table that shows how the organization will grow over the next five years.

### **Greenlighting Process**

With our emphasis on quality as the key to determining our rate of growth, the first factor we will look at in the green-lighting process is how well our current school(s) is (are) doing. If we are not meeting our academic, financial, and organizational metrics in existing schools we will not consider adding new schools. If at any point in the process we feel we can't launch a new school with quality, we will halt or delay the process.

Additional factors include:

- Is there demand for the education program we provide? (We will consider the number of applications we receive for available seats at our current schools as well

## BUSINESS PLAN: SETON EDUCATION PARTNERS

as a study of the quality and variety of the education offerings in the given community.)

- Does the target community consist of minority neighborhoods with a high percentage of families living in poverty and without access to quality educational programs?
- What level of support and/or opposition exists from local community stakeholders from politicians to parents?
- Do we have the right organizational infrastructure in place to support growth without sacrificing quality?
- Is the talent pipeline sufficient to help create the staffing needed at various levels?
- Have we found the right school leader (do we have multiple high-quality candidates, internally and externally)?
- Is there a facility that is affordable and suitable to meet our programmatic needs?
- Does the facility require construction or renovation and can these be completed within our budget and within our launch timeline?
- Do we have donors and lenders committed to provide the capital needed to launch a new school?
- Is the new location in relatively close proximity to other Brilla schools?
- Are charters available?

This Greenlighting Report Card has informed our strategic planning process.

<b>Replication Report Card</b>				
	<b>Criteria</b>	<b>Red</b>	<b>Yellow</b>	<b>Green</b>
<b>DEMOGRAPHICS</b>	% Free/Reduced Lunch	Lower than 60%	10 percentage points or more lower than the local district.	<b>The same or greater than the local district.</b>
	% SPED		10 percentage points or more lower than the local district.	<b>The same or greater than the local district.</b>
	% ELL		10 percentage points or more lower than the local district.	<b>The same or greater than the local district.</b>
<b>AUTHORIZER</b>	Successful recent charter renewal	Not renewed or 3-year renewal		<b>Full renewal</b>
	Positive relationship with Authorizer	Negative response to suggestions of replication	Neutral response to suggestions of replication	<b>Positive response to suggestions of replication</b>

## BUSINESS PLAN: SETON EDUCATION PARTNERS

ACADEMIC	ELA State Exam Performance	Fewer than 40% of students categorize as proficient in reading on the New York State Assessment	50% of students categorize as proficient in reading on the New York State Assessment	60% of students categorize as proficient in reading on the New York State Assessment
	Math State Exam Performance	Fewer than 50% of students categorize as proficient in math on the New York State Assessment	60% of students categorize as proficient in math on the New York State Assessment	70% of students categorize as proficient in math on the New York State Assessment
	NWEA Growth Targets	Fewer than 50% of students meet or exceed NWEA Fall-Spring Growth Targets in Reading and Math	70% of students meet or exceed NWEA Fall-Spring Growth Targets in Reading and Math	80% of students meet or exceed NWEA Fall-Spring Growth Targets in Reading and Math
	NWEA Percentile Ranking	Fewer than 50% of students fall above the 50th percentile according to Spring NWEA in Reading and Math	50% of students fall above the 50th percentile according to Spring NWEA in Reading and Math	60% of students fall above the 50th percentile according to Spring NWEA in Reading and Math
POLICY	Available Charters	Fewer than 15 available charters	Between 15-30 available charters	<b>Greater than 30 available charters</b>
	Per-Pupil Funding		Reduced or Frozen	<b>Steady or increasing</b>
	Facilities Funding		Less than 30%	<b>30% or greater</b>
FINANCIAL	Sustainable Financial Model for Existing Schools	Less than \$200K network surplus and less than 45 days cash on hand	Surplus of at least \$200K and 45+ days cash on hand	<b>Surplus of at least \$400K and 60+ days cash on hand</b>
	# years to break-even for new school	5+	3-4	<b>1-2</b>
COMMUNITY	Number on waitlist	Fewer than 400 students on waiting list across network	Between 400 and 600 students on waiting list	<b>Over 600 students on waiting list</b>
	Enrollment	Under 95% at any elementary school	95-97% at all elementary schools	<b>97-100% at all elementary schools</b>
	Parent Satisfaction	Fewer than 65% of parent surveys are positive	65-75% of parent surveys are positive	<b>75% of parent surveys are positive</b>



# BUSINESS PLAN: SETON EDUCATION PARTNERS

	Public support from community	Fewer than 50% of local Community Partners surveyed agree that Brilla should expand	60% of local Community Partners surveyed agree that Brilla should expand	<b>75% of Community Partners surveyed agree that Brilla should expand</b>
<b>LEADERSHIP</b>	Pipeline of potential school leaders	No current candidates in April over a year before launch	Final Candidates	<b>Selected</b>
	Teacher Hiring	Fewer than 10 applicants for every open position; Less than 85% hired by last day of school	10+ applicants for every open position; 85% hired by last day of school	<b>20+ applicants for every open position; 95% hired by last day of school</b>
	CMO Sustainability		CMO deficit projected at new school start year	<b>No projected CMO deficit at start year</b>
<b>FACILITIES</b>	Available School Facilities	No building prospects or likely partners 2 years in advance	2-3 Building Prospects or likely partners	<b>4-5 Building prospects or likely partners</b>
	Available Lenders	No strong relationships with existing facilities lenders 2 years in advance	1-2 strong relationships with facilities lenders	<b>2+ strong relationships with facilities lenders</b>
<b>SELF-ASSESSMENT</b>	Talent Self-Assessment	Average score less than 2	Average score 2-3	<b>Average score 3+</b>
	Academics Self-Assessment	Average score less than 2	Average score 2-3	<b>Average score 3+</b>
	Culture and Climate Self-Assessment	Average score less than 2	Average score 2-3	<b>Average score 3+</b>
	Operations Self-Assessment	Average score less than 2	Average score 2-3	<b>Average score 3+</b>

## Section VI: Network Management

### 1. Organizational Structure

Seton is governed by a six person board of directors. Seton has two main branches. The first is our Blended Learning Network of 13 Catholic schools composed of a Director of Blended Learning Network and blended learning managers. The second is our Brilla Schools Network, composed of Brilla's CMO management team. Seton's managing director is Stephanie Saroki de Garcia, one of Brilla's founders, who also sits on the board of Brilla Charter Schools. Seton employs one full-time person to support back office function.

### 2. Role of Personnel in Provision of Goods/Services

The primary function of the Brilla's network team at Seton is to support schools in providing a high-quality education that helps children to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond. A key design element of Brilla College Prep is the "Power to Lead." In taking this approach we seek to hire entrepreneurial leaders who have demonstrated teaching success with underserved students and give them authority to build their team and school culture, manage their budget, and hold them accountable for results. Central office work will be focused on creating efficiencies, facilitating the sharing of lessons learned and best practices among schools, while allowing school leaders a level of autonomy to take ownership of their schools. The Network office will work collaboratively with each school team to ensure high quality standards and provide top-notch value added services.

In addition to Seton's Brilla Schools Network CMO team, Seton's managing director provides strategic guidance, supports the executive director of the CMO, and fundraises for Brilla's start-up, CMO and facilities costs. Seton's full-time back office staff provides HR, recruitment and selection, and communications support for the CMO team.

Additionally, Seton operates Seton Teaching Fellows, recent college graduates who provide in classroom support at Brilla schools. Seton recruits, selects, and houses these fellows, and Brilla contracts with Seton on a per fellow basis.

Finally, not included in the CMO contract is Seton's work to find and lease facilities to Brilla schools.

### 3. Staffing and Structure of CMO Network Office

In the CMO's initial year, the planned network level staffing supported schools with administrative leadership, financial oversight and bookkeeping, recruitment and human

resources needs, curriculum and instructional leadership as well as data and assessment support.

In the areas of administration and finance, we benefit from economies of scale because these functions serve three campuses instead of one. Brilla's former Executive Director provided administrative services for one school and then became the Executive Director for Seton Education Partners CMO office in July 2017. In this capacity she continued to provide leadership with respect to recommending and implementing policies and procedures, strategic planning, and financial oversight, hiring and managing school leaders and other administrative functions across three campuses. Previously, Brilla had a Director of Finance who engaged Charter School Business Management (CSBM) for supplemental financial needs. Seton hired an in-house Chief Operating Officer/Chief Financial Officer and partnered with 4<sup>th</sup> Sector Solutions to give us on-site expertise and effective financial and operational management.

As Brilla grows each year, our needs for recruitment and human resource services grow as well. By centralizing these services at the CMO level, we increased capacity in terms of both quality and quantity. Previously at the school level, hiring season was an "all hands on deck" process pulling in teachers, grade-level chairs, the operations team, school leadership and administration. Having a dedicated point person in a Chief Talent Officer plus two part-time recruiters freed up much of the school level efforts to continue with their focus on children and families. Additionally, this centralized role better positioned all the Brilla campuses to offer a competitive benefits package.

In terms of curriculum, instructional leadership, and blended learning at the CMO level, we hired a Chief Academic Officer and recognized some cost savings, provided value-added services, as well as worked to establish and maintain quality control. Intentional tracking and analysis of data is an important part of ongoing assessment and instruction. By contracting with EdOps, the CMO has been able to focus on these issues and each campus has benefitted by having a gatekeeper of best practices and data integrity.

Please see attached the organizational charts that project our hiring needs over the next five years. While this chart guides our thinking about new hires, we want to be flexible to respond to the needs of our schools should they change and to maximize the gifts and talent of individuals within the organization.

#### **4. CMO Accountability**

The Brilla board has selected Seton Education Partners to serve as the CMO of Brilla College Prep Charter Schools. In doing so, the Board retains ultimate authority to renew or terminate Seton's contract. In choosing Seton to manage their schools, the Board has delegated to Seton the authority to hire and fire the network's Executive Director, who

## BUSINESS PLAN: SETON EDUCATION PARTNERS

can then select and remove any school leader. The board will participate in school leader evaluations and expects to receive regular reports from the school leaders at board meetings. The board will interact with Seton’s Network Office through Seton’s Network Executive Director to ensure each school meets its stated goals and takes the appropriate action in the event any school is not on track to achieve these goals.

The Seton Network office exists first and foremost to serve its schools and school leaders. Its goal is to provide the educational, operational, and financial support needed to make the school successful and allow the school leadership teams to focus primarily on instructional effectiveness and school culture. The Network office will pride itself on removing obstacles that distract school leadership from delivering great academics and culture, facilitating data and best practice sharing, and providing first class service. Seton will consistently be guided by the questions “are we serving our schools well and is our work best-in-class?”

*Evaluate.* The board will hold Seton accountable for meeting specified academic, financial, and organizational goals. It will independently evaluate Seton annually both for compliance and overall satisfaction. The board has the right to terminate the contract if Seton is unable to consistently meet established goals. Goals will be aligned with NY state and charter goals and principles of good governance. Ultimately, the Board will hold Seton accountable for outputs, while Seton as the CMO will focus on providing the necessary leadership and support to schools and school leaders so they can provide the inputs required to deliver the necessary outputs.

In order to measure whether Seton is effectively serving Brilla schools, the Brilla board and Seton will be guided by the key principles of data-driven governance:

- Focus not on inputs, but on outcomes
- Three domains: academic, financial, organizational
- Create and sustain a data culture
- Measure against goal

Below is a framework of key metrics that Seton will collect, monitor, and analyze on a regular basis and that will provide the foundational data by which the Brilla Board will assess Seton’s effectiveness as a CMO. In addition to regularly reviewing these metrics, Seton and the Brilla Board are currently considering customizing the Charter School Shared Services Evaluation Instrument template developed by 4<sup>th</sup> Sector Solutions (Supplemental Attachment BPA S06d – Shared Services Evaluation Instrument).

<u>Part 1: CMO Agreement Compliance</u>		
Area	Criteria	In Compliance

## BUSINESS PLAN: SETON EDUCATION PARTNERS

<b>Personnel</b>	CMO shall effectively hire and supervise the ED, and CMO and the Board shall review the ED.	Full Compliance
	CMO shall effectively supervise the HOS.	Full Compliance
	CMO shall recruit and recommend qualified personnel for all open positions.	Full Compliance
	CMO, together with the HOS, shall provide training and professional development to teaching and non-instructional personnel.	Full Compliance
	CMO shall support all school personnel in other areas deemed necessary by the HOS and the Board.	Full Compliance
<b>Business Administration</b>	CMO shall ensure all corporate documents and requirements are in good order, allowing school to legally operate according to Charter agreement.	Full Compliance
	CMO shall effectively maintain federal and state tax exemption.	Full Compliance
	CMO shall comply with all requirements from Charter Authorizer.	Full Compliance
<b>Finance and Accounting</b>	CMO shall provide the board with an annual projected budget for board approval prior to June 1st of each year.	Full Compliance
	CMO shall regularly report to the board on budget vs. actual performance throughout the year.	Full Compliance
	CMO shall deliver a clean financial audit each year.	Full Compliance
	CMO shall support school staff in managing revenues and expenditures throughout the year.	Full Compliance
<b>Food, Transportation and Health</b>	CMO shall assist school in providing for daily delivery of healthy school food to students.	Full Compliance
	CMO shall assist school in providing necessary transportation services for students.	Full Compliance
	CMO shall assist school in providing for daily nursing services at each school location.	Full Compliance
<b>Insurance</b>	CMO shall procure insurance, benchmarked to industry standards, in the following areas: general liability, directors and officers, property, and other areas deemed necessary.	Full Compliance
	CMO shall manage all potential and actual insurance claims on behalf of the school.	Full Compliance

# BUSINESS PLAN: SETON EDUCATION PARTNERS

<b>Student Recruitment</b>	Jointly with school leadership, CMO shall ensure that annual student outreach is conducted such that there is a waiting list on lottery day.	Full Compliance
	Jointly with school leadership, CMO shall ensure that all budgeted enrollment targets are met.	Full Compliance
<b>School Performance Evaluations</b>	CMO shall implement and oversee regular school performance evaluations, and report all findings to HOS and the board.	Full Compliance
	CMO shall analyze and report on student academic performance on NY State Exams, NWEA Map tests, and other assessments as agreed upon with HOS.	Full Compliance
	CMO shall provide academic performance reports and analysis to board.	Full Compliance
	CMO shall assist school leaders in identifying measures of and goals for school performance, including parent satisfaction.	Full Compliance
<b>Board Management</b>	CMO shall schedule, coordinate and prepare for monthly board meetings throughout the year.	Full Compliance
	CMO shall provide all reasonably requested information to the board in a timely manner.	Full Compliance

Part 2:  
Academic  
Performance

<b>Area</b>	<b>Criteria</b>	<b>Baseline Prior to CMO</b>	<b>Target</b>	<b>Actual</b>	<b>Criteria Met?</b>	<b>Commentary</b>
<b>New York State Exam – ELA</b>	Brilla shall exceed proficiency of local district by 10% or more	51.2%	36.5%		Yes	
	Brilla shall exceed proficiency of NYC by 10% or more	51.2%	52.0%		No	

## BUSINESS PLAN: SETON EDUCATION PARTNERS

	Brilla shall exceed proficiency of NYS by 10% or more	51.2%	52.0%		No	
	Overall proficiency level shall be 75% or higher	51.2%	75.0%		No	
	Brilla Performance Level Index (PLI) shall exceed annual measurable objective (AMO) as provided by authorizer	136	111		Yes	
	Brilla shall exceed its predicted level of performance by an effect size of 0.3 or above according to regression analysis controlling for economically disadvantaged students	0.16	0.3		No	
	Brilla's unadjusted growth percentile shall exceed				NA	

# BUSINESS PLAN: SETON EDUCATION PARTNERS

	that of the state.					
<b>New York State Exam - Math</b>	Brilla shall exceed proficiency of local district by 10% or more	61.9%	35.4%		Yes	
	Brilla shall exceed proficiency of NYC by 10% or more	61.9%	53.0%		Yes	
	Brilla shall exceed proficiency of NYS by 10% or more	61.9%	56.0%		Yes	
	Overall proficiency level shall be 75% or higher	61.9%	75.0%		No	
	Brilla Performance Level Index (PLI) shall exceed annual measurable objective (AMO) as provided by authorizer	152	109		Yes	
	Brilla shall exceed its predicted level of performance by an effect size of 0.3 or above	0.82	0.3		Yes	



# BUSINESS PLAN: SETON EDUCATION PARTNERS

	according to regression analysis controlling for economically disadvantaged students					
	Brilla's unadjusted growth percentile shall exceed that of the state.				NA	
NWEA - ELA	65% of Brilla students shall meet or exceed yearly growth targets	68	65		Yes	
	Average student percentile ranking shall be 50% or higher	62.5	50		Yes	
NWEA - Math	65% of Brilla students shall meet or exceed yearly growth targets	67	65		Yes	
	Average student percentile ranking shall be 50% or higher	64.4	50		Yes	

# BUSINESS PLAN: SETON EDUCATION PARTNERS

Part 3: Other Metrics						
Area	Criteria	Baseline Prior to CMO	Target	Actual	Criteria Met?	Commentary
Financial - Short Term	Current Ratio greater than 1.1	2.5	1.1		Yes	
	Unrestricted Days Cash greater than 60	150	60		Yes	
	Default Status: Not in default	No	No		Yes	
Financial - Long-Term	Total Margin greater than 5% by full enrollment	18%	5% by full enrollment		Yes	
	Debt to Asset Ratio less than .9	0.1	<0.9		Yes	
	Cash Flow is positive	Positive	Positive		Yes	
	Unrestricted Net Assets as % of Expenses greater than 25%	40%	>25%		Yes	
	Debt Service Ratio greater than 1.1	20.8	>1.1		Yes	
	Lease Service Coverage Ratio greater than 1.25	2.4	>1.25		Yes	

## BUSINESS PLAN: SETON EDUCATION PARTNERS

<b>Student Population Stability</b>	<b>100% Enrollment</b>	100%	100% with waitlist		Yes	
	<b>Attrition Rate less than 5%</b>	7%	<5%		No	
	<b>Attendance Rate greater than 90%</b>	95%	>90%		Yes	
<b>Student Demographics</b>	<b>% Minority at or above district average</b>	98%	96.5%		Yes	
	<b>% Free/Reduced Lunch at or above district average</b>	87%	86%		Yes	
	<b>% Students with Disabilities at or above district average</b>	22%	23%		No	
	<b>% English Language Learners at or above district average</b>	19%	17%		Yes	
<b>Human Resources</b>	<b>Head of Schools tenure greater than 5 years</b>	NA	5+ years		NA	
	<b>School leadership evaluation above average</b>	Yes	Above average		Yes	
	<b>Voluntary Faculty/Staff attrition</b>	16%	<15%		No	

# BUSINESS PLAN: SETON EDUCATION PARTNERS

	less than 15%					
	Involuntary Faculty/Staff attrition less than 10%	11%	<10%		No	
	Gallup Employ Satisfaction averages agree or strongly agree	Yes	Agree or strongly agree			
Recruitment	95% open positions filled by last day of school	Yes	>95%			
	70% of offers accepted	No data yet	>70%			
	20x resumes received for each open position	No data yet	20x			
Compliance	Charter	Compliant	Compliant		Yes	
	Federal Education Regulations	Compliant	Compliant		Yes	
	State Education Regulations	Compliant	Compliant		Yes	
	Attendance Reporting	Compliant	Compliant		Yes	
	Financial Reporting	Compliant	Compliant		Yes	
	GAAP	Compliant	Compliant		Yes	
	Rights of ELL students and SPED students	Compliant	Compliant		Yes	

## BUSINESS PLAN: SETON EDUCATION PARTNERS

	<b>Employee Rights</b>	Compliant	Compliant		Yes	
	<b>Teacher/Staff Credentials</b>	Compliant	Compliant		Yes	
	<b>Background Checks</b>	Compliant	Compliant		Yes	
	<b>Facilities</b>	Compliant	Compliant		Yes	
	<b>Health and Safety</b>	Compliant	Compliant		Yes	
	<b>Informational Handling</b>	Compliant	Compliant		Yes	

### 5. Decision Making Authority

Below is a decision matrix that serves as a guide to how the division of responsibilities between the Network and the schools looks. This strategy will be further fine tuned as planning continues and identification of specific talent is identified and optimized.

# BUSINESS PLAN: SETON EDUCATION PARTNERS

## Decision Matrix

Key: M= make, A= approve, I= input and N= notify

BOD=Board; MD=Managing Director; ED=Executive Director; S=Superintendent; COO=Chief Operating Officer; CAO=Chief Academic Officer; CTO=Chief Talent Officer; CCO=Chief Character Officer; CoP=Chief of Programs; P=Principal; NDOO= Network Director of Ops; OM=Ops Manager

Category	Decision Type	Original		Network vs. School	Owner	Approver
		Network	School			
Network Strategy & Staffing	Mission, vision, theory of change	M	I			
	Strategic business plan	M	I			
	External Annual academic benchmarks	M	I			
	Internal academic goals (school based)	I	M			
	Annual strategic priorities (Network)	M	I			
	Annual strategic priorities (School-Level)	I	M			
	Network staffing	M	I			
	School staffing	A/I	M			
Academic program - Assessment	Grade-level exit standards	M	I	Network	CAO	S
	Promotion decisions	N	M	School	P	S
	Report Card Format	M	I	Network	CAO	S
	Grading scale	M	I	Network	CAO	
	Benchmark testing requirements	M	I	Network	CAO	S
	Instructional response to data	I/A	M	School	P	CAO
Academic program - Curriculum	Alignment of network academic model	M	I	Network	CAO	S
	Course offerings	N/A	M	School	P	CAO
	Daily schedule	N/I/A	M	School	P	S/CAO
	School curriculum (Broadly)	M	I	Network	CAO	

## BUSINESS PLAN: SETON EDUCATION PARTNERS

	<i>Blended Learning</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>CAO</i>	
	<i>Instructional Methods</i>	<i>I/N</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>CAO</i>
	<i>Supplemental Instructional material</i>	<i>I/N</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>CAO</i>
	<i>Scope and sequence</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>CAO</i>	
	<i>Lesson planning</i>	<i>N/I</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>CAO</i>
<i>Academic program - support &amp; accountability</i>	<i>Professional Development - network</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>CAO</i>	<i>S</i>
	<i>Professional Development - school</i>	<i>N/I</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>CAO</i>
	<i>Professional Development - individual</i>	<i>N</i>	<i>M</i>	<i>School</i>	<i>P</i>	
	<i>Academic goal setting for principals</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>CAO</i>	<i>S</i>
	<i>Professional goal setting for principals</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>S</i>	<i>ED</i>
	<i>Academic goal setting for teachers</i>	<i>N/A</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>CAO</i>
	<i>Professional goal setting for teachers</i>	<i>N/A</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>S</i>
	<i>Teacher Performance Evaluation</i>	<i>M</i>	<i>I</i>	<i>School</i>	<i>P</i>	<i>S</i>
	<i>Principal Performance Evaluation</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>S</i>	<i>ED</i>
<i>School culture</i>	<i>School calendar</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>S</i>	<i>BOD</i>
	<i>Grade size</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>S</i>	<i>ED</i>
	<i>Class size</i>	<i>I</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>S</i>
	<i>Discipline: suspension &amp; out placement</i>	<i>M</i>	<i>I</i>	<i>School</i>	<i>P</i>	<i>S</i>
	<i>Behavior management systems</i>	<i>I/A</i>	<i>M</i>	<i>Network</i>	<i>P</i>	
	<i>Uniforms</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>S</i>	
	<i>Events, celebrations, etc.</i>	<i>N/I</i>	<i>M</i>	<i>Network</i>	<i>P</i>	<i>S</i>
	<i>Parent/student handbook – general outline</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>COO</i>	<i>S</i>
	<i>Parent/student handbook – school specific info</i>	<i>I</i>	<i>M</i>	<i>School</i>	<i>P</i>	<i>S</i>

# BUSINESS PLAN: SETON EDUCATION PARTNERS

<i>Student Programs</i>	<i>Special education contracted services</i>	<i>I</i>	<i>M</i>	<i>Network</i>	<i>SSC</i>	<i>CAO</i>
	<i>Social work/guidance department</i>	<i>N</i>	<i>M</i>	<i>Network</i>	<i>SSC</i>	<i>CAO</i>
	<i>RTI</i>	<i>I</i>	<i>M</i>	<i>Network</i>	<i>P</i>	
	<i>Tutoring</i>	<i>N</i>	<i>M</i>	<i>Network</i>	<i>P</i>	<i>S</i>
	<i>Extended Day Partners</i>	<i>N</i>	<i>M</i>	<i>Network</i>	<i>P</i>	<i>COO</i>
	<i>Electives</i>	<i>I</i>	<i>I</i>	<i>Network</i>	<i>P</i>	
	<i>Field Trips</i>	<i>IN</i>	<i>M</i>	<i>Network</i>	<i>P</i>	
<i>School Operations</i>	<i>Selection of Student Information System</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>COO</i>	
	<i>Management of use of Student Information System</i>			<i>Network</i>	<i>OM</i>	<i>NDOO</i>
	<i>Student recruitment pre-launch</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>P</i>
	<i>Student recruitment post-launch</i>	<i>I</i>	<i>M</i>	<i>School</i>	<i>OM</i>	<i>P</i>
	<i>Reporting - State, Authorizer, etc.</i>	<i>M</i>	<i>I</i>	<i>School</i>	<i>OM</i>	<i>NDOO</i>
	<i>Facility maintenance plan</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>COO</i>
	<i>Network technology plan</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>COO</i>
	<i>Lunch vendor</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>NDOO</i>
	<i>Insurance</i>	<i>M</i>	<i>N</i>	<i>Network</i>	<i>COO</i>	<i>COO</i>
	<i>State/Federal compliance</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>COO</i>
	<i>Attendance Policy</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>NDOO</i>
	<i>Regional emergency/disaster plan</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>COO</i>
	<i>Campus emergency/disaster plan</i>	<i>N</i>	<i>M</i>	<i>School</i>	<i>OM</i>	<i>NDOO</i>
	<i>Transportation</i>	<i>M</i>	<i>I</i>	<i>School</i>	<i>OM</i>	<i>NDOO</i>
<i>HR Policy &amp; Processes</i>	<i>Network compensation structure</i>	<i>M</i>		<i>Network</i>	<i>ED</i>	<i>ED</i>
	<i>School compensation structure</i>	<i>I/N/A</i>	<i>M</i>	<i>Network</i>	<i>COO</i>	<i>HOS</i>
	<i>Employee handbook</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>NDOO</i>	<i>HOS</i>
	<i>Teacher recruitment</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>CTO</i>	<i>HOS</i>



## BUSINESS PLAN: SETON EDUCATION PARTNERS

	<i>Teacher selection</i>	<i>N/I</i>	<i>M</i>	<i>Network</i>	<i>P</i>	<i>HOS</i>
	<i>Principal recruitment and selection</i>	<i>M</i>	<i>N/I</i>	<i>Network</i>	<i>CTO</i>	<i>MD</i>
	<i>Network staff recruitment and selection</i>	<i>M</i>	<i>N/I</i>	<i>Network</i>	<i>CTO</i>	<i>MD</i>
	<i>Executive director recruitment and selection</i>	<i>M</i>	<i>N/I</i>	<i>Network</i>	<i>MD</i>	<i>MD</i>
	<i>Principal succession planning</i>	<i>I</i>	<i>M</i>	<i>Network</i>	<i>HOS</i>	<i>ED/MD</i>
	<i>Executive director succession planning</i>	<i>M</i>	<i>N</i>	<i>Network</i>	<i>MD</i>	<i>MD</i>
	<i>Employee benefits</i>	<i>M</i>	<i>N/I</i>	<i>Network</i>	<i>COO</i>	<i>HOS</i>
<i>Finance</i>	<i>Financial policies and procedures</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>COO</i>	<i>ED</i>
	<i>Long range budget planning</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>COO</i>	<i>ED/HOS</i>
	<i>Network budget management (annual)</i>	<i>M</i>		<i>Network</i>	<i>COO</i>	<i>ED/MD</i>
	<i>School budget development process (annual)</i>	<i>I</i>	<i>M</i>	<i>Network</i>	<i>COO</i>	<i>HOS</i>
	<i>School budget management (ongoing)</i>	<i>M</i>	<i>N/I</i>	<i>Network</i>	<i>COO</i>	<i>HOS</i>
	<i>School budget decisions (ongoing)</i>	<i>I</i>	<i>M</i>	<i>Network</i>	<i>P</i>	<i>HOS</i>
<i>Communications &amp; Development</i>	<i>Marketing/branding strategy</i>	<i>M</i>	<i>I</i>			<i>ED</i>
	<i>Media campus interviews</i>	<i>M</i>	<i>I</i>			<i>ED</i>
	<i>Network fundraising plan</i>	<i>M</i>	<i>I</i>			<i>ED</i>
	<i>Donor relationship management</i>	<i>M</i>	<i>I</i>			<i>ED</i>
	<i>Teacher/parent-led fundraising</i>	<i>N</i>	<i>M</i>			<i>S</i>
	<i>Annual Report</i>	<i>M</i>	<i>I</i>			<i>ED</i>
<i>Future Facilities</i>	<i>Site selection process and decision</i>	<i>M</i>	<i>I</i>	<i>Network</i>	<i>COO</i>	<i>ED/MD</i>
	<i>Lease negotiation</i>	<i>M</i>	<i>N</i>	<i>Network</i>	<i>COO</i>	<i>ED/MD</i>
	<i>Financing arrangement</i>	<i>M</i>	<i>N</i>	<i>Network</i>	<i>COO</i>	<i>ED</i>
	<i>Construction vendor selection</i>	<i>M</i>	<i>N</i>	<i>Network</i>	<i>COO</i>	<i>COO</i>
<i>Growth</i>	<i>Charter Application - New School</i>	<i>M</i>	<i>N/I</i>			<i>BOD</i>

## BUSINESS PLAN: SETON EDUCATION PARTNERS

	<i>Charter Revisions/Renewals - Existing Schools</i>	<i>M</i>	<i>I</i>			<i>BOD</i>
	<i>New School Greenlighting</i>	<i>M</i>	<i>N</i>			<i>BOD</i>

### 6. Non-negotiable Program Components

Each of our new schools will be built on the same six cornerstones upon which Brilla was built:

- **High Expectations.** Because we believe in the inherent dignity and potential of every child, we have high expectations for our students' academic achievement and conduct that make no excuses based on their backgrounds or socio-economic status.
- **Lead with Character.** Good character makes for a meaningful life and produces lasting personal and social happiness. As a result, the development of the virtues of justice, good judgment, self-control, courage, and kindness in students is a central part of our educational mission.
- **Results Matter.** Seton schools relentlessly focus on high student performance on standardized tests and other objective measures because we hold ourselves accountable for helping students develop personally and academically in ways that will enable them to succeed at the nation's best high schools and colleges.
- **Choice & Commitment.** Students, their parents, and the faculty of a Seton school choose to participate in the program. No one is assigned or forced to attend a Seton school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
- **More Time.** There are no shortcuts. Only with increased instructional time and more time on task will students be able to acquire the academic knowledge, skills, and habits that will prepare them for success in college and in life.
- **Teach the Best Content.** ALL Seton students will learn math and science while also becoming familiar with the literary and philosophical classics of Western Civilization, because of the way the traditional liberal arts convey truth, beauty, and goodness, and because Seton students need the world's best content in order to become good citizens and be competitive globally.

#### Blended Learning and Other Key Design Features

Seton recognizes that the greatest "innovation" needed in schooling today is actually a return to the traditional, in terms of both curricula and non-academic goals. Yet there are also uses of technology, for instance, that could be applied to achieve better educational outcomes, home/school communication, and finance. As Brilla College Prep did, new Seton schools will draw on lessons from our Blended Learning Initiative that has seen superior results in urban schools in San Francisco, Los Angeles, and Philadelphia. This year, Brilla College Prep has demonstrated the academic excellence and greater economic efficiency that comes with this leading edge approach to learning.

In addition to adapting our blended digital learning model, other school design features include:

- **Smart start** – Each school will start with kindergarten & 1st grade in year 1, then grow a grade level each year
- **Power to lead** – The Network Executive Director will select an entrepreneurial school leader who has demonstrated teaching success with underserved students and provide him or her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations. The school leader will then be held accountable for results.
- **Core Knowledge** – Brilla shares the belief with The Core Knowledge Foundation that every child deserves equal access to common knowledge. We believe in the simple but powerful premise behind Core Knowledge that knowledge builds on knowledge and we reject the false choice that schools must choose between knowledge and thinking skills. Therefore, Brilla will utilize the Core Knowledge Sequence, a detailed outline of recommended curricular content to be taught in language arts, history and geography, mathematics, science, music, and the visual arts from grades K-8.
- **Paideia.** Based on the Paideia approach, our pedagogy will integrate didactic instruction, coaching and student-centered discussion.
- **Literacy x2.** The education program provides a double block of literacy instruction daily, which is integrated with history and other content and balanced with strong mathematics and science instruction.
- **Afterschool/extended day partnership** – Consistent with our cornerstones of “more time” and “lead with character,” each school will partner with a character-building extended day program that helps children develop the virtues of justice, good judgment, self-control, courage, and kindness. In addition to providing a safe and nurturing program for children whose families work until 5:00p, the program will allow teachers and staff to have a more sustainable work schedule.
- **Parent Involvement.** Brilla will provide parents/guardians with frequent communication about student and school performance, monthly parenting workshops, and many in- and out-of-school opportunities to be involved in their child’s education.

### 7. Performance Management

The basis for performance management for both the network and the school level will be programmatic audits and surveys that gauge satisfaction and needs of various stakeholders.

**Programmatic Audits:** Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the Executive Director, Principal, Assistant Principal, Grade and Content Leads, and SPED/Learning Support

## BUSINESS PLAN: SETON EDUCATION PARTNERS

Coordinator through planning meetings and direct observation with additional support from the Network. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups. Brilla will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing “no excuses” schools that result in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

Other factors that will be considered in assessing our program and services include: the number of applicants compared to available seats; outcomes from our financial audit; the number of qualified teacher applicants for job openings; and teacher retention.

**Surveys:** In evaluating the network office, school leaders and Brilla Board members will be surveyed to measure the implementation analysis, performance, and satisfaction of services provided, and to identify key areas in which the schools may need additional support.

Each school will gauge family and student satisfaction both directly and indirectly. We will administer, at least annually, surveys to assess their satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. We believe our attention to parents through regular communication and parent workshops will keep them engaged in the life of the school and their children’s academic progress. An essential principle of the Seton - Brilla management agreement is flexibility, adaptability and capacity to change in the interests of continuous improvement and efficiency, as both parties are interested in results, not inflexible prescriptions. Seton’s organizational culture emphasizes open communications and shared data. Its performance management framework will strive to make all school performance data accessible and ensure conversations and solutions are rooted in data. The Network office holds regular meetings with school leaders to allow both parties to address critical issues and review performance metrics. Effective performance management delivered by the Seton Network Office will bring multiple benefits to Brilla schools. Because of the daily demands of operating a high-performing school, schools often wait too long to think about renewal. The Network Office has established and sustains an early focus on renewal criteria so that schools are always prepared for re-authorization. Furthermore, the Network works to establish a harmonious shared measurement system that collects data that is useful at the classroom, school, network, and board level. Seton recognizes the importance of having quantitative metrics in place when the school is launched to establish baseline data that can be analyzed over time. Collecting, analyzing, and

monitoring relevant data over time will help Seton and Brilla identify and address issues before they become systemic problems as well as providing objective measures to discuss issues and solutions. It will also provide Brilla's board with the transparency and insight necessary to determine the effectiveness of Seton as Brilla's CMO.

**Staff Underperformance:** While formal reviews will be held at mid-year and year-end for all staff at the network and school level, when underperformance is identified it will be addressed immediately. We believe swift action is important for both program quality and to give the employee the best opportunity to grow. Depending on the severity of the shortcoming, the initial action will be either a documented conversation, written warning or a written performance improvement plan. In all cases, specific action steps (including support/training to be provided if appropriate) and a follow-up timeline would be identified. If adequate progress is not made to resolve the issue in a timely manner, the employee will face termination.

### 8. Closing a School

Academic outcomes and poor financial health would be the primary factors that would prompt us to close school. By closely monitoring the academic, financial, and organizational metrics of each school, Seton plans to address any underperformance prior to closure becoming a consideration. However, if any school does not consistently outperform the local district, Seton would recommend school closure to the board. If a school only marginally outperforms the local district test results, we would do a whole school reevaluation in which we would consider closure as an option. In terms of financial health, if we cannot maintain an enrollment that allows the school to be financially viable, we will also consider closure.

## Section VII: Human Capital

### 1. School Leaders

To accommodate Brilla's growth plan, our first priority is to recruit dynamic and entrepreneurial leaders to participate in our Brilla School Leader Fellowship. The job opening and description has been announced to in-house staff and posted on our website as well as in a variety of external sites and job boards including: Teach for America, New York Charter School Center, Idealist and the University of Notre Dame's ACE Alumni. The hiring process includes resume, cover letter, and student achievement results; a series of interviews, by phone and in person; short-answer essays; observations of candidates teaching; and culminates in a day and a half-long visit to Brilla for interviews with additional stakeholders and an assessment of each candidate's ability to offer teacher feedback and make strategic decisions.

## BUSINESS PLAN: SETON EDUCATION PARTNERS

Our recruitment team will recruit and vet all external candidates for the principalship. A selection team, composed of the ED, Superintendent, CTO, CAO, and current principals, will vet all internal candidates. This same team will select the final principal candidates from the internal and external pool of finalists.

We anticipate Brilla School Leader Fellows will be selected (from among internal and external talent) by March 2019, in time to participate in an intensive training program over the summer through either the KIPP Fisher Fellowship or the Relay Graduate School of Education's National Principals Academy, depending on the candidate's skills, experience, and needs. Following summer training, Fellows will spend the first part of the year visiting and engaging in part-time residencies at high-performing urban schools across the country and onsite at Brilla. The second part of the year will be spent working to open a new school in August 2020. Brilla School Leader Fellows will receive a competitive salary with excellent benefits. Seton is also committed to investing in additional training, as needed, to provide individualized development opportunities for school founders.

The core competencies we are seeking in a Brilla College Prep Principal:

### **Brilla College Prep Leadership Competency Model**

#### **Formation:**

##### Mission Conviction

- Promotes and models common language, consistent practices, and school structures to support Brilla's mission and goals.
- Identifies and addresses barriers to achieving the mission and vision.
- Prioritizes decisions and decision making processes that are aligned with and reinforce the mission.

##### Instructional Leadership

- Promotes and models evidence-based instructional practices that address the diverse needs of students.
- Supports and holds junior instructional leaders accountable for implementing aligned instructional strategies that raise student achievement.
- Analyzes and facilitates effective analysis of Brilla's data sources.
- Builds the capacity of staff to collaboratively implement and evaluate curriculum and instruction that meets or exceeds state and national standards.

##### Classical

- Values and prioritizes the holistic, classical development of students.
- Facilitates and promotes an understanding of truth, beauty, and goodness.
- Ensures and evaluates Brilla's approach to classical content and pedagogy.

##### Character

- Proliferates a shared understanding of Brilla's virtues and sub-virtues.

## BUSINESS PLAN: SETON EDUCATION PARTNERS

- All staff actively leverage virtue language to facilitate character development during both prescribed and non-prescribed moments.
- Models and facilitates an environment where virtue and character formation is valued, in self and others.

### Joyful School Culture

- Evidence of positive interaction is evident across all stakeholder groups.
- School environment is safe and clean.
- Staff and students adhere to thoughtful and effective systems and procedures.
- All staff urgently address student behaviors with empathy, shared control, and logical consequences and rewards.

### Shared Environment

- Student and staff attire and presentation models professionalism and adherence to Brilla standards.
- Shared spaces evoke a sense of community, warmth and culture of hospitality, aligned to the classical tenet of Beauty (*School space is orderly, intentionally curated, aesthetically pleasing, and uplifting, invoking positive ethos*).
- Learning spaces harmoniously reflect the values of Brilla's mission.
- The integrity and quality of the Brilla brand is upheld on all displays and communications.

### Execution:

#### Strategic Thinking

- Accurately and thoughtfully identifies areas of current or potential weakness and addresses them with urgency.
- Thinks creatively about challenges and opportunities grounded in best practice.
- Intentionally collaborates with peers, managers, and direct reports, and authentically remains open when seeking counsel.
- Prioritizes decisions aligned to strategic priorities while considering the impact on time, money, and human capital.

#### Integrity

- Models, supports, and holds colleagues accountable to ethical behavior.
- Adheres to network-wide systems and procedures.
- Exhibits thoughtful judgement in planning, decision-making, and interactions.
- Proactively displays and facilitates professional and personal integrity by operating with transparency and prudence.
- Admits mistakes or poor decisions and accepts responsibility for one's own and others' mistakes.

#### Wisdom

- Displays self-knowledge by reflecting on personal past-practices, habits, and leadership competencies in order to adjust behaviors.
- Seeks and openly receives constructive feedback from stakeholders across all levels of the organization.

## BUSINESS PLAN: SETON EDUCATION PARTNERS

- Demonstrates a broad understanding of the education sector including knowledge of best practices and current educational issues and policies.
- Models the importance of and proactively seeks opportunities for growth and development of self and others.

### Organization and Self-Management

- Utilizes effective personal organization systems to prioritize work appropriately and minimizes stress.
- Models universal professionalism through communication, attendance, punctuality, attire, and mutual respect.
- Honors deadlines and commitments.

### Talent Management

- Builds a diverse, dynamic, and balanced team that champions and furthers the mission.
- Establishes and upholds high expectations for all staff by consistently monitoring the performance management cycle.
- Actively builds and monitors a pipeline of talent to sustain the school's priorities and needs.
- Ensures all staff develop toward and meet an appropriate level of performance.

### Fiscal Stewardship

- Establishes appropriate financial objectives aligned to school priorities.
- Holds self and others accountable for accurate and effective monitoring of expenditures.
- Understands and upholds Brilla's financial processes.

### **Engagement:**

#### Communication

- Conveys professionalism and respect in all forms of communication, including email, phone, and in-person conversations.
- Applies clear, concise, and grammatically correct language in both written and oral communication.
- Inspires confidence and demonstrates graceful poise when orating to stakeholder groups.
- Creates a climate in all gatherings that invites participation and honest discussions

#### Student

- Knows students beyond their academic abilities, recognizing their interests, strengths, weaknesses, accomplishments, and fears.
- Employs a warm and firm approach to communicate love and respect while maintaining high expectations.
- Demonstrates through word and actions a commitment to help each individual scholar succeed at Brilla.
- Creates intentional experiences that foster joy, a love of learning, and a sense of belonging to the school community.



## BUSINESS PLAN: SETON EDUCATION PARTNERS

### Family

- Ensures families' stories beyond the school building are known in order to respond appropriately to their individual interests and needs, while respecting each family's dignity.
- Communicates partnership and respect by seeing families as the first educator of their child, while maintaining high expectations.
- Is appropriately available to families, and follows through on communication and commitments in a timely and thorough manner.
- Creates intentional experiences that strengthen families' connections to stakeholders, and fosters a sense of belonging to the school community.

### Staff

- Knows staff beyond their professional abilities, recognizing, valuing, and celebrating their unique interests, strengths, and accomplishments.
- Sets and maintains high expectations, anchored in a mutual purpose, to both challenge and empower staff to take responsibility for Brilla's collective success.
- Is appropriately available to staff, and follows through on communication and commitments in a timely and thorough manner.
- Creates intentional experiences that strengthen staff members' connections to stakeholders, and fosters a sense of belonging to the school community.

### Brilla Schools

- Embraces the 'One School' mentality, in words and actions, by championing the collective success of Brilla schools over one individual school.
- Promotes, owns, and builds authentic buy-in to Network-wide decisions and priorities.
- Facilitates purposeful opportunities to strengthen staff members' connections across Brilla Schools, and fosters a sense of belonging to the school community.

### Partnerships

- Fosters and manages a welcoming and engaging culture of hospitality.
- Actively engages Seton Teaching Fellows as members of the school community.
- Manages and evaluates the effectiveness of academic and operational partnerships within the school.
- Identifies and advocates for partnerships that are aligned to the Brilla priorities and mission.

Of Brilla's current staff, we have identified a number of talented individuals that we are nurturing for continued growth within the organization. It is our goal that this pipeline of talent will be a central part of the staffing for both Network and school leadership positions. Of note:

- 7 internal candidates applied to be Assistant Principals for 2018-19 school year: **3 were offered AP positions**; 3 came close but need more development
- Future principals are likely to emerge from current staff. We have the **bench and leadership development tools** in place.

## BUSINESS PLAN: SETON EDUCATION PARTNERS

We have a robust plan for developing/coaching each of our internal leader candidates so that we have multiple options for the principalship at our new schools.

### 2. Teachers and Other Staff

Below is a chart outlining our anticipated hiring needs at Brilla over the next six years.

	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
<b>Total Staff</b>	<b>97</b>	<b>125</b>	<b>168</b>	<b>196</b>	<b>227</b>	<b>253</b>
<b>New Hires</b>	<b>21</b>	<b>28</b>	<b>44</b>	<b>28</b>	<b>32</b>	<b>26</b>

Understanding that a highly effective teacher is the single most important factor to a child's academic success, we are committed to recruiting top talent and empowering our instructional staff to succeed. Our Chief Talent Officer, along with two part-time recruiters, are responsible for recruiting and vetting all candidates for open positions, while school principals are responsible for selecting their staff from this already vetted pool.

#### ***Development & Retention***

To develop and retain our best staff, all engage in comprehensive and ongoing professional development in three distinct ways: school wide, within their grade-level team, and individually. At Brilla, we have **an 86% teacher retention rate**, which is very strong relative to our charter peers, and is a key strategy in finding and keeping great talent.

On a school-wide basis, all staff are required to attend an on-boarding and professional development period two-weeks prior the start of each school year. During this time teachers are introduced to and reflect on Brilla's mission, align curriculum and instruction across the teaching team, and engage in activities to develop a sense of cohesion around our shared goals. Every week throughout the year staff gather to participate in a "Mission in Progress" professional development training. Topics covered during these sessions include: how to use data to inform lesson planning; highlighting best practices; norming around report card grading; and community team building activities.

We have found that dedicating time (formally and informally) for teachers to collaborate with others who teach the same grade level has been critical to both consistency of content and instruction as well as teacher satisfaction. On a weekly basis, grade level teams meet for shared lesson planning for the next week's instruction. They

# BUSINESS PLAN: SETON EDUCATION PARTNERS

also have a planned lunch period in which all teachers on their level gather and collaborate in an informal manner. Additionally, in an effort to create opportunity for further connection and collaboration all teachers on a given grade-level have their scheduled planning period for the same time.

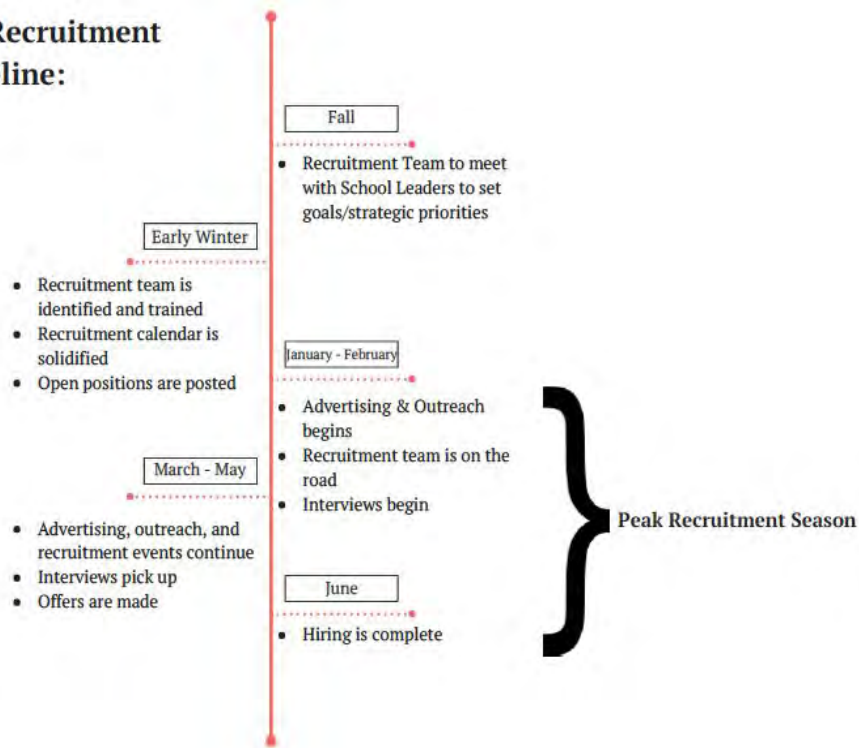
Individual teachers are supported to grow and target specific strengths and weaknesses through a formal mentorship program in which teachers receive face-to-face and written feedback weekly, alternating between their instructional and content leads. Individual teachers also have access to external professional development and are given opportunities to visit other high-quality schools.

At Brilla we believe that happy and engaged teachers lead to better outcomes for children. As such, we deliberately try to foster a positive staff culture. Some of the ways we do this include: intentionally creating many opportunities to celebrate and highlight our teachers' and group success; structuring opportunities to build community; having a manageable workday (staff typically leave school by 5:30pm); and allowing some flexibility with structured prep time that can be done at home instead of at school.

## **Recruitment & Selection**

In addition to our development and retention strategies, we have a robust recruitment strategy, focused heavily on people who are aligned to our mission and have the right mindset and raw talent to become effective teachers. Below is our recruitment timeline.

### 2017-2018 Recruitment Timeline:



Recruitment goals include:

## BUSINESS PLAN: SETON EDUCATION PARTNERS

1. 100% of open positions filled by the last day of school
2. 90% of previous year's hires get returning offer letters for a second year within the Brilla Network
3. 80% of offers made to candidates are accepted
4. Receive resumes equaling at least 20 times the total number of open teaching positions
5. 50% of in-person interviews are conducted with diverse and/or experienced teachers

### Recruitment priorities:

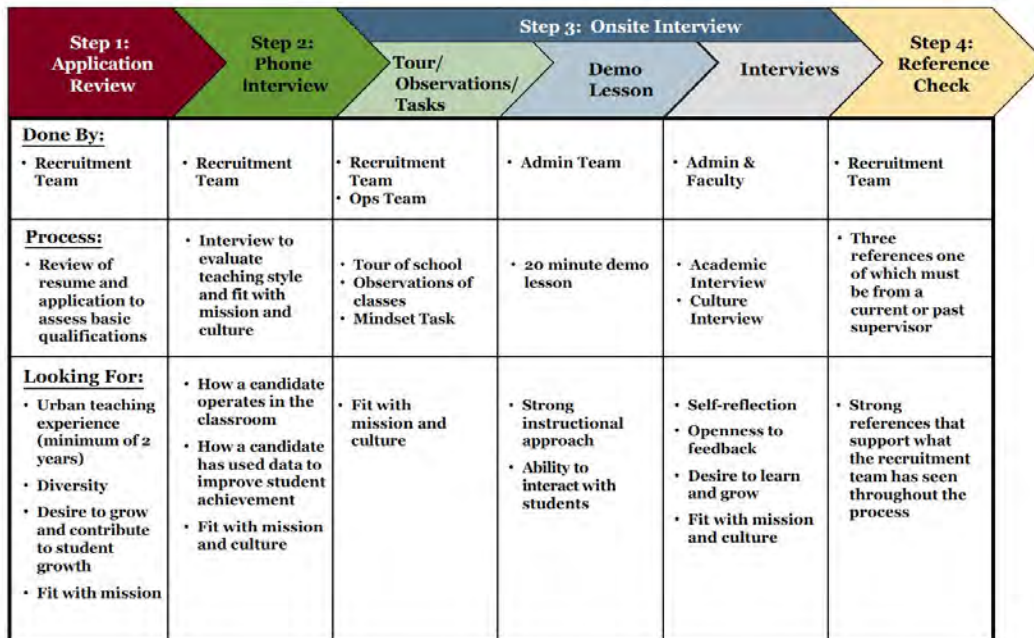
1. Implement an organized and transparent recruitment management system
2. Focus on regular and systematic communication between the RT and the Schools and the RT and Candidates
3. Increase—by deepening and widening our outreach—the brand awareness of Brilla Public Charter Schools
4. Increase the number of experienced teachers who are hired for open instructional positions
5. Specific emphasis on candidates that reflect all of the components of Brilla's mission

The recruitment process includes sourcing, cultivating and hiring. We source from colleges/graduate schools, Teach For America, outside partners, and through our referral program. We cultivate through info sessions, TFA advertising, job postings, meet and greets, recruitment events, and personalized outreach. Last year, our recruitment team visited over 50 universities in the fall; initiated and deepened relationships with Education Programs across the country, forged partnerships with UCCE, Urban Teach, Boston Teacher Residency, Match, EHTP; and pursued outside partnerships with other charter schools, Saga Innovations, MenTeach, Kappa Delta Pi, National Teacher Certification Programs, NYC Teaching Fellows, and Blue Engine.

Our application and selection process is diagrammed below.

# BUSINESS PLAN: SETON EDUCATION PARTNERS

**Application and Selection Process Diagram**



If a candidate makes it through the entire process, a job offer will be extended by the hiring Head of School.

While finding the right talent for Brilla is always a challenge, we feel prepared to meet our growing needs as we launch two more schools.

### ***Hiring for Diversity***

Seton Education Partners and Brilla College Prep Schools are working to build organizations in which talented individuals from all walks of life and past work experiences can join our teams and make significant contributions. We are particularly committed to attracting and developing individuals who share the life experiences or backgrounds of the children and families we serve.

Of importance is that all leaders, teachers and other staff have a belief in the inherent dignity of all children, and a belief in their potential for both moral and educational excellence.

Attracting people of color to our organization is important to us. While assessing mission-alignment, mindset (especially beliefs about the potential of low-income and minority children) and talent is of top importance in our selection process, we believe it can be powerful for students to see themselves in the adults they encounter at school—whether they be teachers, leaders, board members, or other staff. Studies have shown that students of color perform better at school—test scores improve, dropout rates decrease—when they have at least one teacher of their own cultural or racial background. We try to ensure that on recruitment fairs/events, people of color

represent us, and that we leverage the networks of staff who are people of color when hiring.

Currently, Brilla's board of seven people includes four people of color. Two of our seven board members spent time living and working in the Bronx. Both provide a critical community perspective to our efforts. Over half of our teaching staff are people of color. Several of Brilla's teachers and leaders have also grown up in the Bronx. The NYC Department of Education profiled Brilla's success in attracting a large percentage of people of color to our staff.

On the Seton board, two of six board members are people of color. On the Seton CMO team, four out of eight of our staff are ethnic minorities.

It's important to note that we don't limit our diversity lens to race. An individual who is an immigrant, a mother, the child of a single parent, or an English language learner—all have life experiences that would resonate with many of our students.

While we seek to celebrate the diversity among our entire community, we especially want to teach our students to understand the shared dignity and humanity that transcends our differences. We do not want to teach our students that they are victims, but rather, individuals with inherent dignity and immense potential. Our staff, like our students and their families, have a diversity of life experiences and personalities. Most importantly, however, they hold our students to high academic and character expectations, work incredibly hard, constantly seek to improve, and lead with genuine love and joy.

### 3. Evaluation Process of Key Personnel

**Executive Director Evaluation:** The Board will conduct an annual evaluation of the Executive Director focused heavily on academic achievement, which will be used to determine the Executive Director's bonus. At the beginning of the year the Executive Director and the Board will establish measurable process and outcome goals for the year. A mid-year review will be conducted and at the end of the year and a written review will be provided to the Executive Director and used to determine eligibility for a bonus. The evaluation will be "360" in the sense that input will be sought from the Executive Director, Network Office staff, principals, teachers and staff, families and students, and the board. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results.

**Superintendent Evaluation:** The Executive Director, with Board input, will conduct an annual evaluation of the Superintendent focused heavily on academic achievement, which will be used to determine the Superintendent's bonus. At the beginning of the

year the Executive Director and Superintendent will establish measurable process and outcome goals for the year. A mid-year review will be conducted and at the end of the year and a written review will be provided to the Superintendent and used to determine eligibility for a bonus. The evaluation will be “360” in the sense that input will be sought from the Superintendent, Executive Director, Network Office staff, principals, teachers and staff, families and students, and the board. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results.

**Principal Evaluation:** The Superintendent, with the Executive Director, will conduct an annual evaluation of all principals focused heavily on academic achievement, which will be used to determine the principal’s bonus. At the beginning of the year the Executive Director, Superintendent and principals will establish measurable process and outcome goals for the year. A mid-year review will be conducted and at the end of the year a written review will be provided to the principal and used to determine eligibility for a bonus. The evaluation will be “360” in the sense that input will be sought from the Principal, teachers and staff, families and students, and the board. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results. Our evaluation of principals will be rooted in our LCM (described above).

**Board Evaluation:** The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of the Executive Director’s leadership and CMO performance, handling of grievances, and adherence to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

**CMO Network Office Staff Evaluation:** The Executive Director will evaluate the network level staff. The various positions will receive a mid-year and year-end evaluations that focus on outcome-based criteria appropriate to their role in the network. Surveys from school-level staff will be a factor in tracking and evaluating the quality of the services provided by the network staff and identify areas of improvement.

Underperformance by key personnel will be handled in a manner consistent with that described in the Network Management section.

#### 4. Compensation

As we open more schools, we wanted to ensure that our approach to compensation was thoughtful, strategic and sustainable over time. The ultimate goal was to develop a



“loose” scale, informed by available external data, that would give us salary ranges that took into account years of experience, level of education and teacher effectiveness ratings. Brilla’s compensation scale is below.

To attract the best possible candidates, we offer competitive base salaries based on comps from similar and strong organizations and the compensation survey created by the New York City Charter Center. We offer select bonuses as performance incentive and/or reward for high performance.

### Section VIII: Financial Plan

#### 1. Budget Narrative Summary and Assumptions

##### CMO network budget revenue:

- **CMO Fee:** Calculated based on the product of 95% of the target full enrollment of students in the school as defined in the charter multiplied by a percentage (10% or 12%, depending on how many years the school has operated) of the Final Adjusted Revenue per pupil for charter schools (general education plus special education allocation) in the New York City school district as calculated by the New York State Education Department.
- **Fundraising:** In our first four years of operation, we plan to raise a little over \$1.2M to support the development and growth of the network office.

##### Network expenses:

- **Salary and benefits** are the largest expenses at the network level. Salary increases are projected to be a 5% annual cost of living adjustment in out years.
- **Rent:** While there is unused space in Brilla buildings, we anticipate network offices to be located on Brilla campuses. In FY19 and FY21, we plan to rent office space in the South Bronx within close proximity to our schools.
- **Financial Management:** A key responsibility of the CMO team is the financial management of the schools. In addition to our CFO/COO, we will continue to engage with 4<sup>th</sup> Sector Solutions for bookkeeping and financial management services for all Brilla schools.
- **Other minor expenses:** Included in the budget are costs anticipated with staff development and recruitment, office supplies, equipment, among other areas.

##### **Separately billed expenses:**

We anticipate there will be some school level expenses that will be separately billed across schools. In these cases, we intend to distribute the expenses proportionally across the schools. Take the case of an audit expense of \$40,000 for two schools (school A with a \$7.5 million budget and school B with \$2.5 million). The first school would pay 75% of the cost and the second 25%. In cases when the expense can be connected to a



specific number of students served, we will seek to allocate the expense proportionally based on the number of students. Depending on the type and purposes of each expense, we will allocate the cost either proportionally by student count, staff count, or as an even split. Additionally, we would also anticipate that the CMO could potentially negotiate a better price for some goods or services with increased buying power. In these instances, we would bill each school for the actual cost incurred by their portion of the expense.

### **School-level budget narrative:**

See Response 21 – Fiscal Soundness

## **2. Development Plan**

At the school level, we assume \$250k per school, per year in years 0-2, for a total of \$750k per school over three years. We expect our funding to come from the Walton Family Foundation (at \$325k per school); the NYC-based William E. Simon Foundation at \$50k per school per year (Simon has been a consistent supporter of Brilla in the past); and a handful of individual philanthropists. Brilla schools will then be sustainable without additional fundraising.

For the Network, we have already invested roughly \$200,000 in our first year of operations from philanthropy. We anticipate needing to raise a little over \$1M over the next three years until Network expenses are fully covered by school fees. Network Executive Director Luanne Zurlo has several years of experience in philanthropy. Stephanie Saroki de Garcia, co-founder and Managing Director of Seton Education Partners, launched and for five years led the K-12 Education Programs at the Philanthropy Roundtable, a national philanthropic consultancy, and has nearly 10 years of experience at Seton raising multi-million dollar budgets. Stephanie and Luanne will each devote 15% of their time fundraising for the Brilla Network, and grants are expected from both existing funders (those who invested in the launch of our first three Brilla campuses) and new funders. Fundraising will target a handful of large, 6 or 7 figure gifts, and capitalize on leveraging existing personal relationships.

Below are our current fundraising prospects.

- Carson Family Charitable Trust — Has committed \$750k over three years to replicate Brilla.
- William E. Simon Foundation — Committed \$80k this year to support the CMO, and will likely contribute at least \$80k per year over the next several years to support the CMO. (Simon also contributes separately to Brilla directly.)
- Walton Family Foundation — Previously gave a \$250,000 start-up grant for Brilla, and two \$325,000 grants for start-up for our second two schools. Luanne and

Stephanie have met with our program officer and he has encouraged us to apply for additional start-up funding once our new charters are approved.

- Robinhood Foundation — Chief charter school program officer has toured Brilla thrice now—once in our founding year, once two years ago, and once last year. We are in conversations with Robinhood about a possible grant.
- Louis Calder Foundation — Gave two six-figure grants—one to support the launch of Brilla, and another to support the launch of our middle school campus and a new elementary campus (Veritas). If our charters are approved, we will re-approach this foundation for additional funding.
- Gerstner Family Foundation — We have met with Lou Gerstner, and he will consider a \$1M grant for our next two Brilla campuses once our charters are authorized.

Other philanthropies that previously gave to support the launch Brilla, and that we will approach of funding the network include:

- Bodman Foundation
- Tortora Sillcox Family Foundation
- Several high-net worth individuals with businesses in NYC

Other new foundations we are in conversations with or will be approaching:

- Credit Suisse Foundation
- Charles Hayden Foundation
- Altman Foundation
- Tiger Foundation

### 3. Financial Oversight

The Board of Directors of Brilla College Preparatory Charter Schools establishes the financial policies and procedure manual for schools and it will be the responsibility of Seton Education Partners, as CMO, to ensure that the manual is being followed to fidelity. Seton's Board is responsible for establishing the policies and procedures to be followed by the network office. The network level Chief Operating Officer/Chief Financial Officer's primary role is the financial management and oversight of the Brilla schools and network expenses. As such, the person in this role is responsible for instituting systems and processes on both levels that ensure accuracy, efficiency and transparency. The COO/CFO reports to the Executive Director who is responsible for ensuring that his activities are in accordance with sound financial practices.

Staff at the network level, as well as Brilla finance committee members, will work with school leaders in developing their budget. While administration-related portions of the budget will be determined by the network (for example the estimated health insurance expenses), the Superintendent will be a primary influence for setting programmatic budget priorities. Each year, the Superintendent and COO/CFO will establish the framework of the budget with all known inputs before passing it along to the individual school leaders. Each school leader, in consultation with the Superintendent, will then make reasonable updates to support key priorities and initiatives. The final budget with all inputs will then be compiled by the COO/CFO for presentation to the Board's finance committee. School budgets need to be approved by Brilla's Board of Directors. Network level budgets will be established and approved by the Board of Seton.

School budgets are monitored on a monthly basis by the Executive Director, COO/CFO, Superintendent, and school leaders. All cash expenditures require the approval of the school leader, and in instances where there are shared costs across school, all school leaders must approve before funds can be disbursed. This process will ensure that each school leader has a clear understanding of expenses in real-time. The Network COO/CFO will lead monthly budget vs. actual meetings to discuss each budget line item. Any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the Board of Directors with a monthly report on the school's financial health. More specifically, the Board of Directors of Brilla will review monthly: Budget vs. Actual report with projections for the operating and capital budget; a balance sheet; and the statement of cash flows. Additionally, cash flow projections and federal grant reports will be presented as needed. Major modifications of the budget will require board approval. At its quarterly meetings, the Seton Education Partners Board will review budget vs. actual reports and balance sheets that will include the finances of the CMO network office.

As part of our "borrowers covenants" with Raza Development Fund and Low-income Investment Fund, the lenders for construction and renovation of two of our school buildings, we are required to submit our budget as well as quarterly and year-end financial reports. We anticipate that lenders for future schools would require similar reporting.

#### **4. Facility Acquisition, Financing, and Maintenance**

As discussed in Section II, facility acquisition and financing are services provided by Seton as Brilla's CMO. In New York City, where space is at a premium, we have learned from experience that the process of space identification and acquisition can be long and arduous. We also understand that New York real estate will always be expensive, whether the cost is monetary (securing private space) or a loss of autonomy (co-location in a DOE building). Recognizing that we must cast the net wide in such a challenging market, Seton employs a multi-pronged strategy to securing facilities. This includes officially requesting co-location space from DOE, working with private brokers with

intimate knowledge of charter school needs and the local real estate market, forming relationships with community leaders who may be aware of facilities becoming available before they hit the market, regularly checking in with Building Hope, Civic Builders and Turner-Agassi about new facility opportunities, and maintaining communication with community organization with large real estate portfolios such as affordable housing corporations and the Archdiocese of NYC.

To finance the cost of facility acquisition and any related construction or leasehold improvements, Seton raises capital through two primary means: philanthropic fundraising and debt. Philanthropic fundraising is discussed above, while debt is secured primarily via community development financial institutions. In particular, Seton has formed a very close relationship with Raza Development Fund (RDF) and Low-income Investment Fund, which each provided financing for one of our current school buildings and are very enthusiastic about supporting our growth and expansion plans.

### Section IX: Organizational Background

#### 1. **Overview of Organization's History**

*Addressed in Section II of this business plan*

2. **N/A**

3. **N/A**