

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of Beginning with Children Charter School II (84KTBD) with Existing Schools Juan Morel Campos Secondary School (14K071) and P141K@I071K (75K141) in Building K071 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to site Beginning with Children Charter School II (84KTBD, “BwCCS 2”) in Building K071 (“K071”), located at 215 Heyward Street in Brooklyn’s Community School District 14 beginning in 2012-2013. BwCCS 2 is a new public charter school that has been approved by its authorizer, the State University of New York Charter Schools Institute (“SUNY”) to serve students in kindergarten through fifth grade. BwCCS 2 would be co-located in K071 with existing secondary school Juan Morel Campos Secondary School (14K071, “Juan Morel Campos Secondary School”), which serves students in grades six through twelve and P141K@I071K, an existing site of the District 75 school, 75K141, serving students in sixth through twelfth grade in 12:1:4, 8:1 (inclusion), and 9:1 (inclusion) settings.¹ K071 also houses one community based organization (“CBO”), College Bound, which offers college counseling to the Juan Morel Campos Secondary School community. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like the auditoriums, gymnasiums and cafeterias.

According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), K071 has the capacity to serve 1,434 students. Currently, the building serves 907 students,² yielding a building utilization rate of approximately 63%.³ If this proposal is approved, in 2012-2013, the first year of the proposed co-location, BwCCS 2 will serve approximately 90-110 students in kindergarten and first grade. BwCCS 2 will then add one grade each year until it serves approximately 270-330 students in kindergarten through fifth grades in 2016-2017. At that time, K071 is projected to serve approximately 1,126-1,258 students enrolled in Juan Morel Campos Secondary School, P141K@I071K, and BwCCS 2, yielding an estimated building utilization rate of 79%-88%. Thus, K071 has sufficient space to accommodate the proposed co-location.

The Beginning with Children Foundation is a non-profit organization that currently operates two charter schools, Beginning with Children Charter School (84K703) located in Community School

¹ 75K141 is an existing District 75 school currently sited at four locations in Brooklyn, including K071. Other sites of this organization include: building K002 located at 655 Parkside Ave., Brooklyn, NY 11226 in Brooklyn’s Community School District 17; building K035 located at 272 McDonough St., Brooklyn, NY 11233 in Brooklyn’s Community School District 16, and; building K380 located at 370 Marcy Ave., Brooklyn NY 11206 in Brooklyn’s Community School District 14. This proposal is only expected to impact P141K@I071K.

² 2011-2012 Audited Register

³ 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 (“LTAs”), 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.

District 14 at 11 Bartlett Street, Brooklyn, NY 11206 and Community Partnership Charter School (84K702) located in Community School District 13 at 241 Emerson Place, Brooklyn NY 11205. The DOE believes in the potential of BwCCS 2 and supports the placement of this charter school in District 14 in order to continue providing educational options for students and families.

II. Proposed or Potential Use of Building

K071 has the capacity to serve 1,434 students, but in 2011-2012, it serves only 907 students, yielding a building utilization rate of just 63%. As a result, K071 has been identified as an underutilized building.⁴

The current and proposed grade spans and current and projected enrollments for the schools in K071 over the next six years are as follows:

| Grades Spans | | | | | | | |
|---------------------|------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| DBN | School Name | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 14K071 | Juan Morel Campos Secondary School | 6-12 | 6-12 | 6-12 | 6-12 | 6-12 | 6-12 |
| 75K141 | P141K@I071K | 6-12 | 6-12 | 6-12 | 6-12 | 6-12 | 6-12 |
| 84KTBD | BwCCS 2 | - | K-1 | K-2 | K-3 | K-4 | K-5 |

⁴ The preliminary 2011-2012 Underutilized Space Memorandum and List was published on the DOE’s website on October 4, 2011. It can be accessed at <http://schools.nyc.gov/community/planning/default.htm>.

| 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 |
|------------------------------------|------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Juan Morel Campos Secondary School | 855 | 805 - 875 | 805 - 875 | 805 - 875 | 805 - 875 | 805 - 875 |
| P141K@I071K | 52 | 51 - 53 | 51 - 53 | 51 - 53 | 51 - 53 | 51 - 53 |
| BwCCS 2 | - | 90 - 110 | 135 - 165 | 180 - 220 | 225 - 275 | 270 - 330 |
| Total Building Enrollment | 907 | 946 – 1,038 | 991 – 1,093 | 1,036 – 1,148 | 1,081 – 1,203 | 1,126 – 1,258 |
| Utilization | 63% | 66% - 72% | 69% - 76% | 72% - 80% | 75% - 84% | 79% - 88% |

In the 2016-2017 school year, BwCCS 2 would be fully phased in, serving approximately 270-330 students in kindergarten through fifth grades. At that time, there would be approximately 1,126-1,258 students served in K071, yielding an estimated building utilization rate of 79%-88%.

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 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, goal 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 more students than a kindergarten class. This is reflected in the fact that the DOE's 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

BwCCS 2 is a new charter school that will open in September 2012. If this proposal is approved, BwCCS 2 will add approximately 270-330 additional kindergarten through fifth grade seats in District 14. In its first year, BwCCS 2 will admit kindergarten and first grade students, with lottery preferences in the following order: (1) siblings of currently enrolled students, and (2) students who reside in Community School District 14.⁵

Impact on Students Currently Attending Schools in the K071 Building

The proposed co-location of BwCCS 2 is not expected to impact student enrollment or instructional programming at Juan Morel Campos Secondary School.

Juan Morel Campos Secondary School serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, students enrolled in self-contained ("SC") special education classes, and students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive services in accordance with their Individualized Educational Program ("IEPs"). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learner ("ELL") students receive English as a Second Language ("ESL") services. All students enrolled at Juan Morel Campos Secondary School will continue to receive their mandated special education and/or ELL services.

Moreover, the DOE notes that Juan Morel Campos Secondary School maintains highly specialized bilingual Yiddish special education programming. The DOE does not anticipate that this proposed co-location, if approved, would impact the bilingual Yiddish special education programming.

According to the 2011-2012 Middle School District 14 Directory, Juan Morel Campos Secondary School offers the following academic programs, extracurricular activities, and partnerships:⁶

Leadership & Support: ASPIRA, NYC Leadership Academy, Cooperative, Healthy, Active, Motivated, Positive, Students (CHAMPS)

Academic: Medgar Evers College, Pratt Institute

Artistic: NURTUREart, BRIC/Arts/Media/Brooklyn – Rotunda Gallery, Art Portfolio Club

⁵ Because BwCCS 2 currently enrolls no students, the lottery preference for siblings of currently enrolled students will not apply in 2012-2013.

⁶ <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

Clubs: Student Government, Super Band, Dance, Chess Club, Robotics/Engineering Club, Yearbook Club, Journalism, Environmental Club

Athletics: Flag Football

The DOE does not anticipate that this proposal would impact these academic programs, extracurricular activities, and partnerships at the middle school grades of Juan Morel Campos Secondary School.

Similarly, according to the 2011-2012 High School Directory, Juan Morel Campos Secondary School offers the following academic programs, extracurricular activities, and partnerships:⁷

Leadership & Support: Distance Learning, iMentor, After-school tutoring, PSAT/SAT Review, Mouse Squad

Academic: Penny Harvest National Honor Society

Artistic: Fine Arts Sequences

Clubs: Future Business Leaders, History, ASPIRA Service Learning

Athletics: PSAL Boys Baseball, Boys Basketball, Boys Handball, PSAL Girls Baseball, Girls Basketball, Girls Handball, Intramurals, Soccer

Similarly, the DOE does not anticipate that this proposal would impact these academic programs, extracurricular activities, and partnerships at the high school grades of Juan Morel Campos Secondary School.

The co-location may, however, change the way the middle school and high school programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students would continue to have the opportunity to participate in a variety of special programs and extracurricular activities though the specific offerings at a given school are always subject to change. That is true for any City school as all schools modify their offerings annually based on student demand and available resources.

Similarly, the proposed co-location of BwCCS 2 in K071 is not expected to impact student enrollment or instructional programming at P141K@I071K. P141K@I071K is an existing site of the District 75 school, 75K141,⁸ that currently serves 52 students in grades six through twelve in a twelve student to one teacher to four paraprofessionals (“12:1:4”) self-contained setting as well as in an eight student to one teacher (inclusion) setting and nine student to one teacher (inclusion) setting.⁹ These existing services would continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs.

Impact for Future Elementary School Students in District 14

If this proposal is approved, all current and future age-appropriate students in District 14 will have the opportunity to enter the charter application lottery process to enroll in BwCCS 2.

⁷ <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>

⁸ As noted above, this proposal is not expected to impact other existing sites of the 75K141 organization.

⁹ Students enrolled in a District 75 inclusion class are enrolled in the general education program of the non-District 75 school they are co-located with and receive mandated services as described in their IEPs.

BwCCS 2 will provide lottery preferences in the following order: (1) siblings of currently enrolled students, and (2) students who reside in Community School District 14.¹⁰

If approved, BwCCS 2 would join five existing charter schools currently serving elementary grade students in District 14, as outlined in the table below. Additionally, the DOE notes that the Panel for Educational Policy (“PEP”) has approved the co-location of Brooklyn Success Academy Charter School 2 (“Success Academy – Bed Stuy 2¹¹”), a new public charter school authorized to serve students in grades K-5, in building K059 beginning in the 2012-2013 school year. Similarly, the PEP is expected to consider the proposed co-location of Brooklyn Success Academy Charter School 4 (“Success Academy – Williamsburg¹²”), a new public charter school authorized to serve students in grades K-5, in building K050 beginning in the 2012-2013 at its March 1, 2012 meeting.

The table below lists five charter schools located in District 14 that serve elementary school grades and admit students through the charter school lottery application process, providing a preference for District 14 students. All students in District 14 will continue to have the opportunity to participate in these charter lotteries. For more information on enrollment in a New York City charter school, including lottery dates, visit the Directory of New York City Charter Schools online: <http://schools.nyc.gov/community/planning/charters/Directory.htm>

| DBN | School | Grade Span 2011-12 | Grade Span at Scale | 2011-12 Total Enrollment ¹³ | Admissions Method |
|--------|--|--------------------|---------------------|--|-------------------|
| 84K703 | Beginning with Children Charter School | K-8 | K-8 | 444 | Lottery |
| 84K701 | Brooklyn Charter School | K-5 | K-5 | 240 | Lottery |
| 84K367 | Brooklyn Success Academy 1 | K-1 | K-5 | 180 | Lottery |
| 84K734 | The Ethical Community Charter School | K-3 | K-5 | 193 | Lottery |
| 84K355 | Williamsburg Collegiate Charter School ¹⁴ | 5-11 | 5-12 | 407 | Lottery |

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

¹⁰ As noted above, the preference for siblings of currently enrolled students will not apply in 2012-2013.

¹¹ This school is currently undergoing a formal name change process, and the new name of the school will be Success Academy Charter School – Bed-Stuy 2, subject to approval. Success Academy – Bed Stuy 2 will only serve grades kindergarten through four at K059.

¹² This school is currently undergoing a formal name change process, and the new name of the school will be Success Academy Charter School – Williamsburg, subject to approval. Success Academy – Williamsburg will only serve grades kindergarten through four at K050, if approved.

¹³ Based on headcount as of October 1, 2011

¹⁴ Note that Williamsburg Collegiate Charter School only serves grades five through eight at building K016 in District 14. Grades nine through twelve are served at building K434, located at 1485 Pacific Street, Brooklyn NY 11216.

Impact for Future Middle School Students in District 14

There are currently ten choice middle schools in District 14.¹⁵ In the District 14 Middle School Choice process, students rank their preferences from among District 14 choice middle schools. These options include:

- Unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school); and
- Unzoned, choice middle schools with an unscreened or limited-unscreened application processes. (Note: as described above, limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session.)

In addition, screened and audition middle schools and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will continue to support District 14 middle schools in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that these schools will continue to develop individualized programs to meet the needs of their future students with disabilities. The specific services provided may vary from year to year depending on students' individual needs. However, students with disabilities will continue to receive all mandated services in accordance with their IEPs.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Students who are ELL are placed according to the same placement criteria as their English-speaking peers. Students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

Currently, Juan Morel Campos Secondary School's middle school grades admit students through the District 14 Middle School choice process via a screened: academic admissions method. Juan Morel Campos Secondary School reviews applicants' attendance and punctuality, grades and test scores for admission criteria. This proposal is not anticipated to impact Juan Morel Campos Secondary School's admissions method.

District 14 middle schools also accept students through the over-the-counter ("OTC") process. 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 NYC school at the time school started. These students fall into one of four categories:

¹⁵ This number includes the Young Women's Leadership School of Brooklyn, an all girls school that serves students in grades six through nine in 2011-2012.

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);¹⁶ or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.

Future rising sixth grade students will continue to have access to a broad range of middle school options through the District 14 Middle School Choice process. Additional information regarding special programs and courses offered by District 14 middle schools are available in the online Middle School Directory which is updated yearly and is available at <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

In addition, the table below lists two charter schools located in District 14 that serve middle school grades and admit students through the charter school lottery application process, providing a preference for District 14 students.¹⁷ All students in District 14 will continue to have the opportunity to participate in these charter lotteries. For more information on enrollment in a New York City charter school, including lottery dates, visit the Directory of New York City Charter Schools online: <http://schools.nyc.gov/community/planning/charters/Directory.htm>

¹⁶ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

¹⁷ 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 website at <http://schools.nyc.gov/community/planning/charters/For+Parents>.

District Charter Options

| DBN | School | Grade Span 2011-12 | Grade Span at Scale | 2011-12 Total Enrollment ¹⁸ | Admissions Method |
|--------|--|--------------------|---------------------|--|-------------------|
| 84K355 | Williamsburg Collegiate Charter School ¹⁹ | 5-11 | 5-12 | 407 | Lottery |
| 84K703 | Beginning with Children Charter School | K-8 | K-8 | 444 | Lottery |

Admissions Impact for High School Students

Currently, Juan Morel Campos Secondary School high school admits students in the following priority order:

- Priority to District 14 students or residents who attend an information session
- Then to Brooklyn students or residents who attend an information session
- Then to New York City residents who attend an information session
- Then to District 14 students or residents
- Then to Brooklyn students or residents
- Then to New York City residents.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high schools in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round 1: All eighth grade and interested first-time ninth grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

Round 2: All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning this year, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April 2012.

As noted earlier, the high school grades of Juan Morel Campos Secondary School currently offer Integrated Co-Teaching (“ICT”) classes and Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive mandated services in accordance with their IEP. High school students with IEPs are admitted in the same manner as general

¹⁸ Based on headcount as of October 1, 2011

¹⁹ Note that Williamsburg Collegiate Charter School only serves grades five through eight at building K016 in District 14. Grades nine through twelve are served at building K434, located at 1485 Pacific Street, Brooklyn NY 11216.

education students. Schools will create programs that meet the needs of all students ensuring them greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

For more information about the High School Admissions Process, please visit the DOE website at <http://schools.nyc.gov/ChoicesEnrollment/High>.

In addition to the High School Admissions Process, some students receive placement into his or her high school through the OTC process, as described in the impact for future middle school students section above. There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

Screened programs (those that have academic criteria) which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are "de-screened" for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.²⁰ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

B. Schools

Juan Morel Campos Secondary School currently enrolls 855 sixth through twelfth grade students.²¹ As previously noted, the DOE does not anticipate that this proposed co-location would impact the enrollment policies or projections at Juan Morel Campos Secondary School.

Similarly, P141K@I071K currently enrolls 52 sixth through twelfth grade students. As previously noted, the DOE does not anticipate that this proposed co-location would impact the enrollment policies or projections at P141K@I071K.

K071 has adequate capacity to accommodate Juan Morel Campos Secondary School, P141K@I071K, and BwCCS 2. Collectively, the schools are projected to enroll an estimated 1,126-1,258 students in 2016-2017, yielding an estimated building utilization rate of approximately 79%-88%.

The estimated enrollment for all organizations in K071 over the next several years are shown in Sections II and IV.

As described in more detail in the Building Utilization Plan that accompanies this Educational

²⁰ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited").

²¹ 2011-2012 audited register

Impact Statement, there will be sufficient space to accommodate Juan Morel Campos Secondary School, P141K@I071K, and BwCCS 2, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while BwCCS 2 gradually phases in. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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 will 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 kindergarten through fifth grade (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or ICT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving kindergarten through fifth grade receive an allocation of cluster or specialty classrooms 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 full-size equivalent classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

C. Community

K071 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 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 Beginning with Children Foundation, as noted above, currently operates Beginning with Children Charter School and Community Partnership Charter School. The DOE believes that BwCCS 2 is a high potential elementary school option for families in District 14 and supports the permanent placement of this school in District 14 in order to continue providing educational opportunities for students and families.

In addition, as is typically the case when a new unzoned school option opens, BwCCS 2 may have an impact on enrollment at other District 14 elementary schools by enrolling students who would otherwise attend a different District 14 elementary school. At present, there is no way to

reliably predict which District 14 schools would be impacted, if any, or by how many seats.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K071. This proposal is not expected to impact the functional site accessibility of the K071 building.

IV. Enrollment, Admissions and School Performance Information

Juan Morel Campos Secondary School

Admissions Data

| | |
|---------------------------|---|
| Current Admissions | Grades 6-8: Screened: Academic Grades 9-12: High School Admissions Process |
|---------------------------|---|

Enrollment Data

| | Grade 6 | Grade 7 | Grade 8 | Grades 9 - 12 | Total Enrollment |
|-------------------|-----------|-----------|-----------|---------------|------------------|
| 2011-12 (audited) | 137 | 135 | 147 | 436 | 855 |
| 2012-13 (proj.) | 130 - 140 | 130 - 140 | 130 - 140 | 415 - 455 | 805-875 |
| 2013-14 (proj.) | 130 - 140 | 130 - 140 | 130 - 140 | 415 - 455 | 805-875 |
| 2014-15 (proj.) | 130 - 140 | 130 - 140 | 130 - 140 | 415 - 455 | 805-875 |
| 2015-16 (proj.) | 130 - 140 | 130 - 140 | 130 - 140 | 415 - 455 | 805-875 |
| 2016-17 (proj.) | 130 - 140 | 130 - 140 | 130 - 140 | 415 - 455 | 805-875 |

Demographic Data

| | |
|---|-----|
| Percentage of Students Receiving ICT or SC Services ²² | 16% |
| Percentage of Students with IEPs ²³ | 27% |
| Percentage of ELL Students ²⁴ | 25% |
| Percentage of Students Eligible for Free or Reduced Price Lunch ²⁵ | 93% |

²² Students Receiving ICT and SC services as percentage of total students from the 2011-2012 audited register

²³ Students with IEPs as percentage of total students from the 2011-2012 audited register

²⁴ ELL students as percentage of total students from the 2011-2012 audited register

School Performance Data (Middle School)²⁶

| Juan Morel Campos Secondary School | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-----------|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | A | B | C |
| Progress Report Progress Grade | A | B | D |
| Progress Report Performance Grade | A | D | D |
| Progress Report Environment Grade | C | B | B |
| Quality Review Score | N/A | UPF | P |
| Performance Data | | | |
| English Language Arts % Proficient (Levels 3 and 4) | 47% | 10% | 8% |
| Math % Proficient (Levels 3 and 4) | 62% | 31% | 16% |
| Other Key Performance Indicators | | | |
| Attendance Rate | 90.0% | 89.8% | 89.1% |

| | |
|---|------------------|
| 2010-2011 State Accountability Status²⁷ | In Good Standing |
|---|------------------|

School Performance Data (High School)

| K071 Juan Morel Campos Secondary School | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-----------|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | C | C | C |
| Progress Report Progress Grade | C | C | D |
| Progress Report Performance Grade | B | B | C |
| Progress Report Environment Grade | C | B | B |
| Quality Review Score | N/A | UPF | P |
| Key Components of Performance and Progress | | | |
| % 10+ Credit Accumulation in Year 1 | 37% | 63% | 59% |

²⁵ Percentage of students eligible for free or reduced priced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

²⁶ Source: Progress Report

²⁷ For more information on measures of state accountability, visit: <http://www.p12.nysed.gov/accountability/>

| | | | |
|--|-----|-----|-----|
| 4 Year Graduation Rate | 59% | 45% | 46% |
| 6 Year Graduation Rate | - | 77% | 76% |
| % Graduating with a Regents Diploma | 39% | 29% | 36% |
| Attendance Rate | 85% | 85% | 83% |
| 2010-2011 State Accountability Status | | | |
| In Good Standing | | | |

P141K@I071K

Admissions Data

| | |
|---------------------------|-------------------------------|
| Current Admissions | District 75 Placement Process |
|---------------------------|-------------------------------|

Enrollment Data

| | Total Enrollment (Grade 6-12) |
|-------------------|--------------------------------------|
| 2011-12 (audited) | 52 |
| 2012-13 (proj.) | 51-53 |
| 2013-14 (proj.) | 51-53 |
| 2014-15 (proj.) | 51-53 |
| 2015-16 (proj.) | 51-53 |
| 2016-17 (proj.) | 51-53 |

Demographic Data²⁸

| | |
|---|------|
| Percentage of Students Receiving ICT or SC Services ²⁹ | 100% |
| Percentage of Students with IEPs ³⁰ | 100% |
| Percentage of ELL Students ³¹ | 9% |
| Percentage of Students Eligible for Free or Reduced Price Lunch ³² | 81% |

²⁸ Note that demographic data here represent the 75K141 program as a whole and are not specific to P141K@I071K.

²⁹ Students Receiving ICT and SC services as percentage of total students from the 2011-2012 audited register

³⁰ Students with IEP as percentage of total students from the 2011-2012 audited register

³¹ ELL students as percentage of total students from the 2011-2012 audited register

³² Percentage of students eligible for free or reduced price lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

Beginning with Children Charter School II

Admissions Data

| | |
|----------------------------|-----------------------------|
| Proposed Admissions | Charter Lottery Application |
|----------------------------|-----------------------------|

Enrollment Data

| | Grade KG | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total Enrollment |
|-------------------|----------|---------|---------|---------|---------|---------|------------------|
| 2011-12 (audited) | - | - | - | - | - | - | - |
| 2012-13 (proj.) | 45-55 | 45-55 | - | - | - | - | 90-110 |
| 2013-14 (proj.) | 45-55 | 45-55 | 45-55 | - | - | - | 135-165 |
| 2014-15 (proj.) | 45-55 | 45-55 | 45-55 | 45-55 | - | - | 180-220 |
| 2015-16 (proj.) | 45-55 | 45-55 | 45-55 | 45-55 | 45-55 | - | 225-275 |
| 2016-17 (proj.) | 45-55 | 45-55 | 45-55 | 45-55 | 45-55 | 45-55 | 270-330 |

Demographic & School Performance Data

BwCCS 2 does not yet enroll students. Therefore, there is no demographic or school performance data for the school yet.

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 this time, the DOE has not received any requests for capital improvements to K071 related to this co-location.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to Juan Morel Campos Secondary School or P141K@I071K, nor is it expected to significantly alter the duties of current staff at the aforementioned schools.

New pedagogical and non-pedagogical positions will be created at BwCCS 2 over the course of the school's phase-in. BwCCS 2 is expected to hire additional teachers as each new grade is added and as the total number of sections increases as the school phases in.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at Juan Morel Campos Secondary School or at 75K141. The basic operating budget for both 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 middle schools is \$4,412.45 and for high schools is \$4,207.47. 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, middle schools and high 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, Juan Morel Campos Secondary School and 75K141 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. Juan Morel Campos Secondary School is currently eligible for Title I funding; 75K141 is not currently eligible for Title I funding. Assuming that Juan Morel Campos Secondary School 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. Juan Morel Campos Secondary School and P141K@I071K 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.

Like all charters schools, BwCCS 2's funding is determined by the general education charter school per-pupil rate that 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.

Co-locating BwCCS 2 in K071 will not affect the costs of instruction at Juan Morel Campos Secondary School or at P141K@I071K.

C. Administration

No change in school supervisory or administrator positions at Juan Morel Campos Secondary School or at 75K141 is expected as a result of this proposal.

BwCCS 2 may hire school supervisors and/or administrative 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/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Juan Morel Campos Secondary School or P141K@I071K.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as BwCCS 2 phases in.

VII. Building Information

| | | |
|---|--|---|
| Building | K071 | |
| Type of Building | Secondary School | |
| Year Built | 1969 | |
| Overall BCAS rating | 2.61 | |
| 2010-2011 Target Building Utilization | 65% | |
| 2010-2011 Target Building Capacity | 1,434 | |
| FY 2011 Maintenance Costs | Labor | \$97,011 |
| | Materials | \$35,512 |
| | Maintenance and repair contracts | \$27,740 |
| | Service contracts | \$5,971 |
| | Custodial operations costs—Materials | \$12,133 |
| | Custodial operations costs—Custodial Allocation | \$396,276 |
| FY 2011 Energy Costs | Electric | \$218,886 |
| | Gas | \$8,465 |
| | Oil | \$146,309 |
| Projects completed during the current or prior school year | | Ansul System, Planyc Boiler/Climate Ctrl |
| Projects proposed in the capital plan | | Heating Plant: Boiler Auxiliaries, Boiler System, Climate Control |
| Accessibility of the building | | Fully programmatic accessible |
| Building attributes | | Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Science lab |