

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of Leadership Preparatory Charter School 4's (84KTBD) 5-8 Grades with Existing School P.S. 279 Herman Schreiber (18K279) in Building K279 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to co-locate¹ Leadership Preparatory Charter School 4's (84KTBD, "Leadership Prep 4") fifth through eighth grade ("5-8") students in building K279 ("K279"), located at 1070 East 104 Street, Brooklyn, NY 11236, in Community School District 18 beginning in 2013-2014. If this proposal is approved, Leadership Prep 4's 5-8 grades will be co-located in K279 with P.S. 279 Herman Schreiber (18K279, "P.S. 279"), an existing elementary school that serves students in kindergarten through fifth grade. P.S. 279 also offers two sections of a full-day pre-kindergarten program.

Leadership Prep 4 is a new public charter school that will serve students in kindergarten through eighth grade at full scale. The DOE recognizes that K279 does not have sufficient space to serve all of Leadership Prep 4's kindergarten through eighth grade students. Thus, in a separate Educational Impact Statement ("EIS") published in April 2012, the DOE has proposed to co-locate Leadership Prep 4's kindergarten through fourth grade students with I.S. 211 John Wilson (18K211, "I.S. 211") in building K211 ("K211"), located at 1001 East 100 Street, Brooklyn, NY 11236, in Community School District 18 beginning in 2013-2014.²

Leadership Prep 4 will enroll students through the charter lottery process as mandated by the New York State charter law.³ Additional information about Leadership Prep 4's charter lottery process can be found in Section III.A.

According to the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"), K279 has the capacity to serve 1,096 students. In 2011-2012, P.S. 279 is serving 557 students in kindergarten through fifth grade and 36 students in pre-kindergarten.⁴ This yields a target utilization rate of approximately 54%.⁵ This means that the building is "underutilized" and has space to accommodate additional students. If this proposal is approved, in the 2013-2014 school year, Leadership Prep 4 will serve approximately 71-91 fifth grade students and will expand to serve 243-315 5-8 students in K279 in the 2016-2017 school year. There would thus be approximately 799-931 total students served in K279 in the 2016-2017 school year, which yields a projected utilization rate of 73%-85%.

¹ A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² A copy of that EIS is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/May2012Proposals.htm>.

³ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's Web site: <http://schools.nyc.gov/community/planning/charters/For+Parents>. Applicants who reside in the district in which a charter is located receive preference for admission. More details are provided in Section III.A below in this proposal.

⁴ Based on the 2011-2012 audited register.

⁵ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year are based on audited enrollment and do not include Long Term Absences ("LTA") students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. In determining the optimal way to distribute space to schools, the DOE is proposing to co-locate Leadership Prep 4’s 5-8 students in K279.

Leadership Prep 4’s charter was authorized by the State University of New York (“SUNY”) Charter Schools Institute, and it will be managed by Uncommon Schools (“Uncommon”), a Charter Management Organization (“CMO”). Uncommon currently manages a total of 11 charter schools, all located in Brooklyn. The available school performance data of Uncommon’s other schools is as follows:

- Bedford Stuyvesant Collegiate Charter School (84K648), located in District 16, received an overall A grade on both the 2009-2010 and 2010-2011 Progress Reports;
- Brownsville Collegiate Charter School (84K710), located in District 23, received an overall A grade on its 2010-2011 Progress Report;
- Williamsburg Collegiate Charter School (84K355), located in District 14, has earned four consecutive overall A grades on its Progress Reports since 2007-2008, with A grades across all sub-categories;
- Kings Collegiate Charter School (84K608), located in District 18, received an overall B grade on its most recent Progress Report, preceded by two consecutive overall A grades in 2008-2009 and 2009-2010; and
- Leadership Preparatory Bedford Stuyvesant (84K517), located in District 13, received an overall B grade on both the 2009-2010 and 2010-2011 Progress Reports.

If this proposal is approved, Leadership Prep 4 will open in 2013-2014 and will admit students in kindergarten, first grade, and fifth grade. Leadership Prep 4’s fifth grade students will be served in K279 where Leadership Prep 4’s 5-8 students will be co-located with P.S. 279 at full scale. If the proposal regarding the co-location of Leadership Prep 4’s kindergarten through fourth grades is approved Leadership Prep 4’s kindergarten and first grade students will be served in K211, where Leadership Prep 4’s kindergarten through fourth grade students will be co-located with I.S. 211 at full scale. The school would grow to scale by phasing in one grade level per academic year until it reaches its full grade span of kindergarten through eighth grade in the 2016-2017 school year.

The DOE believes in Uncommon’s record of success and supports Leadership Prep 4’s placement in District 18 in order to provide excellent educational opportunities for students and families.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served by each of the co-located schools in K279 will be as follows:

Grades Spans							
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
84KTBD	Leadership Prep 4	-	-	5	5-6	5-7	5-8
18K279 ⁶	P.S. 279	K-5	K-5	K-5	K-5	K-5	K-5

According to the Blue Book, K279 has the capacity to serve 1,096 students. In 2011-2012, P.S. 279 is

⁶ P.S. 279 also offers two sections of a full-day pre-kindergarten program, and it will continue to offer a pre-kindergarten program subject to funding and demand.

servicing 593 students in kindergarten through fifth grade and in pre-kindergarten, thereby yielding a target utilization rate of approximately 54%. (The concepts of “capacity” and “utilization rate” are described below.) If this proposal is approved, beginning in the 2013-2014 school year, Leadership Prep 4’s 5-8 grades will begin phasing in. In 2016-2017, once Leadership Prep 4’s 5-8 grades have fully phased in and the school has reached full scale, Leadership Prep 4 is projected to serve 243-315 students and P.S. 279 is projected to serve 556-616 students. There will thus be approximately 799-931 total students served in K279 in the 2016-2017 school year, which yields a projected utilization rate of 73%-85%

The table below demonstrates the enrollment and projected enrollment of each school and the building’s target utilization rates:^{7,8}

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
Leadership Prep 4	N/A	N/A	71 - 91	134 - 172	192 - 246	243 - 315
P.S. 279	593	546 - 606	551 - 611	541 - 601	546 - 606	556 - 616
Total Building Enrollment	593	546 - 606	622 - 702	675 - 773	738 - 852	799 - 931
Utilization	54%	50% - 55%	57% - 64%	62% - 71%	67% - 78%	73% - 85%

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for goal classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have

⁷ All projections referenced for Leadership Prep 4 for the 2013-2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

⁸ All projections referenced for P.S. 279 for 2012-2013 and beyond are based on the 2011-2012 audited register and reflect the forward promotion of the current first through fifth grade cohorts, and a stable kindergarten cohort. They also assume that P.S. 279’s continues to offer two sections of a full-day pre-kindergarten program.

more students than a kindergarten class. This is reflected in the fact that the DOE's standard for goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

III. Impact of the Proposal on Affected Students, Schools, and Community

A. Students

The proposed co-location of Leadership Prep 4's 5-8 grades with P.S. 279 is not expected to impact current or future student enrollment or instructional programming at P.S. 279. If this proposal is approved, Leadership Prep 4's 5-8 grades will be co-located in K279 and the school will enroll fifth grade students through its charter lottery beginning in 2013-2014. The charter lottery will provide a preference for District 18 students.

Impact on Students Attending P.S. 279

P.S. 279 is a zoned elementary school that currently serves students in kindergarten through fifth grade and offers a full-day pre-kindergarten program. If this proposal is approved, it will continue to serve kindergarten through fifth grade students in its zone. It will continue to offer a pre-kindergarten program subject to funding and demand.

P.S. 279 currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). P.S. 279 also has an English as a Second Language ("ESL") program for English Language Learner ("ELL") students. ICT and SC classes and SETSS will continue to be provided and students with disabilities will continue to receive all mandated services in accordance with their Individualized Educational Programs ("IEPs"). ELL students at P.S. 279 will also continue to receive mandated services.

P.S. 279 currently offers the Tolerance, Respect, and Integrity Program, which is a student behavior management system. This proposal is not expected to impact P.S. 279's ability to continue to offer this program.

P.S. 279 currently offers the following extracurricular activities: school newspaper, student council, basketball program, and an after school program that offers activities in drama, cooking, dance, violin, choir, technology, art, games, and sports. This proposal is not expected to impact P.S. 279's ability to continue to offer these extracurricular activities based on student interests, available resources, and staff support for those programs. Students will continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 279 has partnerships with the following organizations: Together in Dance, Scholastic, Inc., Apple Computer, and Enrichment through the Arts. This proposal is not expected to impact the continuation of those partnerships.

Admissions Impact for Future Students in District 18

If this proposal is approved, the co-location of Leadership Prep 4's 5-8 grades in K279 will provide District 18 students with an additional option. Beginning in Spring 2013, all current fourth grade students residing in District 18 will have the opportunity to participate in the charter application lottery to enter fifth grade at Leadership Prep 4 in September 2013.

If the proposal to co-locate Leadership Prep 4's kindergarten through fourth grades in K211 is also approved, for the 2013-2014 school year, Leadership Prep 4 will accept applications via the charter lottery application process for kindergarten, first grade, and fifth grade seats. Leadership Prep 4 will admit fifth grade students through the charter lottery through the 2016-2017 school year, after which it will only admit kindergarten students through the charter lottery. Applications will be available on Leadership Prep 4's Web site. Neither the deadline to submit an application for Leadership Prep 4's lottery nor the date of the lottery has been set yet.

Leadership Prep 4 will give the following preferences in admissions:

- First preference is given to students who attended the school the previous year and are returning to the school;⁹
- Second preference is given to siblings of students already enrolled in the school;
- Subsequent preferences will be applied via weighting, or the number of cards each child receives in the lottery. An individual applicant may have up to four cards in the lottery:
 - One card for submitting a timely and complete application;
 - One card if the applicant resides in Leadership Prep 4's Community School District;
 - Up to two cards if the applicant is designated as "at risk of academic failure," defined as:
 - Family income is sufficiently low that the student is eligible for free or reduced-price lunch under the income guidelines for the academic year during which the lottery takes place (i.e., the academic year preceding the one for which the lottery is being held) – **one card**
 - Family income is sufficiently low that the family resides in a New York City Housing Authority public housing development and/or is enrolled in Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families– **one (additional) card**

If siblings participate in the same lottery, they share all cards (one, two, three or four), and if that card is selected the siblings will occupy the next available spots on the list in alphabetical order by first name.

Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn and according to the admissions preference listed above.

P.S. 279 is a zoned elementary school for students in kindergarten through fifth grade. If this proposal is approved, there will be no change in P.S. 279's admissions policy. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>.

P.S. 279 will continue to admit all students residing in the P.S. 279 zone, which includes students who enroll through an over-the-counter ("OTC") placement. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started.

The DOE anticipates that there will be sufficient seats to accommodate students who seek to enroll OTC at their zone school. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or

⁹ The preference for returning students would not apply in 2013-2014.

- Students who did not participate in the elementary school admissions process for some other reason.

In the future, if there is an increase in student enrollment at P.S. 279 resulting from demand greater than current projections or an increase in the number of families residing in the zoned area, the Chancellor may choose to revise the attached Building Utilization Plan (“BUP”) in accordance with New York State Education Law or re-locate Leadership Prep 4 to an alternate location.

Additionally, as demonstrated in the table in Section III.C, there are several other charter schools that are also available to District 18 students and families. These charter schools give preference to District 18 students in their respective lotteries and District 18 students will continue to have the option to participate in the lotteries. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE Web site here:

<http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>.

B. Schools

As discussed above, K279 has adequate capacity to accommodate P.S. 279 and Leadership Prep 4’s 5-8 grades at full scale. Collectively, the two schools are projected to enroll an estimated 799-931 students in 2016-2017. At that point, Leadership Prep 4’s 5-8 grades would be at full scale in K279, and the projected utilization rate for K279 would be approximately 73%-85%. This means that the building has adequate capacity to accommodate the two schools that will be co-located in K279.

The estimated enrollments for P.S. 279 and Leadership Prep 4’s 5-8 grades are shown in Section IV below.

As described in more detail in the attached BUP that accompanies this Educational Impact Statement, if this proposal is approved, there will be sufficient space to accommodate P.S. 279 and Leadership Prep 4’s 5-8 grades pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Leadership Prep 4 gradually phases in. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools.¹⁰

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size would remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and

¹⁰ The Footprint is available at: <http://schools.nyc.gov/community/planning/default.htm> under “Key Documents.”

administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of principals from all co-located schools. A Shared Space Committee would also meet a minimum of four times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

K279 is currently underutilized. This means that the space in the building is not being used as efficiently as possible and could be used to create new educational opportunities for District 18 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of Leadership Prep 4 is intended to meet those goals by providing an additional option for students in District 18.

The DOE believes in Uncommon’s record of success and supports the permanent placement of an Uncommon charter school in District 18 in order to continue providing excellent educational opportunities for students and families. If this proposal is approved, Leadership Prep 4 will add approximately 243-315 5-8 seats in District 18.

If this proposal is approved, Leadership Prep 4 will join five existing charter schools in District 18:

District Charter Options

DBN	School	Grade Span 2011-2012	Grade Span at Scale	2011-2012 Total Enrollment ¹¹	Admissions Method
84K379	Explore Excel Charter School	K-3	K-7	229	Lottery
84K608	Kings Collegiate Charter School	5-9	5-12	318	Lottery
84K652	Brooklyn Ascend Charter School	K-5	K-6	531	Lottery
84K792	Cultural Arts Academy Charter School at Spring Creek	K-2	K-5	166	Lottery
84K797	New Hope Academy Charter School	K-3	K-5	233	Lottery

Detailed information about charter schools will also be published annually and would be available in print or on the DOE’s Web site here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

¹¹ Based on the charter headcount as of October 1, 2011.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K279. This proposal is not expected to impact the functional site accessibility of K279.

IV. Enrollment, Admissions and School Performance Information

P.S. 279

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Grades K-5: Zoned
Admissions After the Implementation of the Co-location	Pre-K: Standard Universal Pre-K Admissions Grades K-5: Zoned

Enrollment Data

	PK ¹²	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-2012 (audited)	36	74	87	90	105	89	112	593
2012-2013 (proj.)	36	70 - 80	90 - 100	80 - 90	85 - 95	100 - 110	85 - 95	546 - 606
2013-2014 (proj.)	36	70 - 80	90 - 100	90 - 100	80 - 90	85 - 95	100 - 110	551 - 611
2014-2015 (proj.)	36	70 - 80	90 - 100	90 - 100	90 - 100	80 - 90	85 - 95	541 - 601
2015-2016 (proj.)	36	70 - 80	90 - 100	90 - 100	90 - 100	90 - 100	80 - 90	546 - 606
2016-2017 (proj.)	36	70 - 80	90 - 100	90 - 100	90 - 100	90 - 100	90 - 100	556 - 616

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹³	11%
Percentage of Students with IEPs ¹⁴	16%
Percentage of ELL Students ¹⁵	4%

¹² Pre-kindergarten is a program that can be offered both half-day or full-day. The projection figures represent the full day equivalency.

¹³ Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register.

¹⁴ Students with IEPs as percentage of total students from the 2011-2012 audited register.

¹⁵ ELL students as percentage of total students from the 2011-2012 audited register.

Percentage of Students Eligible for Free or Reduced Lunch ¹⁶	86%
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School Performance Data

P.S. 279 Herman Schreiber	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	C
Progress Report Progress Grade	A	C	C
Progress Report Performance Grade	A	C	C
Progress Report Environment Grade	C	B	D
Quality Review Score	N/A ¹⁷	N/A	P ¹⁸
Performance Data¹⁹			
English Language Arts % Proficient (Levels 3 and 4)	75%	45%	48%
Math % Proficient (Levels 3 and 4)	86%	52%	55%
Other Key Performance Indicators			
Attendance Rate	95.2%	94.5%	94.0%

2010-2011 State Accountability Status²⁰	In Good Standing
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Leadership Prep 4

Admissions Data

Current Admissions	N/A
Admissions After Implementation of the Co-location	Fifth-Eighth Grade: Choice (Lottery)

¹⁶ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

¹⁷ Not every school receives a Quality Review each year.

¹⁸ Quality Reviews evaluate how well schools are organized to support student learning, and schools can receive the following ratings: Underdeveloped (“U”), Developing (“D”), Proficient (“P”), and Well Developed (“WD”).

¹⁹ In 2010, the New York State Education Department adjusted the “cut scores” on annual math and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

²⁰ Please refer to the New York State Education Department’s Web site for information on its accountability statuses: <http://www.p12.nysed.gov/irs/accountability/>.

Enrollment Data²¹

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	-	-	-	-	-
2012-2013 (proj.)	-	-	-	-	-
2013-2014 (proj.)	71-91	-	-	-	71-91
2014-2015 (proj.)	71-91	63-81	-	-	134-172
2015-2016 (proj.)	71-91	63-81	58-74	-	192-246
2016-2017 (proj.)	71-91	63-81	58-74	51-69	243-315

Demographic Data

There is no demographic data available for the school because Leadership Prep 4 has not yet opened.

School Performance Data

There is no performance data available for the school because Leadership Prep 4 has not yet opened.

V. Initial Costs and Savings

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

At present, K279 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

The proposed co-location of Leadership Prep 4’s 5-8 grades in K279 is not expected to change the number of personnel positions assigned to P.S. 279, nor is it expected to significantly alter the duties of current staff in K279. Leadership Prep 4 may hire additional personnel to support its phase-in.

²¹ Enrollment data is for students who will be served in K279 only. Leadership Prep 4 will also enroll students in kindergarten through fourth grade, but they will be served in K211 if the proposal to co-locate those grades there is approved.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S. 279. The basic operating budget for those schools is determined by the same Fair Student Funding (“FSF”) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for elementary schools was \$4,085.30 and for middle schools is \$4,412.45. In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools are entitled to receive an additional \$1,633.71 per pupil for each ELL student and middle schools receive an additional \$2,043.69 per pupil for each ELL student they enrolled. At the elementary level, supplemental funds are awarded for each student who is an ELL student, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL student, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, P.S. 279 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 279 is currently eligible for Title I funding. Assuming it continues to meet Title I criteria, the size of its Title I funding award would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. P.S. 279 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal also should not impact the projected budget or operating costs for Leadership Prep 4. The General Education Charter School per-pupil rate is determined by the New York State Education Department, and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

This proposal will not affect the costs of instruction at P.S. 279.

C. Administration

No change in school supervisory or administrator positions at P.S. 279 is expected as a result of this proposal.

Leadership Prep 4 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school’s phase-in.

D. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.
 There will be no change to existing transportation practices at P.S. 279.

E. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as Leadership Prep 4 phases in.

VII. Building Information

Building		K279
Type of Building		Elementary
Year Built		1959
Overall BCAS rating		2.21
2010-2011 Target Building Utilization		56%
2010-2011 Target Building Capacity		1,096
FY 2011 Maintenance Costs	Labor	\$21,713
	Materials	\$20,697
	Maintenance and repair contracts	\$8,067
	Service contracts	\$9,396
	Custodial operations costs—Materials	\$7,203
	Custodial operations costs—Custodial Allocation	\$286,132
FY 2011 Energy Costs	Electric	\$161,365
	Gas	\$3,300
	Oil	\$32,276
Projects completed during the current or prior school year		N/A

<p>Projects proposed in the capital plan</p>	<p>Classroom connectivity & new retrofit telephone/intercom systems</p>
<p>Accessibility of the building</p>	<p>Functionally Fully Programmatic Accessible</p>
<p>Building attributes</p>	<p>Art room, Auditorium, Cafeteria, Computer room, Gymnasium & Library & Multipurpose room</p>