



## New York State Education Department

### ***2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework***

#### **LEEP Dual Language Academy Charter School**

**Renewal Site Visit Dates: November 30 and December 1, 2023**

**Date of Final Draft Site Visit Report: March 27, 2024**

**Date of Final Site Visit Report: April 22, 2024**

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# Table of Contents

<b>SCHOOL DESCRIPTION .....</b>	<b>3</b>
<b>METHODOLOGY .....</b>	<b>4</b>
<b>BENCHMARK ANALYSIS .....</b>	<b>6</b>
<i><b>SUMMARY OF FINDINGS</b></i> .....	8
BENCHMARK 1: STUDENT PERFORMANCE.....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT .....	16
BENCHMARK 4: FINANCIAL CONDITION.....	20
BENCHMARK 5: FINANCIAL MANAGEMENT.....	22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....	23
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	25
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	29
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....	31
BENCHMARK 10: LEGAL COMPLIANCE .....	33
 <b>ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD</b>	
 <b>ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD</b>	

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	LEEP Dual Language Academy Charter School
<b>Board Chair</b>	Alejandro Montoya
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 15
<b>Initial Commencement of Instruction</b>	Fall 2019
<b>Charter Term</b>	Initial Charter Term: August 26, 2019 - June 30, 2024
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 5 / 499 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 5 / 499 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	5323 5th Avenue - 2 <sup>nd</sup> Floor, Brooklyn 11220 - Private Space
<b>Mission Statement</b>	<i>At LEEP Dual Language Academy Charter School, we empower all students to attain full academic fluency in the English and Spanish languages; meet or exceed New York standards; and develop the cultural understanding and virtuous habits necessary to thrive as learners, workers, family members, and participants in civil society.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Dual Language Instruction via 90:10 Spanish Language Immersion</li> <li>• A Coherent, Content-rich, Culturally Responsive Curriculum</li> <li>• Character Development Built on a “Pedagogy of Cariño (Caring)”</li> <li>• Focus on Teacher Technique and Practice Development</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents.)	<ul style="list-style-type: none"> <li>• Amend its organizational chart to reflect significant changes beginning in the 2024-2025 school year.</li> <li>• Decrease the number of instructional days from 190 to 183 days (as per its school calendar)</li> </ul>

**Innovative and Noteworthy Programs:** Led by an enthusiastic and capable new leadership team, LEEP Dual Language Academy Charter School (LEEP) offers students a unique 90:10 Dual Language Instructional model, characterized by a “Pedagogy of Cariño (Caring).” Every teacher and staff member at the school is bilingual in English and Spanish.

**Renewal Outcomes:** Reference the [Board of Regents Renewal Policy](#).

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<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
<b>Grade Configuration</b>	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
<b>Total Approved Enrollment</b>	153	249	337	420	499

### Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
<b>Grade Configuration</b>	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
<b>Total Proposed Enrollment</b>	499	499	499	499	499

## METHODOLOGY

### Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program,

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<sup>2</sup> This proposed chart was submitted by the LEEP Dual Language Academy Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at LEEP Dual Language Academy Charter School on November 30 and December 1, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student support team, parents, and teachers. The CSO team was accompanied by a member of the Office of Bilingual Education and World Languages (OBEWL), who assisted in assessing the implementation and efficacy of the bilingual component at the school and has contributed to this report.

The team conducted thirteen classroom observations in kindergarten - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the principal and grade-level deans of instruction. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, and complaints, and corrective action plans.

## BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department  
2015 Charter School Performance Framework Rating<sup>3</sup>**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Approaches</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	<b>Meets</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>3</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

## *Summary of Findings*

- LEEP Dual Language Academy Charter School is in year four of operation and serves students in kindergarten to Grade 5. During its current charter term, the school is rated in the following manner: meeting seven benchmarks and approaching three benchmarks. A summary of those ratings is provided below.
  
- **Summary of Areas of Growth and Strengths:** LEEP has shown significant growth in its financial management, organizational capacity, and in its attention to issues of compliance since the last midterm site visit in 2022. LEEP now has leadership in place that is experienced, passionate, and has the vision for a successful future. Positive changes at the school were visible throughout the site visit.
  
- **Summary of Challenges:** Due to the unexpected loss of a member of the board of trustees, remaining members of the board rallied to their commitment to LEEP and the surrounding community. During this charter term, the school has encountered some challenges, but the new leadership has put systems into place to address and resolved issues, moving forward, especially issues related to late delivery of data and fingerprinting and certification of teachers.



### **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

#### **Finding: Approaches**

##### **Summative Evidence for Benchmark 1:**

Benchmark 1, for this school, has been consistent as an Approaches due to school's academic achievement being below the district of location (DOL), NYC CSD 15, for both 2022 and 2023.

LEEP's students' academic outcomes for the 2023 NYSTP 3-8 ELA assessment show an overall rate of 41 percent, -25 percentage points below the DOL and math proficiency at an overall rate of 61 percent, -8 below the DOL. However, the school's math proficiency rate is +8 percentage points above that of NYS's rate.

Notably, the school's trending toward proficiency and maintenance of proficiency rates for ELA and math are 58 and 82 percent, respectively.

***See Attachment 1 for data tables and additional academic information.***

**Benchmark 2: Teaching and Learning**

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> <li>a. The school has a documented curriculum that is aligned to the NYSL.</li> <li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li> <li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li> <li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li> <li>e. The curriculum is systematically reviewed and revised.</li> </ul>
2. <i>Instruction</i>	<ul style="list-style-type: none"> <li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li> <li>b. Instructional delivery fosters engagement with all students.</li> </ul>
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> <li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li> <li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li> <li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</li> </ul>
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> <li>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</li> <li>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</li> </ul>

### **Academic Program for Elementary School:**

- **ES:**
  - Dual Language 90:10 Instructional model, meaning 90 percent of kindergarten instruction is in Spanish and 10 percent of instruction is in English. Each year, the amount of Spanish instruction decreases until it reaches 50/50 in Grade 4.
  - Explicit Spanish language arts (SLA) instruction through *Benchmark Adelante*.
  - Two teachers per classroom in kindergarten – Grade 2.
  - Teachers specialize by content area in Grades 3- 5.

### **Academic Program for Students with Disabilities (SWD) and English language learner(s) (ELL):**

- **SWD:**
  - Multi-tiered System of Support (MTSS) includes detailed protocols for Response to Intervention (RTI) and Response to Behavior (RTB) programs.
  - Interventionists dedicated to Tier 3 student support.
  - Integrated co-teaching model (ICT).
  - Mandated push-in/pull-out support.
- **ELL:**
  - Dynamic grouping structures promote multiple modalities of student academic and social engagement to enhance language acquisition.
  - Pedagogical techniques are designed to foster bilingualism, biculturalism, and biliteracy skills.

### **Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

#### 1. Element: **Curriculum:**

- **Indicator a:** LEEP has a documented curriculum that is aligned to The New York State Next Generation Learning Standards and Core Knowledge Sequence. During the charter term, LEEP moved from *Houghton Mifflin Harcourt* and teacher-created curriculum in Spanish language arts to *Benchmark Adelante*, which is aligned to both the Next Generation State Standards, Core Knowledge sequence, and the Spanish Language arts standards. LEEP's curriculum is designed to support students' academic fluency development in both English and Spanish. *Wilson Foundations* is used to support phonics skill development. *Number Stories* and *Math Workshop* (derived from *Eureka Mathematics* and *Bridges*) are used for math instruction. The Next Generation Learning Standards are also present in the arts, music, physical education/health, and dance curricula.
- **Indicator b:** We observed teachers at LEEP using unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. The staff use scope and sequence and pacing charts are developed by the instructional leadership team. Premade lesson plans utilizing a uniform template for every grade and subject across the school were developed in the 2022-2023 school year. In the 2023-2024 school year, teachers are still using the scripted lessons to allow more time to internalize and practice with the curriculum. Teachers during their focus group confirmed that they receive individualized coaching support as a result of the leadership team's observations. Guided reading and small group instruction do not have scripted lessons. The leadership focus group cited the challenges of planning lessons in two languages and believes that providing lesson plans helps teachers. Teacher focus group members stated that they have much freedom to

change the scripted lesson plans. They also shared that teachers discuss what works and does not work with their colleagues. Using their knowledge of their students and families, teachers can expand off existing lesson plans to provide additional rigor. School-provided Grade 2 lesson plans for SLA demonstrated scripted content in Spanish, included anticipated student responses, and indicated which materials (such as charts) should be used in conjunction with the plan. The school-provided Biliteracy Instructional Guide from *Benchmark Adelante* states that “teachers explicitly plan to promote metalinguistic awareness and develop metacognitive skills to leverage student’s bilingualism by incorporating cross-linguistic strategies meaningfully and purposefully.” The scaffolding provided during instruction where consistently visible in every classroom observed. The OBEWL representative discussed and reviewed best practices of Bilingual Education implemented at the school.

- **Indicator c:** LEEP’s curriculum is both horizontally and vertically aligned, which is critical in a dual language environment. Weekly Pacing charts are used in every grade. Weekly Teaching, Planning, and Development (TPD) meetings provide a forum for teachers, leaders, and interventionists to review data and collaborate on curriculum. A district-provided action plan states that unit and lesson plans are both vertically and horizontally aligned across grade levels.
- **Indicator d:** LEEP’s curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. The renewal application states that teachers differentiate via scaffolding assignments, vocabulary, questioning, heterogeneous group structures, and having print-rich classrooms. Dynamic small groups are organized by ability and student need at weekly Friday professional development sessions. Flexibility within pacing charts permit teachers to attend to student needs as they arise. *Benchmark Adelante* has intervention lessons and differentiation included in its curriculum. The leadership focus group said teachers look at data twice weekly, in both the TPD and coaching meetings. If a teacher needs additional support, the leadership provides it during the teacher’s preparation period, a testament to LEEP’s climate of continuous professional improvement. All teachers are explicitly coached in pedagogical skill development and content knowledge to support differentiation throughout first 90 days of school year. This 90-day system is LEEP’s *Trajectory of Instructional Practices*. Topics covered during the first 30 days include economy of language, choral response, check for whole group understanding. Topics during Days 31-60 include: use a timer, reinforce language, and teach students to annotate with purpose. Days 61-90 cover topics including: engaged small groups, close the loop, and habits of discussion.
- **Indicator e:** During the leadership focus group, members described what was stated in the renewal application and explained how LEEP’s curriculum is systematically reviewed and revised by the school leadership. Leadership also indicated that it monitors student performance and language acquisition data, decides on the need to make any significant curricular changes, which are then implemented over the summer. Leadership discussed LEEP’s summer teacher institute as a place where teachers are involved in curriculum review and adjustment.

## 2. Element: **Instruction:**

**Indicator a:** All stakeholders at LEEP have a common understanding of high-quality instruction and are proud of the whole-school dual language program which teaches students to be bilingual, biliterate, and bicultural. Observations showed publicity in the school buildings about their recent campaign “Being Bilingual is a Superpower.” Explicit training in the LEEP Way (including the *Trajectory of Instructional Practices*), *Responsive Classroom*, and a “Pedagogy of Cariño” ensure a unified message. Consultants for math, dual language, and ELA (through the Lavinia Group) are valued and enjoyed, as indicated by both the teacher and leadership focus groups. An observation of a Grade 1 class showed *Wilson Fundamentals* sound cards posted on the board. The teacher

utilized thumbs up/down and many manipulatives to engage students. ICT curriculums come differentiated to assist teachers. Teacher focus group participants stated the SLA *Benchmark Adelante* program is the strongest SLA program they have worked with and is vertically aligned. Teacher focus group members also indicated that the LEEP Way is introduced in the summer teacher institute and refined throughout the year by coaching. A few non-Spanish-speaking, English language learner students were observed actively participating in classroom activities and expressing themselves fluently in both English and Spanish.

- **Indicator b:** Student engagement with content guides instructional delivery at LEEP. Lesson plans for all classes are located in a bin on the wall in each classroom for any leadership member to have access to upon entry. The LEEP Way is divided up throughout time to foster student engagement and teacher skill development throughout coaching as they hone their practice throughout the remainder of the school year. Observation of a Grade 3 math class demonstrated coaching in the moment by deans, who whispered in teachers' ears, wrote notes to the teacher, and gestured during the lessons to draw the teacher's attention to content, pacing, and student management. An observation of a Grade 1 class revealed a student at the projector, reviewing his independent work as the entire class followed along. Teacher focus group members stated that 100 percent student engagement is attained when students are in the learning position, tracking with their eyes and ears, internalizing information with their heart, and taking opportunities to share their learning. Teachers saying, "Track me" and redirecting student attention to look at classmates who were speaking was observed throughout the classroom observations. Teacher focus group members also stated that the *Illuminate data* management system generates bubble sheets for students. Teachers can scan a QR code and gain instantaneous data on their students. This simple and informative tool was introduced in a professional development session. Deans provided follow up instruction by grade level teams.

### 3. Element: **Assessment and Program Evaluation:**

- **Indicator a:** The school-provided assessment calendar shows a range of assessments used through the year at LEEP. Assessments include embedded formative assessments, interim assessments three times annually, unit assessments and quizzes, *NWEA MAP* growth assessments three times annually in math and ELA, *STEP/STEP Español* three times a year, and pre-entry diagnostic and formative assessment in both English and Spanish. The New York State Identification Test for English Language Learners (NYSITELL) and New York State English as a Second Language Achievement Test (NYSESLAT), and the NYSTP are also used to determine student growth and ability. The student support focus group noted that MAP scores show achievement and growth and that overall, students with disabilities and English language learners are improving. The focus group also noted that in LEEP's 90:10 dual language model, mastery takes longer as students are learning in two languages at the same time. Therefore, results may be impacted.
- **Indicator b:** Qualitative and quantitative data is used to inform instruction and improve student outcomes through the instructional leadership at LEEP. RTI and RTB Tier 2 and 3 interventions are designed to especially meet SWD and ELL needs. LEEP conducts a six-week summer boost program. Teachers worked with their own students, building on their existing relationships. Leadership focus group members stated that ELA scores increased for all 110 students in attendance over the summer. There was no data management system prior to the current principal. Now, *Illuminate* and *eduCLIMBER* track discipline information. The culture committee discusses trends and how to motivate and incentivize students. The teacher focus group members stated that during TPD's on Fridays, they annotate interventions for Level 1-3 students and plan

for small groups for the week ahead. Teacher focus group members also mentioned that they attend grade level meetings with classroom data, exit tickets, and plan what to target in the upcoming unit. They apply *Backwards Design* principles to their scaffolding and keep in mind that some of their scholars do not have formally identified special education needs. Student support focus group members stated that deans discuss data with teachers and bring information back to the whole leadership team as part of continual progress monitoring of students. School-provided “Data analysis and action planning form” from the Lavinia Group showed students in one grade level sorted into high, medium, and low support groups, along with initial intake scores, three rounds of benchmark scores, and individual student goals as examples of data teachers use to inform instruction and improve student outcomes.

- **Indicator c:** School leadership uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies accordingly to provide greater educational equity for all students and access to high-quality services. One example of a data-based modification is the change in SLA curriculum to *Benchmark Adelante*. Another example of collective leadership making a modification pertains to Fridays. Students have early dismissal every Friday and teachers have professional development in response to schoolwide trends.

4. Element: **Supports for Diverse Learners:**

- **Indicator a:** LEEP provides supports to meet the academic needs for all students.
  - **SWD** supports at the Tier 1 level include: *Geodes*, *Reading A-Z*, *Epic*, *Decodable Readers* and *iRead*. Tier 2 support for SWD includes: chunking, modeling, annotation, scaffolding, repetition, and targeted skill practice. SWD Tier 3 support incorporates *Orton Gillingham* and *Touch Math* methodologies. SWD also have ICT classes, mandated push-in and pull-out services. For therapy and related services, parents get RSA forms to get services outside school. A parent focus group member wished her children could receive these services at LEEP. The school added a bilingual speech therapist to their organizational chart; but it has been difficult to find a suitable candidate. Teachers discuss Individualized Education Programs (IEP’s) with the director of special education who then provides the teachers with an “at a glance” document for their reference on each student.
  - **ELL** support comes in the form of *BeeReaders*, *Decodable Readers*, and *Esperanza*. Leadership focus group members stated that two thirds of LEEP students in the 2022-2023 school year were current or former ELL. Teachers are trained to provide a cross-linguistic approach in lessons by front loading vocabulary, increasing wait time, employing various grouping structures, using visual and verbal cues and aids, incorporating physical activity, rephrasing, mnemonics, background knowledge, and word banks. If needed, ELL students are placed in a sheltered class to provide extra assistance. Students’ confidence in English grows as teachers see students’ personalities emerge in both languages, according to the student support focus group. School-provided data showed that 38 percent of ELL Students advanced in English language proficiency levels. The leadership focus group stated that four or five students are learning a third language at LEEP, which a member of the teacher focus group stated was a “beautiful process.” Special education and classroom teachers alike are sensitive to the power of socialization and oral communication in helping students gain confidence in their language skills, according to the teacher focus group. Many students have transitioned out of ELL services by grade 4. Retention decisions are holistic and involve a student’s parent. School leadership uses the *Light retention scale*, considers any SEL implications, and the child’s special education classification is taken into account.

- **ED:** The leadership focus group stated that 90 percent of students live in poverty and five students currently are unhoused and living in a shelter. School leadership also indicated that a survey noted an emerging trend of multiple families living at one location. The leadership focus group anticipates this trend to increase and has funds set aside to support families with uniforms, food, and resources, especially through the school social worker and director of family experience. Classroom observations revealed a student whose first language was Russian working with a paraprofessional through nonverbal and visual cues and Google translate. The school leadership was proud to say that student is now trilingual and can read in Spanish and English. The director of family experience is truly the gatekeeper of LEEP as she conducts in-person intake interviews, completes the home language questionnaire by hand, and determines whose formal education has been interrupted (SIFE). The director of family experience brings in the director of special education as she deems necessary. Currently, many migrant families stay in the area for a short time due to the rising cost of living. The director of family experience helps them transition to their next school. They are often very upset to leave LEEP. There is an upcoming workshop on housing for families. Teachers attend the workshops, as a venue to develop relationships with parents.
- **Indicator b:** The school's Response to Intervention (RTI) system monitors the progress of individual students and facilitates communication between interventionists and classroom teachers regarding the needs of individual students. Tier 1 involved high-quality instruction and monitoring and discussion of students by grade level teams and interventionists. Tier 2 places students in groups of six to eight for smaller group instruction. Tier three of RTI is push-in and push-out services. Paraprofessionals are viewed as an important part of the school community and are trained by LEEP, although they work for an outside agency and not LEEP itself. Progress monitoring occurs through frequent interaction between classroom teachers, special education interventionists, and specialists in a variety of meeting settings. All staff meets on Fridays from 1:45-2:30 P.M. Grade-level teams meet for curriculum collaboration. TPD meetings are attended by special education teachers who serve the same students. The special education coordinator partners with the deans of instruction to strategize differentiation. Teacher focus group members talked about Tier Three students and implementing modifications that do not diminish academic rigor. LEEP asserts that students are looking to meet the same goals, just with different methods. Tiers 2 and 3 have different homework than other students in the classroom. NYCDOE CSE reports that LEEP Dual Language Charter School is always responsive to parents and obtains up-to-date information from families to include in the ATS system. The school communicates openly with the CSE and is consistently supportive and welcoming. The school has a solid understanding of specially designed instruction and provides strong pre-referral behavioral interventions, including counseling. The school communicates openly with the Committees on Special Education (CSE) and is consistently supportive and welcoming. The school has a solid understanding of specially designed instruction and provides strong pre-referral behavioral interventions, including counseling. They communicate weekly regarding caseloads, RSA forms, services, and IEP meetings. The director of special education acts as a liaison between families and the CSE. Student support focus group members confirmed that LEEP has a strong relationship with the CSE. CSE confirms that LEEP Dual Language Academy Charter School is always responsive to parents and obtains up-to-date information from families to include in the Automate the Schools (ATS) system.

**Benchmark 3: Culture, Climate, and Family Engagement**

*The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students’ strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to family or community concerns.</li> <li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. The school has systems or programs in place to support the social-emotional needs of students.</li> <li>b. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.



1. Element: ***Behavior Management and Safety:***

- **Indicator a:** LEEP has a clear approach to behavioral management and a written discipline policy. A school-provided copy of the *Student & Family Handbook* includes the written discipline code. Teachers follow the *Responsive Classroom* approach to respond to behavior in conjunction with a Response to Behavior (RTB) system. Tier 1 of RTB is grounded in a universal approach of *Responsive Classroom* and school-wide initiatives to reinforce behavioral expectations. Tier 2 is centered on the CICO (check in/check out) system. In this tier, students are partnered with a leader and the student has a clipboard which tracks their targeted behavior in each class. Students are part of CICO for six weeks and upon successful completion, they participate in a CICO graduation celebration. Tier Two also implements a social skills group at lunch. Tier Three enrolls students in a Competing Behavior Pathways (CBP) program. Individual or small group at-risk counseling is also a part of Tier Three of LEEP's RTB system.
- **Indicator b:** Through the efforts of the above RTB system, LEEP appears to be safe, and all school constituents are able to articulate how the school community maintains a safe environment. These systems are designed to keep a close eye on student needs. Leadership focus group members state that teachers and operations team members are all trained to take immediate action to support students, including changing seats and social-emotional breaks. Recently the board reviewed and approved the school's safety plan.
- **Indicator c:** LEEP has systems in place to ensure that the school environment is free from harassment and discrimination. The school-provided copy of its Student & Family Handbook includes information on the Dignity for All Students Act (DASA) and an incident reporting form. Teacher focus group members identified the school's DASA coordinators and stated that follow-up DASA training is provided during the summer institute. The school provided LEEP Way handbook included 16 classroom systems and procedures, including transitioning in hallways and end of day dismissal. These routines are identical across all LEEP classrooms. Bullying is a topic of conversation during classroom morning meetings as part of the social – emotional curriculum.
- **Indicator d:** During the leadership focus group, participants described how LEEP has multiple channels of Google Chats on each staff member's computer for requesting in the moment behavior support. This ensures that classroom environments are free from disruption. During the class observations throughout the day, there was always a dean on duty to report to the classroom. In the teacher focus groups, participants described that referrals are tracked in the *eduCLIMBER* software. Follow-up is always required for every disciplinary action, including reflection by both the teacher and student, as well as phone communication with the family. As LEEP is an elementary-level school, data collected by the software informs all due process of student disciplinary matters. Assessment data collected by the school helps the leadership discerning if the student is exhibiting a language issue or a disability. According to the student support focus group, many LEEP students come from rural areas of South America and have already experienced significant interruptions to their formal education (SIFE). The LEEP Way handbook includes how classrooms should be set up for the first day of school, including the placement of bathroom passes, how the classroom library should look, and dictates that items in English should be written in blue while items in Spanish should be written in red on the classroom dry erase board. These consistent routines establish order and safety, conditions which are conducive to learning.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** LEEP communicates with and engages families. A school-provided grade level newsletter shared an academic summary for each subject area in both Spanish and English. Leadership focus group members spoke about their vision for the future of providing support for

filling out Medicaid applications and providing English classes for adults. Community members having coffee with the principal has revealed these concerns. LEEP had a parade to celebrate Hispanic Heritage Month, complete with students waving flags from their country of heritage and walking around the block. This event was a highlight for all involved. Winter and spring concerts in the 2022-2023 school year were attended by a city council member. The teachers plan Zoom calls with professionals, such as a veterinarian at the NY Aquarium and parents come in to discuss their livelihoods for career day. “Lector secreto” (secret reader) provides an opportunity for parents to read to children at school. As the Grade 5 cohort will be leaving LEEP in June 2024 for the first time, ideas are being discussed about a trip, prom, or graduation ceremony. After a year of awaiting its nonprofit incorporation paperwork, the parent-teacher organization (PTO) takes an active role in planning events. They recently had a very successful Halloween event and fundraiser at a movie theater.

- **Indicator b:** Teachers communicate with families to discuss students’ strengths and needs. LEEP’s attendance rate is currently 94 percent. School leadership receives daily attendance reports. Families receive a call home every day when a student is absent. Some students are on buses for a long period of time, particularly if they are special education students. Teacher, leadership, and student support focus groups all stated how they see themselves in their students and vice versa. The teacher focus group noted the proactive nature of *Responsive Classroom* and that they speak to parents often. Parentsquare is an app that translates school messages into any language. School staff connect with parents at arrival/dismissal and through class newsletters. One parent focus group member said they are learning from the social emotional toolkit resources.
- **Indicator c:** LEEP assesses family and student satisfaction using the annual NYC School Survey, along with a LEEP-specific survey generated through Panorama Education. As a result of these surveys, LEEP is in the process of creating committees to incorporate parental voice.
- **Indicator d:** LEEP has a process for responding to family or community concerns. The complaint policy is included in the Family Handbook. One community concern is how the school will support the increasing Asian population in Sunset Park. This was mentioned by the teacher, leadership, and board of trustee focus groups. The school provides internet hot spots and chromebooks to families without technology. The school provides families with resources as some parents cannot read. Parent focus group members noted that the school has permission to close the street for dismissal. All focus groups mentioned the need for additional space and for LEEP to be housed in one facility. A playground and cafeteria space would also be beneficial. The student support focus group noted how many parents are nervous about their students leaving LEEP and going on to Grade 6 to another school. The director of family experience is providing resources to parents to help the transition.
- **Indicator e:** LEEP shares school-level academic data with the broader school community to promote transparency and accountability among families, students, and school constituents. The school website shares links to its New York State Report Card and the school’s Annual Reports. A family workshop was held in the 2022-2023 school year to review assessment performance and LEEP’s action plans to foster student growth. Board focus group members stated that they help make the data on student growth user friendly and able to be understood by a greater audience, including parents who attend board meetings virtually.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** LEEP has systems and programs in place to support the social-emotional needs of students. Each classroom observed had a calming corner with items posted from the toolbox project’s twelve social emotional (SEL) strategies. Adults model SEL skills and have cards with these twelve strategies on a lanyard around their neck during the school day. Observation of a

Grade 1 class showed the “virtue of the month” posted on the board. CSO SV team observation of a Grade 2 class showed a solution wheel, asking students about their responsibility in a situation, along with tools to help recognize their daily emotions. Many classrooms at LEEP are implementing initiatives to promote compliance and on-task student behavior. The SEL toolbox is Tier One support. Classes go through scenarios during their morning meetings as part of the school norms during the first six weeks of school. The school provided the LEEP Way handbook that listed specific roles and responsibilities of each Tier Two and Tier Three team member (dean, social worker, culture associate, CICO leader, teacher of CICO scholar) to support student success with increasing levels of intervention, yielding a cohesive support team.

- **Indicator b:** School leaders collect and use data to track the social-emotional needs of students. Tier Two of the RTB system was observed by seeing a student’s daily CICO tracker on a clipboard on their desk during a classroom observation. The student gets a score for their behavior during every scheduled block of the school day. The individual’s “ambassador” (leadership team member) checks in with the student and if they reach their goal in six weeks, they graduate, in addition to weekly prizes.
- **Indicator c:** LEEP’s leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health. The current leadership team gives credit to LEEP’s founder for incorporating a “Pedagogy of Cariño” and *Responsive Classroom* from the start of the school, showing the school’s consistent attention to SEL. There is one social worker and two school counselors to assist with the collection and analysis of SEL data gathered through *Illuminate* and *eduCLIMBER*.

#### Benchmark 4: Financial Condition

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

#### Finding: Approaches

Over this charter term, the trajectory for this benchmark has improved from a Falls Far Below to an Approaches due to improved fiscal condition evidenced by performance on key indicators.

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

#### Financial Condition

LEEP Dual Language Academy Charter School appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

#### Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. LEEP Dual Language Academy Charter School’s 2022-2023 composite score is (0.38).

**Composite Scores  
2018-2019 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2018-2019	-
2019-2020	0.91
2020-2021	(0.64)
2021-2022	(0.69)
2022-2023	(0.38)

On July 1, 2020, the school entered into a lease and subsequently took on a finance lease liability of nearly \$44 million and a right-of-use asset of nearly \$41 million with those recognitions resulting in a substantial annual non-cash amortization expense. This impacted the school’s statements of financial position and

statement of activities and thus several of its key financial indicators. The NYSED CSO will continue to monitor the school's financial condition.

### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

#### **Finding: Meets**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed LEEP Dual Language Academy Charter School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

## Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

### Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ol>

### Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to implementation of strategic planning, goal setting, and adoption of a performance-based evaluation system for school leaders and potential partners.

#### 1. Element: **Board Oversight and Governance:**

- **Indicator a:** LEEP’s board recruits and selects board members with skills and expertise that fulfill the needs of the school and reflect the bilingual nature of the school. The founder of the school is helping with real estate negotiations. The board recognizes a need for members with dual language expertise. The unfortunate passing of a board member who was a lawyer and had financial expertise means the board has had a loss of institutional knowledge. This has caused some shifting of responsibilities, per board focus group members. The current board includes two parents and some original members. Other board members are connected to nonprofits, local business improvement district, the community board, have city council connections, long-term involvement in Latin American affairs, and serve as administrators for other charter schools. Empire Charter Management assists them with filling knowledge gaps. There is a formal process to recruit, screen, interview and, finally, recommend candidates for the board. New members sign Conflict of Interest and Code of Ethics policies prior to their first meeting.
- **Indicator b:** LEEP engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s founding mission and educational philosophy. The board uses the Charter School Performance Framework to orient their monitoring systems and

drive their decision making. Board goals for the 2023-2024 school year were shared in the renewal application and fell into two categories: a) goals were focused on academic and assessment goals, including very specific metrics about student growth and achievement in reading levels and NYSTP 3-8 assessment scores, and b) culture goals pertained to teachers, students, families, attendance, and language needs. Updates on goal progress are provided at monthly board meetings. The board held a retreat in January 2020 and again in June 2023. This was a time to review data and also renew their vision. Present board members indicated their commitment to stepping up to support the mission of LEEP alongside the principal. Several board members shared their wish to attend a school like LEEP when they were children.

- **Indicator c:** The board demonstrates active oversight of LEEP through its three-committee structure: Executive, Finance, and Academic. The board partners with 4<sup>th</sup> Sector Solutions, as well. Members receive materials to read before meetings, including a fiscal dashboard provided by 4<sup>th</sup> Sector, academic data, and information on current initiatives. Prior to the current principal, LEEP's structure included more executive leadership. The current principal made recommendations based on data regarding the strengths and needs of the school related to MTSS, SEL, post-pandemic care, and bilingual support. Having two parents on the board provides "healthy leverage" per the board focus group and the entire board is developing their probing questioning skills. In the past, LEEP has worked with the Immigrant Resource Network to support newcomers. Being aware of family needs has prompted the school to purchase a washer/dryer to help with uniform cleanliness, according to the board of trustees.
- **Indicator d:** At least once a year and following review by school leaders and attorneys, the board recommend, vote, and approve review changes to school policies, as needed. The board invite family and staff to their monthly meeting and value their feedback and surveys results to inform any policy changes.
- **Indicator e:** The board of trustees utilizes a performance-based evaluation process for evaluating school leadership, itself, and potential partners. Each February, board members complete an individual self-assessment, which is then reviewed by the executive committee. Board focus group members indicated that the evaluation serves as a check for understanding of their duties. Early in the charter term, leadership evaluations were conducted by the board every other year. Leadership team evaluations are done by the principal at the end of the school year and center on five focus areas: teacher performance/student performance, school leadership competencies, staff development – coaching, staff development - TPDs/staff training, and emotional intelligence competencies. The board has regular informal check-ins with the principal and biweekly meetings with the chair and vice president of the board. At times, focus group members stated, they support the principal by helping her role play situations and support the school's needs by connecting with outside stakeholders.
- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders through annual completion of the conflict-of-interest form. Some members have done school visits and believe that being present with the people of the community in informal settings is essential. A focus group participant stated that the school "is an educator, business, employer, and physical presence in Sunset Park. It is not insular." Board members believe the school is poised to positively impact the high needs of the neighborhood. In a true spirit of commitment to LEEP's mission, all public commentary and board meetings are translated to ensure full access to all families. Minutes are available online and families attend meetings virtually. The board has an email address that directs concerns to members. Board focus group members indicated that they are growing in regard to their full awareness of their legal responsibilities to the school and stakeholders, particularly after the loss of a prominent member. Now, they aim to be preemptive and proactive, versus being reactive.



**Benchmark 7: Organizational Capacity**

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
<p>3. <i>Contractual Relationships</i> □N/A</p>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

## Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to the presence of a new strong leadership team and a full complement of staff.

### 1. Element: *School Leadership*:

- **Indicator a:** LEEP has an effective new school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. The board focus group stated that the leadership is a group of “mission minded folks.” They are proud of the work done to increase coaching structures for teachers and to meet the challenges brought by the COVID-19 pandemic, including greater wraparound services and academic support. There is a multi-week summer leadership institute to help leaders develop skills as they support the priorities of the school. At this time, the leadership also plans for the teacher institute and reviews and revises handbooks to ensure a cohesive team commitment to the policies and practices of LEEP.
- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members are clearly defined and adhered to at LEEP. In the 2022-2023 school year, school leadership refreshed the organization’s job descriptions to correspond to the staffing updates. The leadership focus group felt that summer 2023 was the “best summer yet” with all leadership positions filled, which was not the case in the past. The leadership team’s expertise in administration and operations is complimented by their training in law, business, and experience in other schools that serve families from diverse backgrounds. The school provided the CSO SV team its LEEP Way handbook that clearly lists specific roles and responsibilities of each Tier Two and Tier Three team member.
- **Indicator c:** LEEP has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. Some staff members are split between the two locations. Although the buildings are within walking distance, two locations make building and managing a cohesive team a difficult task. The leadership team focus group states that all decisions are based on data, reflection, and debriefing. Their weekly meetings, progress monitoring, and “cariño” for each other has yielded a high performing team with excellent communication. Whole leadership meetings ensure a continued shared vision, along with subgroup and individual meetings with the principal to attend to specific areas. Teacher focus group members stated that they send a quick message to their dean of instruction when they modify a scripted lesson plan. The principal has weekly coaching meetings with each leader. TPDs are intended to help teachers. Leaders reach out to all staff via weekly communication emails and provide positive shout outs during all-staff professional development sessions.
- **Indicator d:** LEEP successfully recruits, hires, and retains key personnel, and makes decisions to remove ineffective staff members as warranted. In prior years, the leadership focus group stated they had 30 vacancies yet to be filled in September. Now, they feel the talent and cohesive vision they have cultivated are paying off. Greenhouse is a recruiting platform that LEEP uses to find candidates. The school is in the process of establishing relationships with Hunter College and Relay School of Education. These agreements will involve tuition reimbursement for LEEP employees. The leadership team states that their multifaceted hiring process has evolved to ensure everyone has a great experience in the building. Many friends and family members of existing staff are becoming employees of LEEP, as are former afterschool care employees. Teacher focus group members stated they are part of the interview process for new employees. The board focus group stated they hire for people for their “mindset, passion, and love.”

2. Element: ***Professional Climate:***

- **Indicator a:** LEEP is fully staffed with high-quality bilingual personnel to meet all educational and operational needs. In the 2023-2024 school year, the business administrator met with every teacher to review their transcripts, experience, etc. to determine their individual pathway to New York State certification. During the teacher focus group, many teachers indicated they were grateful for this individualized assistance to help them turn their certification from other states and nations into New York certification. According to NYSED-provided documentation, 81 percent of LEEP teachers were not New York State certified in the 2022-2023 school year. The renewal application affirms that the structures and policies put into place by the new leadership team will provide a stable foundation to increase staff retention and student performance. Attractive health benefits and a revised salary structure also makes LEEP desirable for teachers. LEEP teachers get reimbursed \$2,500 for becoming dual-language certified.
- **Indicator b:** LEEP has established structures for frequent collaboration among teachers. The school is an environment where leadership is present in classrooms on a consistent basis and offers coaching in the moment to teachers. Paraprofessionals are hired through an outside agency, not LEEP itself. However, the paraprofessionals and their supervisor came to LEEP's trainings to better support their students, according to the principal, showing their commitment as members of the school community. TPD meetings are attended by both classroom teachers and special education teachers who have students in common. The special education coordinator partners with the deans of instruction to strategize differentiation. The student support focus group indicated that collaboration occurs between classroom teachers, interventionists, and specialists (art, dance, etc.).
- **Indicator c:** LEEP ensures that its staff has the required skills, expertise, and professional development necessary to meet students' needs. According to the leadership focus group, habits of discussion are a focus of professional development currently. The leadership is coaching teachers to release control and to be intentional with asking questions. Student support focus group members also stressed the importance of scaffolding student responses verses giving answers to ensure that students are doing rigorous thinking work. The principal is the primary determinant of professional development. Through her own, individual walk throughs and observations with deans, she determines teacher needs, aligned with LEEP's strategic initiatives, data, conversations, student work and assessment results. Professional development may be schoolwide or targeted towards a specific grade. All staff are proficient in both Spanish and English, however not all are officially certified as bilingual educators. Teacher focus group members stated that part of their professional development is watching videos of lessons from prior years. Then, they discuss the school's criteria for success and consistent instructional practices across classrooms. Mechanisms of professional development include the new teacher institute, teacher summer institute, TPD meetings, unit studies, lesson studies on collaborative planning or internalizing a lesson plan, and response to data meetings. Each type of meeting has clearly defined roles and responsibilities of participants.
- **Indicator d:** LEEP has systems to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward instructional improvement. Leadership focus group members recalled writing the LEEP Way handbook. This task took much attention to detail as the team developed protocols for scenarios ranging from celebrating birthdays in school to if the school nurse is absent. A family handbook did exist and the LEEP Way handbook was created in alignment with that document. The leadership team has also incorporated many revisions to the employee handbook. A self-evaluation for leadership and teachers has been implemented, in addition to their formal evaluations. Written formal teacher observations are conducted in February and May; feedback is then provided to the teacher

individually and with the team. Teacher focus group members mentioned the value they receive from coaching in the moment. They felt as if they have grown as teachers since coming to LEEP. The school provided the CSO SV team its LEEP Teacher evaluation tool is based on the Danielson rubric and covers four domains of a teacher's job performance: Planning and preparation, classroom environment, instruction, and professional responsibilities. Teacher focus group members stated that there is no surprise as to how their performance will be rated. The process is introduced during the summer institute and the deans discuss goals with individual teachers.

- **Indicator e:** LEEP has mechanisms to solicit teacher feedback and gauge teacher satisfaction. Teacher feedback comes in a formal survey which school leadership reviews and takes action steps accordingly. An example of a change leadership made in response to teacher feedback was the incorporation of some balance days on Fridays to allow more prep time for teachers, along with answering the teachers' calls for more support for implementing *Benchmark Adelante* curriculum with fidelity. As teachers plan in two languages, school leadership believes they require more preparation in order to fulfill their promise of a truly high-quality bilingual education to families. The leadership focus group also mentioned implementing changes in the coaching structure, based on faculty input. In the teacher focus group, one teacher stated that working at LEEP was her version of "living the dream." Teacher focus group members mentioned deans touching base with them on the weekends and receiving a weekly staff survey about their "glows and grows" every week. Teacher focus group members indicated that they have the opportunity to provide feedback to their leaders and are able to approach the principal for instructional assistance.

3. Element: ***Contractual Relationships:***

- **Indicator a:** n/a
- **Indicator b:** n/a
- **Indicator c:** The school monitors and evaluates the partnership with 4<sup>th</sup> Sector Solutions, a non-profit firm that provide professional development to the school board.

## Benchmark 8: Mission and Key Design Elements

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

### Finding: Meets

#### Indicators

<u>Element</u>	
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"><li>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</li><li>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</li></ul>

### Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

#### 1. Element: **Missions and Key Design Elements:**

- **Indicator a:** LEEP Dual Language Academy Charter School’s mission is to empower all students to attain full academic fluency in the English and Spanish languages; meet or exceed New York standards and develop the cultural understanding and virtuous habits necessary to thrive as learners, workers, family members, and participants in civil society. Staff implement the key design elements in and outside of the classroom.
- **Indicator b:** LEEP has fully implemented their four key design elements, which are:
  - **Dual Language Instruction via 90:10 Spanish Language Immersion:** The teacher focus group said that as teams, they discuss how to push student learning to the next level. Teacher focus group members also stated they train students to help the ELL in their midst to build community. This extends to student families, as well, as parents can learn languages from children. Board focus group members stated that they hope students and families will learn that their “origin story does not dictate their future.” The board focus group was proud that speaking Spanish is not viewed as a negatively or as a barrier in this school. Parent focus group members cited how knowing multiple languages has helped their own careers while other parents cited being excluded at other schools due to their inability to communicate in English. One parent stated that her children get compliments on their Spanish skills and help the community by translating at church services. The school-provided employee handbook details appropriate venues for school staff to use Spanish or English.
  - **A Coherent, Content-rich, Culturally Responsive Curriculum:** During observations of a grade 3 ELA class, teacher said to a student “pick another scholar, you are the teacher,” demonstrating a culture of academic pride. Teacher focus group members stated that their curriculum includes texts from a wide variety of cultures. For example, a book about Ramadan helped Egyptian students feel welcomed at school as they saw themselves reflected in the curriculum. With a growing Asian population, board members gave credit to the director of family experience as a person who ensures a culturally responsive environment for all at LEEP.

- **Character Development Built on a “Pedagogy of Cariño”:** During an observation of a grade 3 class, a teacher said, “somos una familia” (we are a family). Teacher and leadership focus groups all mentioned the sense of belonging among themselves and with students, giving them the ability to tackle the rigors of learning. At morning arrival, “cariño” was observed through the many hugs, words of encouragement, and occasional drying of tears by the staff members greeting students. Teacher focus group members shared that this family mentality extends to colleagues as they make sure each person is safe and taken care of. LEEP employees extend “cariño” to student families. Teacher focus group members shared examples of staff members purchasing clothes and baby care supplies for families, stressing that the school is positioned to make a difference in the community.
- **Focus on Teacher Technique and Practice Development:** During an observation of a grade 4 ELA class, the principal coached the dean of instruction who, in turn, prompted the teacher to ask students to provide textual evidence for claims. Teacher focus group members stated they “love” the consultants from the Lavinia Group. Viewing the extensive teacher material provided by the school from *Benchmark Adelante*, there is a high level of support given to teachers in Spanish language Arts (SLA) to help their development as a bilingual educator.

**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Targets are met:**

- **Indicator a:** With the exception of 2019-2020, LEEP has consistently enrolled sufficient numbers of students throughout the term to satisfy their contractual enrollment obligation and the school is currently, 2022-2023, at 92 percent. ELL enrollment has consistently increased from 16 percent in 2019-2020 to 60 percent in 2022-2023, +37 percentage points above the DOL. Likewise, students in the ED subgroup are enrolled at LEEP at increasing levels (73 percent in 2019-2020, 84 percent in 2020-2021, 81 percent in 2021-2022, and 85 percent in 2022-2023) and the school is currently +36 to the DOL. SWD enrollment closely approaches the DOL, currently -4 percentage points below.

2. Element: **Targets are not met:**

- **Indicator a:** n/a
- **Indicator b:** The board focus group indicated their concern about a downturn in numbers, and a nonmaterial revision has been requested by the school for backfilling in Grade 2 enrollment. Presently LEEP has a waiting list for kindergarten, which signals a good future for the school.

School tours are available to potential students. Student recruitment is conducted via social media and print fliers, videos, and intentional outreach to community groups and local businesses. All of these recruitment methods are translated to both Spanish and English. Increasingly, recruitment materials are in languages such as Cantonese to accommodate the influx of Asian families into the community. Individualized consultations with and services for SWD subgroups are featured in LEEP’s recruitment tools.

- **Indicator c:** According to the Renewal Application, “the leadership team and the board of trustees monitor enrollment data throughout the year.” And “recruitment strategies are primarily evaluated by the analysis of enrollment data disaggregated by subgroup.”

***See Attachment 1 for data tables and additional information.***



## Benchmark 10: Legal Compliance

*The school complies with applicable laws, regulations, and the provisions of its charter.*

### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from a Falls Far Below to an Approaches due to the school's commitment to having a new fingerprint clearance policy; resolving teacher certification issues; making improvements in board meeting notices, remote public access and provision of dual-language board materials; hiring a new director of operations to submit reports and data in a timely manner; and making improvements in seeking approvals of its revision requests.

#### 1. Element: **Legal Compliance:**

- **Indicator a:** LEEP is in the process of compiling a record of compliance with applicable state and federal laws and the provisions of its charter. This is a noticeable improvement from what was noted and reported in the 2022 school midterm site visit.
  - CSO analysis of the school's faculty/staff roster submitted with its 2022-2023 Annual Report showed that of the 45 teachers reported, 38 did not have certification. These issues have now been resolved by the new leadership.
  - CSO analysis of the faculty/staff roster submitted with the 2022-2023 Annual Report showed that 17 people worked at the school during the school year without receiving fingerprint clearance; and the school has a consistent history of starting new staff prior to receiving full clearances. The school has committed to its new policy. When a person is hired, their certificate of fingerprint clearance is the first document placed in their personnel folder, according to the director of operations. When asked, the business administrator produced NYS fingerprint clearances for all those employees that were previously out of compliance. The business administrator also provided the names of former LEEP employees who were removed from TEACH.
  - Notices of board meetings are publicized on the school website and in school buildings, in addition to social media and are included on a distribution list. The public can scan a QR code for easy remote access to attend board meetings virtually. All board meeting

materials are available in Spanish and English and business is conducted in both languages, as well.

- The 2022 Midterm Site Visit Report noted issues with the review and uploading of fire inspections certificates for both LEEP buildings, which has since been resolved. The report also noted incomplete submissions of board financial disclosure forms, and missing state reporting deadlines.
- LEEP delayed submission of its 2022 BEDS IMF Data for over two months. This situation has since been resolved upon hiring a new director of operations in February 2023.
- In February 2020, the CSO received a complaint about potential violations related to food handling and a path of egress as a cafeteria staff member placed a trash can near the emergency exit. A shortage of cafeteria workers was cited as the reason for these violations. In both the renewal application and during the site visit, school leadership acknowledged the previous compliance issues.
- **Indicator b:** LEEP has not yet had to undertake appropriate corrective action.
- **Indicator c:** While the school has not always consistently sought Board of Regents and/or CSO approval for all significant revisions, regularly submitted all revision requests on time, or complied with CSO clarifying requests, LEEP is in the process of doing so.
  - LEEP requested a non-material revision in June 2023 to conduct a Summer Learning Program and received approval.
  - LEEP requested revisions to its complaint policies. The leadership focus group detailed how LEEP's complaint policy was updated in consultation with legal counsel, was included in the school's Student and Family Handbook, added contact information for complaints, included a link on their website for submitting complaints, and developed a staff complaint policy.
  - The school seeks a revision to its school calendar and teacher schedules, updated their enrollment and admissions policy, and the board bylaws.
  - The school requested a revision to change its organizational structure by removing the executive director and creating a leaner administration.
  - With its renewal application, the school submitted non-material revision requests to STEP assessments in lieu of the DRA, and changes to its facilities.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

LEEP DUAL LANGUAGE ACADEMY CHARTER SCHOOL

### BEDS Code

331500861158

### 2022-2023 Enrollment

387

### ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location:	NYC CSD 15
Total Public School Enrollment of Resident Students attending Charter Schools:	8%
Additional School District: (if applicable)*	NYC CSD 20
Total Public School Enrollment of Resident Students attending Charter Schools:	2%
Grades Served:	K-5
Address:	5323 5TH AVE - 2ND FL, BROOKLYN, NY, 11220
Website:	www.leepacademies.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Vacant
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MS. JOHANA ANDUJAR
CEO Phone:	646-925-0202
CEO Email:	jandujar@leepschools.org
BOT President:	MR. ALEJANDRO MONTOYA
BOT President Phone:	646-207-4396
BOT President Email:	amontoya@leepschools.org
Institution ID:	800000090723

\*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

### BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

### Benchmark Rating

### Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

### CSO Survey Results

Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

LEEP DUAL LANGUAGE ACADEMY CHARTER SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

Leep Dual Language Academy CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Elementary	+/- 5	Elm Community CS	-2	+4	.	.
		PS 129 Patricia Larkin	+6	+9	.	.
		PS 134	-17	-23	.	.
		PS 207	+45	+55	.	.
		PS 25 Eubie Blake School	+24	+20	.	.
		PS 253	-10	-22	.	.
		PS 254 Rosa Parks School (The)	+10	+13	.	.
		PS 376	-22	-1	.	.
		PS 4 Duke Ellington	+19	+21	.	.
		PS 51	+54	+59	.	.
		PS 52 Sheepshead Bay	+14	+26	.	.
		PS 56 Harry Eichler	+8	+23	.	.
		PS 60 Woodhaven	+16	+17	.	.
		PS 64 Joseph P Addabbo	+19	+28	.	.
		PS 70	+1	+12	.	.
		PS 82 Hammond	+27	+37	.	.
		PS 86	+9	+11	.	.
		PS 92 Harry T Stewart Sr	+30	+40	.	.
		PS 97 Forest Park	+19	+32	.	.
		Presidential Park ES	+25	+33	.	.
Sunset School of Cultural Learning	+54	+59	.	.		
	Mean	+16	+22	.	.	
	+/- 7.5	Bedford Park ES	+28	+44	.	.
		Brilla Pax CS	+54	+59	.	.
		Brilla Veritas CS	+14	+14	.	.
		Columbus ES	+31	+36	.	.
		Gams High Tech Magnet School	+40	+46	.	.
		Jefferson ES	+30	+25	.	.
		Martin Luther King Jr #48	+43	+55	.	.
		New Visions ES	-2	-2	.	.
		PS 104 Bays Water (The)	+31	+34	.	.
		PS 112 Dutch Kills	+10	+22	.	.
		PS 120 Carlos Tapia	+34	+44	.	.
		PS 13 Clement C Moore	+13	+12	.	.
		PS 131 Abigail Adams	-7	0	.	.
		PS 154	-3	+3	.	.
		PS 204 Vince Lombardi	-11	-9	.	.
		PS 21 Edward Hart	-6	0	.	.
		PS 216 Arturo Toscanini	+10	+10	.	.
		PS 217 Colonel David Marcus School	+13	+20	.	.
		PS 249 Caton (The)	-8	-1	.	.
		PS 39 Francis J Murphy Jr	+4	+6	.	.
		PS 48 Mapleton	+1	+8	.	.
		PS 65	-3	+2	.	.
		PS 71 Forest	+19	+33	.	.
		PS 75 School of Research and Discovery	+27	+30	.	.
		PS 90 Edna Cohen School	+9	+10	.	.
		Queens School for Leadership and Excellence (The)	+17	+25	.	.
		Renaissance CS 2 (The)	+54	+59	.	.
		School 5	+26	+24	.	.
		Steam Bridge School (The)	-13	-2	.	.
		Sunset Park Avenues ES	+24	+37	.	.
Wave Preparatory ES	-4	+1	.	.		
Woodside Community School (The)	-6	+1	.	.		
	Mean	+15	+20	.	.	
	+/- 10	Bold CS	-7	-8	.	.
		Brooklyn Rise CS	-9	-4	.	.
		Children's Lab School (The)	+4	+12	.	.
		Family Life Academy CS III	+2	+22	.	.

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

Lawrence Primary School At #2 School	+11	+22	.	.
Learners and Leaders	+9	+23	.	.
Linden Tree ES	+35	+42	.	.
Norma Adams Clemons Academy	+26	+41	.	.
PS 1 Alfred E Smith	+20	+20	.	.
PS 106 Edward Everett Hale	+35	+44	.	.
PS 127 Mckinley Park	-8	-8	.	.
PS 128 Audubon	+23	+33	.	.
PS 145 Andrew Jackson	+35	+37	.	.
PS 152 Gwendoline N Alleyne School	-6	+8	.	.
PS 153 Homecrest	+16	+13	.	.
PS 164 Caesar Rodney	-7	+1	.	.
PS 195	+40	+49	.	.
PS 197 Ocean School (The)	+28	+33	.	.
PS 199 Frederick Wachtel	+13	+13	.	.
PS 206 Horace Harding School (The)	+12	+24	.	.
PS 212 Lady Deborah Moody	+7	+17	.	.
PS 214 Michael Friedsam	+17	+26	.	.
PS 230 Doris L Cohen	+1	+8	.	.
PS 234	-2	+4	.	.
PS 239	+24	+41	.	.
PS 255 Barbara Reing School	+5	+5	.	.
PS 274 Kosciusko	+31	+50	.	.
PS 315	+21	+25	.	.
PS 326	+54	+59	.	.
PS 33 Timothy Dwight	+27	+34	.	.
PS 360	+41	+53	.	.
PS 377 Alejandrina B De Gautier	+40	+45	.	.
PS 38 George Cromwell	+13	+20	.	.
PS 46 Edgar Allan Poe	+32	+43	.	.
PS 48 Joseph R Drake	+43	+53	.	.
PS 54 Hillside	+15	+25	.	.
PS 63 Old South	+14	+15	.	.
PS 66 Jacqueline Kennedy-Onassis	-6	-12	.	.
PS 68 Cambridge	+18	+29	.	.
PS 8 Isaac Varian	+26	+35	.	.
PS 90 Horace Mann	+17	+21	.	.
PS 92 Adrian Hegeman	+27	+47	.	.
PS 94 Kings College School	+41	+47	.	.
PS 95 Eastwood	-36	-34	.	.
PS 98 Shorac Kappock	+30	+32	.	.
Park Avenue School	+37	+42	.	.
Rosalyn Yalow CS	+19	+18	.	.
School 3	+33	+33	.	.
South Bronx Classical CS IV	-36	-30	.	.
Southwest ES	+37	+42	.	.
Success Academy CS-Bushwick	-37	-39	.	.
Warring Magnet Academy of Science and Technology	+31	+49	.	.
Young Voices Academy of the Bronx	+19	+22	.	.
Mean	+17	+23	.	.
Mean	+16	+22	.	.

\*See NOTES (1) and (11).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### Charter School

LEEP DUAL LANGUAGE ACADEMY CHARTER SCHOOL

### 2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Leep Dual Language Academy CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2022-2023	58%	29%	60%	58%	82%	71%	76%	81%

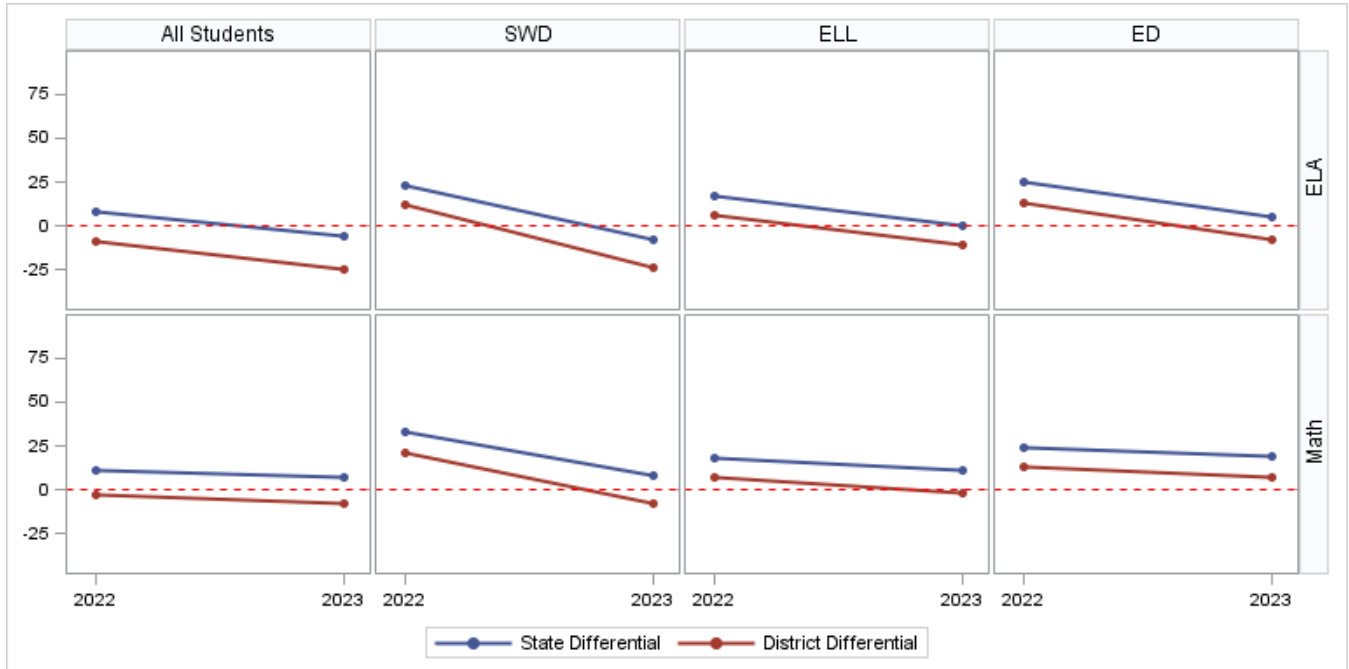
\*See NOTES (2), (3), (7), and (8).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of LEEP Dual Language Academy CS and NYC CSD 15



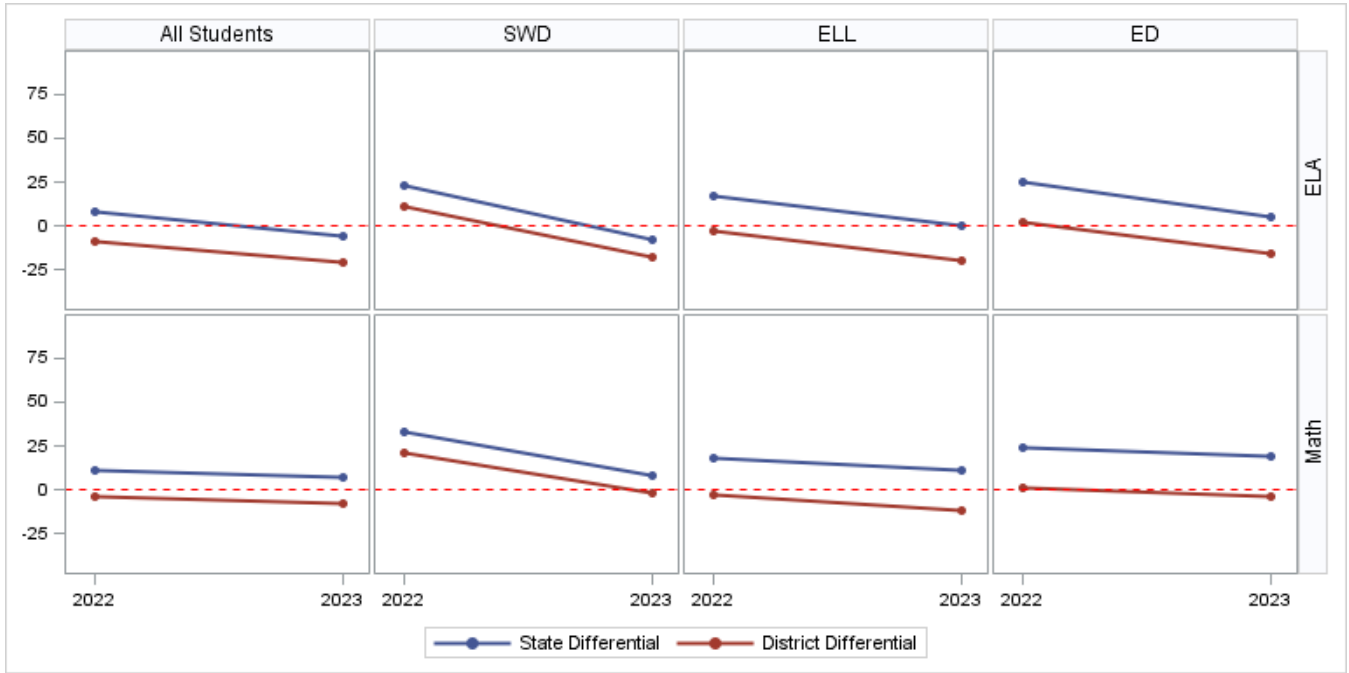
\*See NOTES (1), (2), (3), and (6).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of LEEP Dual Language Academy CS and NYC CSD 20



\*See NOTES (1), (2), (3), and (6).



# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

#### Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		LEEP Dual Language Academy CS	NYC CSD 15	District Differential	NYS	NYS Differential	LEEP Dual Language Academy CS	NYC CSD 15	District Differential	NYS	NYS Differential
All Students	2021-2022	54%	63%	-9	46%	+8	59%	62%	-3	48%	+11
	2022-2023	41%	66%	-25	47%	-6	61%	69%	-8	54%	+7
SWD	2021-2022	43%	31%	+12	20%	+23	57%	36%	+21	24%	+33
	2022-2023	12%	36%	-24	20%	-8	36%	44%	-8	28%	+8
ELL	2021-2022	50%	44%	+6	33%	+17	54%	47%	+7	36%	+18
	2022-2023	32%	43%	-11	32%	0	51%	53%	-2	40%	+11
ED	2021-2022	60%	47%	+13	35%	+25	60%	47%	+13	36%	+24
	2022-2023	41%	49%	-8	36%	+5	61%	54%	+7	42%	+19

\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

#### Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		LEEP Dual Language Academy CS	NYC CSD 20	District Differential	NYS	NYS Differential	LEEP Dual Language Academy CS	NYC CSD 20	District Differential	NYS	NYS Differential
All Students	2021-2022	54%	63%	-9	46%	+8	59%	63%	-4	48%	+11
	2022-2023	41%	62%	-21	47%	-6	61%	69%	-8	54%	+7
SWD	2021-2022	43%	32%	+11	20%	+23	57%	36%	+21	24%	+33
	2022-2023	12%	30%	-18	20%	-8	36%	38%	-2	28%	+8
ELL	2021-2022	50%	53%	-3	33%	+17	54%	57%	-3	36%	+18
	2022-2023	32%	52%	-20	32%	0	51%	63%	-12	40%	+11
ED	2021-2022	60%	58%	+2	35%	+25	60%	59%	+1	36%	+24
	2022-2023	41%	57%	-16	36%	+5	61%	65%	-4	42%	+19

\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iii. Aggregate Grade-Level Proficiency:

#### All Students Grade-Level Proficiency

All Students		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2022	54%	63%	-9	46%	+8	59%	62%	-3	48%	+11
	2023	34%	63%	-29	45%	-11	57%	69%	-12	54%	+3
Grade 4	2023	54%	68%	-14	49%	+5	70%	69%	+1	54%	+16

\*See NOTES (1), (3), (6), and (7).

### 2.b.iii. Aggregate Grade-Level Proficiency:

#### All Students Grade-Level Proficiency

All Students		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS
Grade 3	2022	54%	63%	-9	46%	+8	59%	63%	-4	48%	+11
	2023	34%	58%	-24	45%	-11	57%	69%	-12	54%	+3
Grade 4	2023	54%	66%	-12	49%	+5	70%	69%	+1	54%	+16

\*See NOTES (1), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2022	43%	31%	+12	20%	+23	57%	36%	+21	24%	+33
	2023	5%	34%	-29	19%	-14	32%	44%	-12	29%	+3
Grade 4	2023	33%	38%	-5	21%	+12	50%	44%	+6	27%	+23

\*See NOTES (1), (2), (3), (6), and (7).

### 2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS
Grade 3	2022	43%	32%	+11	20%	+23	57%	36%	+21	24%	+33
	2023	5%	25%	-20	19%	-14	32%	37%	-5	29%	+3
Grade 4	2023	33%	35%	-2	21%	+12	50%	39%	+11	27%	+23

\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2022	50%	44%	+6	33%	+17	54%	47%	+7	36%	+18
	2023	21%	39%	-18	29%	-8	46%	51%	-5	40%	+6
Grade 4	2023	54%	48%	+6	36%	+18	63%	54%	+9	40%	+23

\*See NOTES (1), (2), (3), (6), and (7).

### 2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS
Grade 3	2022	50%	53%	-3	33%	+17	54%	57%	-3	36%	+18
	2023	21%	46%	-25	29%	-8	46%	61%	-15	40%	+6
Grade 4	2023	54%	58%	-4	36%	+18	63%	64%	-1	40%	+23

\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2022	60%	47%	+13	35%	+25	60%	47%	+13	36%	+24
	2023	33%	44%	-11	34%	-1	57%	53%	+4	42%	+15
Grade 4	2023	54%	53%	+1	38%	+16	69%	55%	+14	42%	+27

\*See NOTES (1), (3), (6), and (7).

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics				
		LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	NYS	Differential to NYS
Grade 3	2022	60%	58%	+2	35%	+25	60%	59%	+1	36%	+24
	2023	33%	53%	-20	34%	-1	57%	65%	-8	42%	+15
Grade 4	2023	54%	61%	-7	38%	+16	69%	66%	+3	42%	+27

\*See NOTES (1), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

LEEP DUAL LANGUAGE ACADEMY CHARTER SCHOOL

#### 1.a.i. Aggregate Enrollment:

##### Aggregate Enrollment: Reported vs Contracted - Target = 100%

LEEP Dual Language Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	153	122	80%
2020-2021	249	244	98%
2021-2022	337	329	98%
2022-2023	420	387	92%

#### 1.a.ii. Subgroup Enrollment:

##### Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District
2019-2020	20%	18%	+2	16%	22%	-6	73%	47%	+26
2020-2021	18%	20%	-2	30%	22%	+8	84%	49%	+35
2021-2022	18%	22%	-4	34%	22%	+12	81%	49%	+32
2022-2023	19%	23%	-4	60%	23%	+37	85%	49%	+36

\*See NOTES (2) and (6).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.a.ii. Subgroup Enrollment:

#### Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District
2019-2020	20%	17%	+3	16%	42%	-26	73%	76%	-3
2020-2021	18%	17%	+1	30%	41%	-11	84%	77%	+7
2021-2022	18%	18%	0	34%	43%	-9	81%	77%	+4
2022-2023	19%	18%	+1	60%	45%	+15	85%	78%	+7

\*See NOTES (2) and (6) below.

### 1.b.i. and 1.b.ii. Retention:

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District	LEEP Dual Language Academy CS	NYC CSD 15	Differential to District
2020-2021	87%	88%	-1	83%	87%	-4	85%	91%	-6	89%	90%	-1
2021-2022	88%	78%	+10	84%	65%	+19	88%	82%	+6	89%	84%	+5
2022-2023	83%	88%	-5	87%	87%	+0	88%	87%	+1	82%	87%	-5

\*See NOTES (2) and (6) below.



# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.b.i. and 1.b.ii. Retention:

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District	LEEP Dual Language Academy CS	NYC CSD 20	Differential to District
2020-2021	87%	90%	-3	83%	88%	-5	85%	92%	-7	89%	92%	-3
2021-2022	88%	73%	+15	84%	42%	+42	88%	87%	+1	89%	87%	+2
2022-2023	83%	90%	-7	87%	91%	-4	88%	90%	-2	82%	90%	-8

\*See NOTES (2) and (6) below.

### 1.c.i. and 1.c.ii. High School Persistence:

*Not applicable to this charter school*

\*See NOTES (2) and (6) below.

# 2024 NYSED Charter School Information Dashboard

## Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

# Charter School Fiscal Accountability Summary

## LEEP DUAL LANGUAGE ACADEMY CHARTER SCHOOL

Grades Served  
 Maximum Chartered Grades Served  
 Chartered Enrollment  
 Maximum Chartered Enrollment  
 Actual Enrollment

	2018 19	2019 20	2020 21	2021 22	2022 23
	-	K-1	K-2	K-3	K-4
	-	211,452	83,421	374,784	K-5
	-	153	249	337	420
	-	499	499	499	499
	-	126	244	329	387

### ASSETS

#### Current Assets

Cash and Cash Equivalents	-	179,026	59,884	128,112	540,404
Grants and Contracts Receivable	-	211,452	83,421	374,784	520,004
Prepaid Expenses	-	115,059	225,501	217,142	308,919
Other Current Assets	-	-	121,391	7,832	12,656
<b>Total Current Assets</b>	-	<b>505,537</b>	<b>490,197</b>	<b>727,870</b>	<b>1,381,983</b>

#### Non-Current Assets

Property, Building and Equipment, net	-	557,199	43,996,424	42,811,152	660,502
Restricted Cash	-	73,781	50,002	75,006	100,020
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	42,069,493
<b>Total Non - Current Assets</b>	-	<b>630,980</b>	<b>44,046,426</b>	<b>42,886,158</b>	<b>42,830,015</b>
<b>Total Assets</b>	-	<b>1,136,517</b>	<b>44,536,623</b>	<b>43,614,028</b>	<b>44,211,998</b>

### LIABILITIES and NET ASSETS

#### Current Liabilities

Accounts Payable and Accrued Expenses	-	91,292	436,720	546,517	250,883
Accrued Payroll and Payroll Taxes	-	82,314	135,454	260,724	232,727
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	395,383	-	-	-
<b>Total Current Liabilities</b>	-	<b>568,989</b>	<b>572,174</b>	<b>807,241</b>	<b>483,610</b>

#### Long-Term Liabilities

Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	422,701	44,688,820	44,370,516	45,480,845
<b>Total Long-Term Liabilities</b>	-	<b>422,701</b>	<b>44,688,820</b>	<b>44,370,516</b>	<b>45,480,845</b>
<b>Total Liabilities</b>	-	<b>991,690</b>	<b>45,260,994</b>	<b>45,177,757</b>	<b>45,964,455</b>

#### NET ASSETS

Unrestricted	-	134,827	(729,371)	(1,563,729)	(1,752,457)
Restricted	-	10,000	5,000	-	-
<b>Total Net Assets</b>	-	<b>144,827</b>	<b>(724,371)</b>	<b>(1,563,729)</b>	<b>(1,752,457)</b>
<b>Total Liabilities and Net Assets</b>	-	<b>1,136,517</b>	<b>44,536,623</b>	<b>43,614,028</b>	<b>44,211,998</b>

### OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed  
 State and Local Per Pupil Revenue - SPED  
 State and Local Per Pupil Facilities Revenue  
 Federal Grants  
 State and City Grants  
 Other Operating Income

State and Local Per Pupil Revenue - Reg. Ed	-	1,975,094	3,754,644	5,315,415	6,677,169
State and Local Per Pupil Revenue - SPED	-	211,221	477,956	563,027	603,937
State and Local Per Pupil Facilities Revenue	-	540,000	1,131,714	1,572,217	2,006,984
Federal Grants	-	944,517	231,007	825,616	1,112,707
State and City Grants	-	-	-	79,518	-
Other Operating Income	-	-	-	5,000	405,724
<b>Total Operating Revenue</b>	-	<b>3,670,832</b>	<b>5,995,321</b>	<b>8,360,793</b>	<b>10,806,521</b>

### EXPENSES

#### Program Services

Regular Education  
 Special Education  
 Other Expenses

Regular Education	-	2,304,898	4,360,500	5,733,015	7,311,422
Special Education	-	732,803	1,039,201	1,376,081	1,790,992
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	-	<b>3,037,701</b>	<b>5,399,701</b>	<b>7,109,096</b>	<b>9,102,414</b>

#### Supporting Services

Management and General  
 Fundraising

Management and General	-	1,170,083	1,523,268	2,363,925	1,892,862
Fundraising	-	-	-	-	-
<b>Total Support Services</b>	-	<b>1,170,083</b>	<b>1,523,268</b>	<b>2,363,925</b>	<b>1,892,862</b>
<b>Total Expenses</b>	-	<b>4,207,784</b>	<b>6,922,969</b>	<b>9,473,021</b>	<b>10,995,276</b>
<b>Surplus/Deficit from Operations</b>	-	<b>(536,952)</b>	<b>(1,327,648)</b>	<b>(1,112,228)</b>	<b>(188,755)</b>

### SUPPORT AND OTHER REVENUE

Interest and Other Income  
 Contributions and Grants  
 Fundraising Support  
 Other Support and Revenue

Interest and Other Income	-	131	21	13	27
Contributions and Grants	-	679,376	35,743	57,145	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	2,272	422,686	220,712	-
<b>Total Support and Other Revenue</b>	-	<b>681,779</b>	<b>458,450</b>	<b>277,870</b>	<b>27</b>
<b>Change in Net Assets</b>	-	<b>144,827</b>	<b>(869,198)</b>	<b>(834,358)</b>	<b>(188,728)</b>
<b>Net Assets - Beginning of Year</b>	-	<b>-</b>	<b>144,827</b>	<b>(724,371)</b>	<b>(1,563,729)</b>
<b>Net Assets - End of Year</b>	-	<b>144,827</b>	<b>(724,371)</b>	<b>(1,558,729)</b>	<b>(1,752,457)</b>

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
 Support and Other Revenue

Operating	-	29,134	22,932	25,413	27,924
Support and Other Revenue	-	5,411	1,879	845	0
<b>Total Revenue</b>	-	<b>34,545</b>	<b>24,811</b>	<b>26,257</b>	<b>27,924</b>

#### Expenses - Per Pupil

Program Services  
 Management and General, Fundraising

Program Services	-	24,109	22,130	21,608	23,520
Management and General, Fundraising	-	9,286	6,243	7,185	4,891
<b>Total Expenses</b>	-	<b>33,395</b>	<b>28,373</b>	<b>28,793</b>	<b>28,411</b>

% of Program Services  
 % of Management and Other  
 % of Revenue Exceeding Expenses

% of Program Services	0.0%	72.2%	78.0%	75.0%	82.8%
% of Management and Other	0.0%	27.8%	22.0%	25.0%	17.2%
% of Revenue Exceeding Expenses	-	-	-	-	-

### FINANCIAL COMPOSITE SCORE

Composite Score  
**BENCHMARK and FINDING:**  
 Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /  
 Needs Monitoring: -1.0 - 0.9

Composite Score	-	0.91	(0.64)	(0.69)	(0.38)
<b>BENCHMARK and FINDING:</b>	-	<b>Needs Monitoring</b>	<b>Needs Monitoring</b>	<b>Needs Monitoring</b>	<b>Needs Monitoring</b>

### WORKING CAPITAL

Net Working Capital  
 Working Capital (Current) Ratio  
**BENCHMARK and FINDING:**  
 Ratio should be equal to or greater than 1.2

Net Working Capital	-	(63,452)	(81,977)	(79,371)	898,373
Working Capital (Current) Ratio	-	0.9	0.9	0.9	2.9
<b>BENCHMARK and FINDING:</b>	-	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>

### DEBT TO ASSET

Debt to Asset Ratio  
**BENCHMARK and FINDING:**  
 Ratio should be equal to or less than 1.0

Debt to Asset Ratio	-	0.9	1.0	1.0	1.0
<b>BENCHMARK and FINDING:</b>	-	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>

### CASH POSITION

Days of Cash  
**BENCHMARK and FINDING:**  
 Ratio should be equal to or greater than 60 days

Days of Cash	-	15.5	3.2	4.9	17.9
<b>BENCHMARK and FINDING:</b>	-	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>

### TOTAL MARGIN

Total Margin Ratio  
**BENCHMARK and FINDING:**  
 Ratio should be equal to or greater than 0.0

Total Margin Ratio	-	0.0	(0.1)	(0.1)	(0.0)
<b>BENCHMARK and FINDING:</b>	-	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>

