



TO: P-12 Education Committee

FROM: James N. Baldwin *James N. Baldwin*

SUBJECT: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education

DATE: March 31, 2022

AUTHORIZATION(S): *Baldwin*

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the New York City Department of Education Chancellor pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

- **Dr. Richard Izquierdo Health and Science Charter School** (Full-term, five-year renewal).
- **Ember Charter School for Mindful Education, Innovation and Transformation** (Short-term, three-year renewal and a revision to decrease authorized enrollment from 984 students to 660 students).
- **Growing Up Green Charter School** (Full-term, five-year renewal and a revision to increase authorized enrollment from 819 students to 849 students).
- **Hebrew Language Academy Charter School** (Short-term, three-year renewal and a revision to decrease authorized enrollment from 783 students to 650 students).
- **New York French-American Charter School** (Short-term, three-year renewal).
- **Rochdale Early Advantage Charter School** (Full-term, five-year renewal).

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will come before the P-12 Education Committee and the Full Board for action at its April 2022 meeting.

Procedural History

The New York City Department of Education Chancellor made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law.

Background Information

The New York City Department of Education Chancellor is bound by Article 56 of the Education Law regarding the criteria that can be considered in decision making pertaining to charter school renewals and revisions.

Related Regents Items

Dr. Richard Izquierdo Health and Science Charter School

December 2009 [Initial Charter](#)

<http://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca13.htm>

January 2015 [First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/meetings/215bra2.pdf>
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March 2016 [Second Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

July 2016 [Material Revision to increase enrollment to 800](#)

<http://www.regents.nysed.gov/common/regents/files/716p12a2revised.pdf>

April 2019 [Third Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/419p12a4.pdf>

Ember Charter School for Mindful Education, Innovation and Transformation

January 2010 [Initial Charter](#)

<http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca2.htm>

March 2015 [First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a6.pdf>

April 2016 [Enrollment Expansion Revision](#)

<http://www.regents.nysed.gov/common/regents/files/416p12a6.pdf>

March 2017 [Second Renewal and Revision to Change Name](#)

<http://www.regents.nysed.gov/common/regents/files/317p12a8revised.pdf>

June 2020 [Enrollment Expansion Revision](#)

<https://www.regents.nysed.gov/common/regents/files/620bra9-revised.pdf>

Growing Up Green Charter School

December 2008 [Initial Charter](#)

<https://www.regents.nysed.gov/meetings/2008Meetings/December2008/1208emsca14.htm>

December 2011 [Enrollment Expansion Revision](#)

<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/December2011/1212p12a1.pdf>

December 2013 [First Renewal and Enrollment Expansion](#)

<https://www.regents.nysed.gov/common/regents/files/1213p12a3%5b1%5d.pdf>

April 2017 [Second Renewal and Enrollment Expansion](#)

<https://www.regents.nysed.gov/common/regents/files/417p12a6.pdf>

March 2018 [Enrollment Expansion Revision](#)

<https://www.regents.nysed.gov/common/regents/files/318p12a2.pdf>

Hebrew Language Academy Charter School

January 2009 [Initial Charter](#)

<https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca10.htm>

January 2014 [First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/114p12a5%5B1%5D.pdf>

March 2015 [Second Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a6.pdf>

May 2019 [Third Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/519p12a5REVISED.pdf>

New York French-American Charter School

September 2009 [Initial Charter](#)

<https://www.regents.nysed.gov/Summaries/0909summary>

May 2014 [First Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/514p12a4.pdf>

April 2017 [Second Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/417p12a6.pdf>

February [2018 Revision to expand grades served from K-5 to K-8](#)

<https://www.regents.nysed.gov/common/regents/files/218p12a2.pdf>

Rochdale Early Advantage Charter School

December 2009 [Initial Charter](#)

<https://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca7.htm>

September 2014 [Revision to Organizational Chart](#)

<https://www.regents.nysed.gov/common/regents/files/914p12a2.pdf>

January 2015 [First Renewal](#)

<https://www.regents.nysed.gov/common/regents/files/1214p12a3Revised.pdf>

March 2017 [Second Renewal and Enrollment Decrease](#)

<https://www.regents.nysed.gov/common/regents/files/317p12a8revised.pdf>

May 2019 [Enrollment Expansion Revision](#)

<https://www.regents.nysed.gov/common/regents/files/519p12a3.pdf>

Recommendation

It is recommended that the Board of Regents take the following action(s):

VOTED: That the Board of Regents finds that **Dr. Richard Izquierdo Health and Science Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Dr. Richard Izquierdo Health and Science Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **Ember Charter School for Mindful Education, Innovation and Transformation**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Ember Charter School for Mindful Education, Innovation and Transformation** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that **Growing Up Green Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Growing Up Green Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **Hebrew Language Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3)

granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Hebrew Language Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that **New York French-American Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **New York French-American Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that **Rochdale Early Advantage Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **Rochdale Early Advantage Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

Timetable for Implementation

The Regents action for the above-named charter schools will become effective immediately.

Dr. Richard Izquierdo Health and Science Charter School

Table 1: Charter School Summary

Name of Charter School	Dr. Richard Izquierdo Health and Science Charter School
Board Chair	Duarna Oller
District of Location	NYC CSD 12 ¹
Initial Commencement of Instruction	Fall 2010
Charter Term(s)	<ul style="list-style-type: none"> Initial Charter: December 15, 2009 – December 14, 2014 First Renewal: December 15, 2014 - June 30, 2016 Second Renewal: July 1, 2016 – June 30, 2019 Third Renewal: July 1, 2019 – June 30, 2022
Facilities	800 Home Street, Bronx, NY 10456 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> Partnership with Urban Health Plan, Inc. Offers support towards students receiving certification as Emergency Medical Technician (EMT)

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6-12	Grades 6-12	Grades 6-12
Total Authorized Enrollment	800	800	800

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12
Total Recommended Enrollment	800	800	800	800	800

¹ 22 percent of all students residing in this district attend charter schools.

Rationale for Renewal Recommendation

In accordance with Education Law Article 56, Sections 2851(4) and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons.

Renewal:

During the current charter term, the school has compiled a strong and compelling record of academic success and, at the time of the renewal analysis, has substantially met most other standards in the NYCDOE Charter School Accountability Framework.

Renewal Conditions: N/A

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 3 (2021-2022): Renewal Visit
- The school did not receive any Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school’s proficiency rates in English Language Arts (ELA) and Math were consistently above NYC CSD 12. Regents testing outcomes by cohort were consistently above state-wide outcomes. Graduation rates were either within 4 percentage points of the state or exceeded state-wide graduation rates, with the exception of the 2017 cohort. Dr. Richard Izquierdo Health and Science Charter School (DRIHSCS) offers academic and social-emotional support, working collaboratively with families to prepare their students for college and beyond, preparing them for gainful employment specifically as health care professionals.

Essential Question 1: Is the school an academic success?

Student Performance –Middle & High School Outcomes

See Table 4 below for grades 3-8 Math and ELA exam aggregate and subgroup student performance through 2018-2019, compared to the district and State. See Table 5 and 6 below for Regents testing and graduation outcomes. **According to the 2020-2021 school year ESEA accountability designations, DRIHSCS is *In Good Standing*.**

Academic Program: Dr. Richard Izquierdo Health and Science Charter School offers curricula and coursework aligned to New York State Next Generation Learning Standards in ELA, Math, Social Studies and Science. The school also offers Spanish, Art, Physical Education, and Introduction to Python classes. DRIHSCS offers AP courses in English, United States History, Calculus, and Spanish Language.

Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs): The school offers Integrated Co-Teaching in all grades and provides mandated and at-risk counseling. The school employs five English as a New Language (ENL) teachers to provide supports to ELL students.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Dr Richard Izquierdo Health and Science CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	Dr Richard Izquierdo Health and Science CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
All Students	2014-2015	9%	12%	-3	31%	-22	22%	13%	+9	33%	-11
	2015-2016	21%	17%	+4	37%	-16	14%	14%	0	34%	-20
	2016-2017	22%	21%	+1	40%	-18	15%	11%	+4	34%	-19
	2017-2018	31%	24%	+7	46%	-15	26%	15%	+11	40%	-14
	2018-2019	40%	24%	+16	45%	-5	33%	19%	+14	42%	-9
SWD	2014-2015	4%	2%	+2	6%	-2	4%	3%	+1	8%	-4
	2015-2016	6%	3%	+3	8%	-2	3%	4%	-1	8%	-5
	2016-2017	10%	5%	+5	10%	0	8%	2%	+6	9%	-1
	2017-2018	10%	8%	+2	14%	-4	9%	5%	+4	12%	-3
	2018-2019	14%	7%	+7	13%	+1	6%	6%	0	13%	-7
ELL	2014-2015	7%	2%	+5	6%	+1	19%	5%	+14	14%	+5
	2015-2016	10%	5%	+5	8%	+2	6%	6%	0	14%	-8
	2016-2017	2%	5%	-3	8%	-6	4%	5%	-1	12%	-8
	2017-2018	20%	10%	+10	20%	0	14%	8%	+6	21%	-7
	2018-2019	15%	10%	+5	19%	-4	13%	11%	+2	23%	-10
ED	2014-2015	9%	11%	-2	21%	-12	20%	13%	+7	23%	-3
	2015-2016	20%	17%	+3	27%	-7	13%	14%	-1	24%	-11
	2016-2017	21%	20%	+1	30%	-9	15%	11%	+4	24%	-9
	2017-2018	31%	23%	+8	36%	-5	25%	14%	+11	30%	-5
	2018-2019	41%	24%	+17	35%	+6	34%	18%	+16	33%	+1

Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Dr Richard Izkierdo Health and Science CS	NYS	Differential to NYS	Charter Total Cohort	Dr Richard Izkierdo Health and Science CS	NYS	Differential to NYS	Charter Total Cohort	Dr Richard Izkierdo Health and Science CS	NYS	Differential to NYS	Charter Total Cohort	Dr Richard Izkierdo Health and Science CS	NYS	Differential to NYS
ELA	2013 Cohort	68	96%	85%	+11	12	83%	55%	+28	.	.	.	.	65	95%	80%	+15
	2014 Cohort	71	90%	84%	+6	13	85%	54%	+31	10	60%	52%	+8	66	89%	78%	+11
	2015 Cohort	80	96%	84%	+12	17	82%	55%	+27	11	100%	55%	+45	72	96%	79%	+17
	2016 Cohort	143	97%	88%	+9	11	82%	66%	+16	21	90%	69%	+21	130	97%	84%	+13
	2017 Cohort	96	84%	89%	-5	21	76%	69%	+7	14	86%	75%	+11	91	87%	86%	+1
Global History	2013 Cohort	68	93%	78%	+15	12	75%	42%	+33	.	.	.	.	65	92%	70%	+22
	2014 Cohort	71	75%	77%	-2	13	54%	42%	+12	10	50%	43%	+7	66	73%	69%	+4
	2015 Cohort	80	88%	78%	+10	17	71%	43%	+28	11	91%	48%	+43	72	86%	70%	+16
	2016 Cohort	143	94%	84%	+10	11	91%	60%	+31	21	81%	63%	+18	130	95%	80%	+15
	2017 Cohort	96	70%	87%	-17	21	38%	66%	-28	14	57%	69%	-12	91	70%	84%	-14
Math	2013 Cohort	68	97%	85%	+12	12	83%	50%	+33	.	.	.	.	65	97%	80%	+17
	2014 Cohort	71	93%	83%	+10	13	77%	49%	+28	10	80%	59%	+21	66	92%	77%	+15
	2015 Cohort	80	94%	84%	+10	17	82%	51%	+31	11	82%	60%	+22	72	93%	78%	+15
	2016 Cohort	143	99%	88%	+11	11	91%	64%	+27	21	100%	72%	+28	130	99%	85%	+14
	2017 Cohort	96	96%	90%	+6	21	86%	69%	+17	14	93%	79%	+14	91	97%	88%	+9
Science	2013 Cohort	68	93%	84%	+9	12	75%	52%	+23	.	.	.	.	65	92%	78%	+14
	2014 Cohort	71	82%	83%	-1	13	54%	52%	+2	10	50%	50%	0	66	80%	76%	+4
	2015 Cohort	80	93%	83%	+10	17	71%	51%	+20	11	82%	51%	+31	72	92%	76%	+16
	2016 Cohort	143	98%	87%	+11	11	82%	64%	+18	21	90%	66%	+24	130	98%	83%	+15
	2017 Cohort	96	89%	90%	-1	21	71%	70%	+1	14	79%	74%	+5	91	90%	87%	+3
US History	2013 Cohort	68	88%	81%	+7	12	75%	49%	+26	.	.	.	.	65	88%	74%	+14
	2014 Cohort	71	77%	80%	-3	13	54%	48%	+6	10	40%	50%	-10	66	76%	72%	+4
	2015 Cohort	80	83%	79%	+4	17	65%	48%	+17	11	64%	48%	+16	72	81%	71%	+10
	2016 Cohort	143	92%	84%	+8	11	82%	61%	+21	21	76%	61%	+15	130	92%	79%	+13
	2017 Cohort	96	79%	85%	-6	21	67%	66%	+1	14	71%	67%	+4	91	80%	81%	-1

Table 6: High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Dr Richard Izquierdo Health and Science CS	NYS	Differential to NYS	Charter Total Cohort	Dr Richard Izquierdo Health and Science CS	NYS	Differential to NYS	Charter Total Cohort	Dr Richard Izquierdo Health and Science CS	NYS	Differential to NYS	Charter Total Cohort	Dr Richard Izquierdo Health and Science CS	NYS	Differential to NYS
2013 Cohort	4 Year	68	96%	82%	+14	12	92%	58%	+34	.	.	.	.	65	95%	76%	+19
	5 Year	66	100%	85%	+15	11	100%	64%	+36	.	.	.	.	63	100%	80%	+20
	6 Year	66	100%	86%	+14	11	100%	66%	+34	.	.	.	.	63	100%	82%	+18
2014 Cohort	4 Year	71	79%	83%	-4	13	54%	60%	-6	10	50%	54%	-4	66	77%	76%	+1
	5 Year	69	90%	86%	+4	12	83%	66%	+17	9	67%	62%	+5	62	89%	81%	+8
	6 Year	68	96%	87%	+9	12	83%	68%	+15	9	89%	66%	+23	61	95%	83%	+12
2015 Cohort	4 Year	80	80%	83%	-3	17	65%	62%	+3	11	0.73	0.58	+15	72	79%	77%	+2
	5 Year	75	93%	87%	+6	15	93%	67%	+26	10	0.9	0.68	+22	67	93%	82%	+11
	6 Year	75	93%	88%	+5	15	93%	70%	+23	10	0.9	0.7	+20	67	93%	84%	+9
2016 Cohort	4 Year	143	92%	85%	+7	11	100%	63%	+37	21	76%	63%	+13	130	91%	80%	+11
	5 Year	143	97%	88%	+9	11	100%	69%	+31	21	86%	70%	+16	128	97%	83%	+14
2017 Cohort	4 Year	96	77%	86%	-9	21	67%	65%	+2	14	86%	70%	+16	91	78%	81%	-3

The school reports that they continue to work diligently with the 2017 cohort, expecting a 5-year graduation rate of 80% and a 6-year graduation rate of 88% for this class.

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

The school has a formal process of evaluating student progress, as evidenced by

- A robust Interim Assessment program that includes iReady, unit assessments, mid-terms, mock Regents exams, as well as socio-emotional screeners (for all students), and use of trackers for course credits and Regents exams.
- Department Team Leaders who run quarterly data meetings where teachers review item analysis, discuss trends and groupings, and adjust plans.

Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 7 below).

Table 7: Aggregate Enrollment: Reported vs. Contracted

Dr Richard Izquierdo Health and Science CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	800	742	93%
2017-2018	800	780	98%
2018-2019	800	797	100%
2019-2020	800	774	97%
2020-2021	800	735	92%

The school is exceeding targets for aggregate retention (see Table 9 below).

The school is exceeding targets for retention of students with disabilities, economically disadvantaged (ED) students, and ELL students (see Table 9 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students.² The school has an enrollment preference for ELL students and will be adding an enrollment preference for SWDs. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Developing and leveraging relationships with churches, mosques, libraries, feeder schools (with a focus on those with high ED, SWD and ELL populations) and community-based organizations, including partner UHP (which promotes to its healthcare clients);
- Conducting walk-throughs in the community distributing applications and notices to highly trafficked locations (supermarkets, laundromats, bodegas, and other commercial businesses) to cast as wide a net as possible; and
- Hiring translators for immigrant families who speak a language other than English or Spanish, to ensure the school can engage with these prospective families.

² Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, free and reduced-price lunch (FRPL)-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Dr Richard Izquierdo Health And Science CS	NYC CSD 12	Differential to District	Dr Richard Izquierdo Health And Science CS	NYC CSD 12	Differential to District	Dr Richard Izquierdo Health And Science CS	NYC CSD 12	Differential to District
2016-2017	20%	25%	-5	13%	23%	-10	95%	89%	+6
2017-2018	22%	25%	-3	18%	27%	-9	92%	92%	0
2018-2019	21%	25%	-4	19%	28%	-9	94%	91%	+3
2019-2020	20%	25%	-5	17%	28%	-11	95%	92%	+3
2020-2021	19%	28%	-9	22%	29%	-7	96%	92%	+4

Table 9: Student Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Dr Richard Izquierdo Health and Science CS	NYC CSD 12	Differential to District	Dr Richard Izquierdo Health and Science CS	NYC CSD 12	Differential to District	Dr Richard Izquierdo Health and Science CS	NYC CSD 12	Differential to District	Dr Richard Izquierdo Health and Science CS	NYC CSD 12	Differential to District
2016-2017	92%	73%	+19	95%	70%	+25	95%	74%	+21	93%	74%	+19
2017-2018	92%	74%	+18	89%	72%	+17	95%	74%	+21	93%	74%	+19
2018-2019	90%	71%	+19	81%	68%	+13	90%	73%	+17	91%	71%	+20
2019-2020	89%	72%	+17	87%	71%	+16	88%	73%	+15	90%	72%	+18
2020-2021	92%	73%	+19	87%	71%	+16	92%	73%	+19	92%	73%	+19

Legal Compliance

Dr. Richard Izquierdo Health and Science Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure compliance with federal and state law, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability, as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations; none were below target in the last two fiscal years. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; none were below target in the last two fiscal years.³

Financial Management

The NYCDOE reviewed DRIHSCS's audited financial statements from 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of those years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 30, 2021. One hundred one people attended, and thirty-six spoke. All were in favor of the renewal. No one was opposed. Three people submitted written comment, all in favor of the renewal.

³ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Ember Charter School for Mindful Education, Innovation and Transformation

Table 1: Charter School Summary

Name of Charter School	Ember Charter School for Mindful Education, Innovation and Transformation
Board Chair	Lovell Harmon
District of Location	NYC CSD 16 ⁴
Initial Commencement of Instruction	Fall 2011
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: January 12, 2010 – January 11, 2015 • First Renewal: January 12, 2015 – June 30, 2017 • Second Renewal: July 1, 2017 – June 30, 2022
Facilities	<ul style="list-style-type: none"> • ES: 616 Quincy Street, Brooklyn, NY 11221 – Public Space • MS: 500 Macon Street, Brooklyn, NY 11233 – Public Space • HS: 1368 Fulton Street, Brooklyn, NY 11216 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Culturally responsive and economically relevant pedagogy • Trauma-responsive instructional and behavior engagement approach informed by neuro-pedagogy • Teacher-led school • Looping • Single-sex cohorts in upper middle and high school • International learning experiences (when safe)
Recommended Revisions	Decrease in authorized enrollment from 984 students to 660 students.

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 10	K – Grade 11
Total Authorized Enrollment	792	792	792	880	984

⁴ 32 percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12
Total Recommended Enrollment	500	575	660

Rationale for Renewal and Revision Recommendation

In accordance with Education Law Article 56, Sections 2851(4) and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section, for the following reasons.

Renewal:

During the current charter term, the school has compiled a strong and compelling record of academic success and, at the time of the renewal analysis, has met substantially many other standards set forth in the NYCDOE Charter School Accountability Framework.

Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Renewal Conditions:

1. Retention for all special populations (ELLs, SWDs, students who qualify for FRPL) must be within 10 percentage points of NYC CSD 16’s retention of these groups in each year of the charter (measured by Oct 31 enrollment to Oct 31 enrollment).
2. 60 days prior to moving into any new private space, the school will submit appropriate Certificate of Occupancy, all necessary valid health and safety approvals, and lease documents that are in effect.
3. Section 226(1) of NYS Education Law states that no less than five Trustees shall constitute the Board. Since on or about October 2018, Ember’s Board has only had three members.
 - a. Ember must update its by-laws to comply with all NYS Education Laws by 60 days from signing charter contract; and
 - b. Must recruit two board members and submit required applications for approval to the Charter School Office by 90 days from signing contract in order to comply with the applicable by-laws.
 - c. In addition, the board must maintain at least 5 members; if membership dips below 5 members, this must be remedied within 60 days.
4. The school must bring by-laws into compliance with the OML by June 30, 2022 by removing the option for Board meetings to be conducted solely via telephone (Article II, Section 13).

Material Revision:

The requested revision will not impact the number of charters available for issuance in New York City or the State.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because adjusting the approved enrollment to match actual enrollment will allow the school to engage in more accurate fiscal forecasting and will better enable the school to avoid receiving a negative rating based on failure to meet enrollment targets.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 4 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 5 (2021-2022): Renewal Visit

- NYCDOE took the following actions during the school’s charter term.
 - Year 5 (2021-2022): NYCDOE issued a Notice of Deficiency based on the school serving students at a private site without approval from the NYCDOE and without a valid Certificate of Occupancy (COO). The school developed a Corrective Action Plan that included applying for and obtaining a valid COO/ Letter of Verification (LOV), and the school has obtained a Temporary Use Permit (TUP).

Summary of Evidence for Renewal

Prior to the pandemic, the school’s proficiency rates (for both ELA and Math, in the aggregate) were on an upward trajectory; the school’s ELA proficiency rates exceeded that of the state. Ember Charter School for Mindful Education, Innovation and Transformation (Ember) maintains an Interim Assessment program that includes normative multiple choice and short answer questions similar to state exams, as well as project-based assessments. The school prioritizes critical thinking, pedagogy that is culturally and economically responsive, and practices that incorporate inquiry, Socratic questioning, autonomy, and choice theory.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding 3-8 math and ELA exam aggregate and subgroup student performance through 2018-2019, compared to the district and State. **According to the 2020-2021 school year ESEA accountability designations, the school is *In Good Standing*.**

Academic Program: Ember Charter School for Mindful Education, Innovation and Transformation offers curricula and coursework aligned to New York State Next Generation Learning Standards in ELA, Math, Social Studies and Science. The school offers the Algebra I and Living Environment Regents Exams to 8th grade students (and in some years, to 7th grade students). The school also offers Spanish, art (dance, choir, theatre, drum) and Physical Education (soccer, capoeira) classes.

Academic Program for Students with Disabilities and English language learners (ELLs): The school offers Integrated Co-Teaching sections and provides Special Education Teacher Support Services for SWDs, as well as counseling. The school trains all teachers on Lindamood-Bell’s Visualizing and Verbalizing literacy practice, in order to provide all ELL students with responsive instruction.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	NYS	Differential to NYS	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	NYS	Differential to NYS
All Students	2014-2015	39%	21%	+18	32%	+7	23%	23%	0	43%	-20
	2015-2016	38%	30%	+8	39%	-1	19%	26%	-7	43%	-24
	2016-2017	40%	26%	+14	38%	+2	19%	23%	-4	44%	-25
	2017-2018	48%	35%	+13	45%	+3	32%	32%	0	46%	-14
	2018-2019	55%	35%	+20	45%	+10	33%	32%	+1	47%	-14
SWD	2014-2015	0%	6%	-6	9%	-9	0%	10%	-10	17%	-17
	2015-2016	13%	7%	+6	11%	+2	4%	11%	-7	16%	-12
	2016-2017	12%	9%	+3	11%	+1	11%	10%	+1	16%	-5
	2017-2018	15%	12%	+3	16%	-1	9%	13%	-4	18%	-9
	2018-2019	28%	13%	+15	15%	+13	12%	14%	-2	17%	-5
ELL	2014-2015	50%	14%	+36	14%	+36	8%	28%	-20	25%	-17
	2015-2016	27%	17%	+10	16%	+11	9%	18%	-9	24%	-15
	2016-2017	22%	7%	+15	13%	+9	0%	14%	-14	21%	-21
	2017-2018	46%	19%	+27	25%	+21	38%	25%	+13	30%	+8
	2018-2019	64%	24%	+40	25%	+39	31%	29%	+2	31%	0
ED	2014-2015	41%	21%	+20	21%	+20	24%	22%	+2	31%	-7
	2015-2016	35%	28%	+7	28%	+7	17%	24%	-7	31%	-14
	2016-2017	38%	24%	+14	28%	+10	17%	21%	-4	32%	-15
	2017-2018	47%	33%	+14	35%	+12	31%	30%	+1	35%	-4
	2018-2019	53%	32%	+21	36%	+17	31%	31%	0	36%	-5

The school will have its first graduating class of high school students in spring of 2023.

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

The school has a formal process of evaluating student progress, as evidenced by the quarterly administration of interim assessments and quarterly staff participation in IMAPP (Instructional Methods and Professional Practice) conferences.

Enrollment, Recruitment, and Retention

The school is significantly below target (85%) for aggregate enrollment (see Table 5 below).

Table 5: Aggregate Enrollment: Reported vs. Contracted

Ember CS for Mindful Education, Innovation and Transformation	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	480	427	89%
2017-2018	792	461	58%
2018-2019	792	523	66%
2019-2020	792	543	69%
2020-2021	880	548	62%

The school is above target range for aggregate retention (see Table 7 below).

The school is above target range for retention of students with disabilities (SWDs), ELL students, economically disadvantaged (ED) students (see Table 7 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students⁵. The school has an enrollment preference for ED students and has recently added a preference for SWDs. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

⁵ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

- Use of bilingual outreach teams that emphasized features that might be most attractive to families with ELL students (looping, 2 teachers in each classroom);
- Targeting over 50 local early childcare centers, shelters and CBOs that cater to students with disabilities; and
- Holistic approach to serving the needs of all learners, including direct services from specialists for students who need additional support.

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District
2016-2017	17%	28%	-11	8%	6%	+2	90%	85%	+5
2017-2018	15%	28%	-13	11%	7%	+4	85%	88%	-3
2018-2019	16%	29%	-13	9%	7%	+2	81%	87%	-6
2019-2020	17%	29%	-12	9%	7%	+2	87%	86%	+1
2020-2021	18%	34%	-16	3%	8%	-5	84%	87%	-3

Table 7: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District
2016-2017	81%	74%	+7	81%	76%	+5	67%	71%	-4	80%	74%	+6
2017-2018	79%	76%	+3	67%	79%	-12	77%	74%	+3	80%	76%	+4
2018-2019	77%	77%	0	68%	80%	-12	84%	78%	+6	76%	77%	-1
2019-2020	81%	77%	+4	79%	78%	+1	79%	79%	0	81%	77%	+4
2020-2021	75%	67%	+8	80%	66%	+14	90%	68%	+22	76%	67%	+9

Legal Compliance

Ember Charter School for Mindful Education, Innovation and Transformation has operated in accordance with applicable law, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies, with the exception of the issues detailed in the Letter of Deficiency and conditions noted above. NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure compliance with federal and state law, and the school is working in good faith to make any necessary revisions. Conditions noted above will bring the board by-laws into compliance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability, as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations; none were below target in the last two fiscal years. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; none were below target in the last two fiscal years.⁶

⁶ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Financial Management

The NYCDOE reviewed Ember’s audited financial statements from 2017-2018, 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of those years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on September 28, 2021. Forty-seven people attended, and four spoke. Four were in favor of the renewal and revision. No one was opposed. Three families submitted written comment, two in favor of the renewal and revision, one was opposed.

Growing Up Green Charter School

Table 1: Charter School Summary

Name of Charter School	Growing Up Green Charter School
Board Chair	Marc Greenberg (Interim)
District of Location	NYC CSD 30 ⁷
Initial Commencement of Instruction	Fall 2009
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: December 16, 2008 – December 15, 2013 • First Renewal: December 16, 2013 – June 30, 2017 • Second Renewal: July 1, 2017 – June 30, 2022
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • ES: 39-27 28th Street, Queens, NY 11101 – Private Space • MS: 36-49 11th Street, Queens, NY 11101 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Diverse by design charter school • Green Education is a key design element; the model is based on hands-on learning in the local environment
Recommended Material Revisions	Expand authorized enrollment from K- 8/ 819 to K-8/ 849

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	819	819	819	819	819

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Recommended Enrollment	849	849	849	849	849

⁷ Eight percent of all students residing in this district attend charter schools.

Rationale for Renewal and Revision Recommendation

In accordance with Education Law Article 56, Sections 2851(4) and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section, for the following reasons.

Renewal:

During the current charter term, the school has compiled a strong and compelling record of academic success and, at the time of the renewal analysis, has substantially met most other standards set forth in the NYCDOE Charter School Accountability Framework.

Renewal Conditions: N/A

Material Revision:

Approving this revision request is likely to improve student learning and achievement because the academic record of the school is strong, and the total increase in authorized enrollment represents one additional student per class.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2018-2019): Annual Comprehensive Review (ACR) visit
 - Year 4 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 5 (2021-2022): Renewal Visit
- The school did not receive any Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school’s proficiency rates (for both ELA and Math, in the aggregate as well as for special populations) were on an upward trajectory and exceeded state-wide proficiency rates. Growing Up Green Charter School (GUGCS) maintains a robust Interim Assessment program that allows the school to meet each child where he/she is. The school prioritizes attending to the needs of the whole child, as well as using multiple structures and strategies to ensure that students have what they need emotionally, physically, and academically.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding 3-8 math and ELA exam aggregate and subgroup student performance through 2018-2019, compared to the district and State average. **According to the 2020-2021 school year ESEA accountability designations, Growing Up Green Charter School is *In Good Standing*.**

Academic Program: Growing Up Green Charter School offers curricula and coursework aligned to New York State Next Generation Learning Standards in ELA, Math, Social Studies and Science. The school offers the Algebra I and Living Environment Regents Exams to 8th grade students. The school also offers Explore & Discover Time (for interdisciplinary social studies where “green” themes are integrated), Spanish, Art, Music, Sustainability, Health and Physical Education classes.

Academic Program for Students with Disabilities and English language learners (ELLs): The school offers Integrated Co-Teaching in all grades, as well as a 12:1:1 program at the kindergarten level. The school provides Special Education Teacher Support Services for Students with Disabilities (SWDs), as well as counseling. The school employs six ELL teachers to provide push-in and pull-out services for ELL students.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Growing Up Green CS	NYC CSD 30	Differential to District	NYS	Differential to NYS	Growing Up Green CS	NYC CSD 30	Differential to District	NYS	Differential to NYS
All Students	2014-2015	32%	34%	-2	31%	+1	50%	44%	+6	42%	+8
	2015-2016	48%	43%	+5	37%	+11	52%	44%	+8	41%	+11
	2016-2017	45%	48%	-3	40%	+5	43%	45%	-2	40%	+3
	2017-2018	50%	55%	-5	45%	+5	50%	51%	-1	45%	+5
	2018-2019	54%	55%	-1	45%	+9	58%	54%	+4	47%	+11
SWD	2014-2015	12%	7%	+5	7%	+5	21%	15%	+6	14%	+7
	2015-2016	18%	9%	+9	9%	+9	22%	13%	+9	13%	+9
	2016-2017	23%	12%	+11	11%	+12	23%	15%	+8	14%	+9
	2017-2018	23%	20%	+3	16%	+7	27%	20%	+7	17%	+10
	2018-2019	30%	18%	+12	15%	+15	33%	19%	+14	17%	+16
ELL	2014-2015	19%	13%	+6	12%	+7	19%	22%	-3	22%	-3
	2015-2016	8%	15%	-7	14%	-6	23%	21%	+2	21%	+2
	2016-2017	18%	14%	+4	12%	+6	28%	19%	+9	19%	+9
	2017-2018	24%	32%	-8	25%	-1	28%	32%	-4	29%	-1
	2018-2019	23%	30%	-7	25%	-2	28%	33%	-5	31%	-3
ED	2014-2015	19%	29%	-10	21%	-2	37%	39%	-2	30%	+7
	2015-2016	38%	37%	+1	27%	+11	41%	39%	+2	30%	+11
	2016-2017	33%	42%	-9	29%	+4	34%	40%	-6	29%	+5
	2017-2018	37%	50%	-13	35%	+2	40%	46%	-6	34%	+6
	2018-2019	44%	49%	-5	36%	+8	43%	48%	-5	36%	+7

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

The school has a formal process of evaluating student progress, as evidenced by:

- Consistent use of interim assessments such as Looking Forward, Looking Back (internally created), end of unit assessments in ELA and Math, Pioneer Valley, Read180 and Math180 Inventories, and Fountas & Pinnell running records;
- Adjusting instructional blocks to allow for additional intervention time, based on data;
- Adjusting curriculum and sequencing to ensure skills spiraled; and
- Use of data protocol to evaluate data and plan instruction.

Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

Table 5: Aggregate Enrollment: Reported vs. Contracted

Growing Up Green CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	750	811	108%
2017-2018	819	843	103%
2018-2019	819	827	101%
2019-2020	819	793	97%
2020-2021	819	822	100%

The school is exceeding targets for enrollment of students with disabilities (SWDs) and within target range for enrollment of economically disadvantaged (ED) students. The school is below target range for enrollment of English Language Learner (ELL) students; however, a geographic analysis shows the school exceeds the ELL enrollment percentage for schools within a 1-mile radius (see Table 6 and Table 6b below). In addition, the school has recently implemented a preference for ELL students, and the incoming K class is comprised of 29% ELL students.

The school exceeds the student retention rate when compared to the district of location (see Table 7 below).

The school is within target range for retention of students with disabilities (SWDs), ELL students, economically disadvantaged (ED) students (see Table 7 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students.⁸ The school has an enrollment preference for ELL students and for students who live in NYCHA housing, among other strategies. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

⁸ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter

- Establishing a strong presence in the community through numerous partnerships and service-learning activities;
- Visiting district 30 pre-K programs to share information (in several languages) about special services; and
- Working closely with community organizations to ensure families have the support they need (Lifeline Groceries during the pandemic to provide food, Queens Public Library system, Hour Children, the Jacob Riis Settlement House).

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners* and Economically Disadvantaged

	SWD			ELL			ED		
	Growing Up Green CS	NYC CSD 30	Differential to District	Growing Up Green CS	NYC CSD 30	Differential to District	Growing Up Green CS	NYC CSD 30	Differential to District
2016-2017	22%	17%	+5	12%	23%	-11	51%	66%	-15
2017-2018	24%	18%	+6	14%	29%	-15	51%	74%	-23
2018-2019	22%	18%	+4	15%	28%	-13	53%	71%	-18
2019-2020	23%	17%	+6	16%	28%	-12	55%	71%	-16
2020-2021	21%	17%	+4	8%	29%	-21	62%	73%	-11

* Due to a reporting error, 2020-2021 ELL enrollment for this charter school was under-reported; actual ELL enrollment may be significantly higher than indicated in the chart

Table 6b: Student Demographics – Charter School Compared to District Schools within Set Radii*

2021-2022	Growing Up Green CS	<0.5 Mile Radius	Variance	1 Mile Radius	Variance	2 Mile Radius	Variance
ELL (current only)	12%	21%	-9	17%	-5	14%	-2

*For Radii analysis, ELL enrollment only includes students currently classified as ELLs

schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 7: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Growing Up Green CS	NYCSD 30	Differential to District	Growing Up Green CS	NYCSD 30	Differential to District	Growing Up Green CS	NYCSD 30	Differential to District	Growing Up Green CS	NYCSD 30	Differential to District
2016-2017	91%	90%	+1	92%	89%	+3	95%	90%	+5	90%	91%	-1
2017-2018	88%	89%	-1	87%	89%	-2	89%	88%	+1	89%	90%	-1
2018-2019	86%	89%	-3	85%	89%	-4	88%	88%	0	88%	90%	-2
2019-2020	79%	89%	-10	81%	87%	-6	82%	89%	-7	81%	89%	-8
2020-2021	86%	81%	+5	84%	81%	+3	87%	78%	+9	90%	81%	+9

Legal Compliance

Growing Up Green Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure compliance with federal and state law, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability, as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations; none were below target in the last two fiscal years. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; none were below target in the last two fiscal years.⁹

Financial Management

The NYCDOE reviewed GUGCS’s audited financial statements from 2017-2018, 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of those years.

⁹ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 11, 2021. Twenty-three people attended, and five spoke. Five were in favor of the renewal and revision. No one was opposed. Eleven families submitted written comment, all in favor of the renewal and revision.

Hebrew Language Academy Charter School

Table 1: Charter School Summary

Name of Charter School	Hebrew Language Academy Charter School
Board Chair	Ellen Green
District of Location	NYC CSD 22 ¹⁰
Initial Commencement of Instruction	Fall 2009
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: January 13, 2009 – January 12, 2014 • First Renewal: January 13, 2014 – June 30, 2015 • Second Renewal: July 1, 2015 – June 30, 2019 • Third Renewal: July 1, 2019 – June 30, 2022
Facilities	<ul style="list-style-type: none"> • 2186 Mill Avenue, Brooklyn, NY 11234 – Private Space
Innovative and Noteworthy Programs	Modern Hebrew instruction for all students Diverse student population; “global citizenship” as a focus
Recommended Material Revisions	Decrease authorized enrollment from 783 students to 650 students.

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	783	783	783

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8
Total Recommended Enrollment	650	650	650

¹⁰ 8 percent of all students residing in this district attend charter schools.

Rationale for Renewal and Revision Recommendation

In accordance with Education Law Article 56, Sections 2851(4) and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section, for the following reasons.

Renewal:

During the current charter term, the school has compiled a strong and compelling record of academic success, but, at the time of the renewal analysis, it is approaching many other standards set forth in the NYCDOE Charter School Accountability Framework.

Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Renewal Conditions: N/A

Material Revision:

Approving this revision request is likely to improve student learning and achievement as the academic record of the school is compelling and adjusting the approved enrollment to match actual enrollment will allow the school to continue serving existing and future students without receiving a negative rating based on failure to meet enrollment targets.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 3 (2021-2022): Renewal Visit
- The school did not receive any Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school’s proficiency rates for ELA were on an upward trajectory and exceeded state-wide proficiency rates. The school’s proficiency rates for Math were consistently above state-wide rates, in the aggregate as well as for all special populations. Hebrew Language Academy Charter School (HLA) maintains a robust Interim Assessment program, as well as professional development to support teachers in interpreting and responding to data. The school is diverse by design and has worked hard to strengthen school culture.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below for 3-8 math and ELA exam aggregate and subgroup student performance through 2018-2019, compared to the district and State. **According to the 2020-2021 school year ESEA accountability designations, Hebrew Language Academy Charter School is *In Good Standing*.**

Academic Program: Hebrew Language Academy Charter School offers curricula and coursework aligned to New York State Next Generation Learning Standards in ELA, Math, Social Studies, and Science. The school offered the Algebra I Regents Exams to 8th grade students prior to the pandemic and will continue this practice moving forward. The school also offers Hebrew, Art, Dance and Physical Education classes.

Academic Program for Students with Disabilities and English language learners (ELLs): The school offers Integrated Co-Teaching in all grades. The school provides Special Education Teacher Support Services for Students with Disabilities (SWDs), as well as counseling. The school employs three interventionists who provide ELL support using Sheltered English Immersion in push-in and pull-out models for ELL students.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Hebrew Language Academy CS	NYC CSD 22	Differential to District	NYS	Differential to NYS	Hebrew Language Academy CS	NYC CSD 22	Differential to District	NYS	Differential to NYS
All Students	2014-2015	42%	35%	+7	31%	+11	64%	44%	+20	43%	+21
	2015-2016	42%	44%	-2	38%	+4	54%	43%	+11	42%	+12
	2016-2017	35%	43%	-8	39%	-4	47%	45%	+2	43%	+4
	2017-2018	42%	49%	-7	45%	-3	51%	46%	+5	45%	+6
	2018-2019	46%	50%	-4	45%	+1	49%	49%	0	47%	+2
SWD	2014-2015	24%	11%	+13	8%	+16	34%	20%	+14	16%	+18
	2015-2016	24%	15%	+9	10%	+14	35%	18%	+17	15%	+20
	2016-2017	12%	16%	-4	11%	+1	33%	19%	+14	15%	+18
	2017-2018	25%	22%	+3	16%	+9	42%	22%	+20	17%	+25
	2018-2019	25%	19%	+6	15%	+10	27%	20%	+7	17%	+10
ELL	2014-2015	31%	18%	+13	14%	+17	69%	29%	+40	25%	+44
	2015-2016	24%	18%	+6	15%	+9	35%	26%	+9	22%	+13
	2016-2017	17%	14%	+3	12%	+5	50%	25%	+25	20%	+30
	2017-2018	27%	31%	-4	25%	+2	46%	35%	+11	29%	+17
	2018-2019	16%	31%	-15	25%	-9	35%	38%	-3	31%	+4
ED	2014-2015	35%	29%	+6	21%	+14	53%	38%	+15	31%	+22
	2015-2016	34%	37%	-3	27%	+7	44%	37%	+7	31%	+13
	2016-2017	29%	37%	-8	28%	+1	38%	39%	-1	31%	+7
	2017-2018	39%	43%	-4	35%	+4	47%	40%	+7	34%	+13
	2018-2019	41%	43%	-2	36%	+5	44%	43%	+1	36%	+8

Essential Question 2: Is the school effective and well run?

Use of Data/Ability to Monitor Progress

The school has a formal process of evaluating student progress, as evidenced by:

- Consistent use of interim assessments such as NWEA, monthly quizzes, and Fountas & Pinnell running records;
- Regularly sharing and reviewing comprehensive data reports in order to create action plans;
- Adjusting pacing guides and pre-unit assessments; and
- Adjusting instructional blocks to allow for targeted small group work, based on data.

Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

Table 5: Aggregate Enrollment: Reported vs. Contracted

Hebrew Language Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	486	612	126%
2017-2018	486	727	150%
2018-2019	486	720	148%
2019-2020	783	670	86%
2020-2021	783	595	76%

Hebrew Language Academy Charter School is within target range for enrollment of students with disabilities (SWDs) and economically disadvantaged (ED) students. The school is below target range for enrollment of ELL students; however, a geographic analysis shows the school exceeds the ELL enrollment percentage for schools within a 1-mile radius (see Table 6 and Table 6b below). In addition, the school has recently implemented a preference for ELL students, and the enrollment rate of ELL students in grades K-2 is 24%.

The school is within target range for aggregate retention (see Table 7 below).

The school is within target range for retention of ELL students and economically disadvantaged (ED) students (see Table 7 below). The school is below target range for SWDs. In response, the school has put new systems and structures in place to retain families, including offering free after-school, increasing communication with parents, going on virtual “home visits”, creating more open forums for families, and refining and clarifying the support offered to students.

The school is making good faith efforts to recruit, serve, and retain at-risk students.¹¹ The school has an enrollment preference for ELL students, among other strategies. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Placing ads in Russian and Spanish in publications such as El Diario and at the Net Cost Market supermarket that serve immigrant communities;
- Investing in digital advertisements on social media platforms to target Spanish, Russian and Hebrew- speaking families; and

¹¹ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

- Continuing to visit local Pre-K's and Head Start programs in neighborhoods throughout NYC CSD 22.

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners* and Economically Disadvantaged

	SWD			ELL			ED		
	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District
2016-2017	24%	21%	+3	7%	17%	-10	63%	68%	-5
2017-2018	24%	21%	+3	8%	21%	-13	69%	73%	-4
2018-2019	20%	20%	0	6%	22%	-16	69%	71%	-2
2019-2020	19%	20%	-1	9%	22%	-13	70%	71%	-1
2020-2021	19%	22%	-3	1%	23%	-22	67%	71%	-4

* Due to a reporting error, 2020-2021 ELL enrollment for this charter school was under-reported; actual ELL enrollment may be significantly higher than indicated in the chart

Table 6b: Student Demographics – Charter School Compared to District Schools within Set Radii*

2020-2021	Hebrew Language Academy CS	<0.5 Mile Radius	Variance	1 Mile Radius	Variance	2 Mile Radius	Variance
ELL	8%	5%	+3	6%	+2	12%	-4

*For Radii analysis, ELL enrollment only includes students currently classified as ELLs. Note that only one other school is within 0.5 mile radius of Hebrew Language Academy Charter School.

Table 7: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District
2016-2017	78%	86%	-8	80%	86%	-6	76%	88%	-12	81%	86%	-5
2017-2018	79%	87%	-8	75%	87%	-12	80%	88%	-8	82%	87%	-5
2018-2019	73%	87%	-14	66%	87%	-21	53%	87%	-34	72%	87%	-15
2019-2020	70%	87%	-17	57%	88%	-31	63%	87%	-24	74%	86%	-12
2020-2021	77%	81%	-4	73%	84%	-11	68%	79%	-11	77%	80%	-3

Legal Compliance

Hebrew Language Academy Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure compliance with federal and state law, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability, as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations; none were below target in the last two fiscal years. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; none were below target in the last two fiscal years.¹²

Financial Management

The NYCDOE reviewed HLA’s audited financial statements from 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting.

¹² These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of those years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 1, 2021. Forty-five people attended, and two spoke regarding HLA. Two were in favor of the renewal and revision. No one was opposed. One person submitted written comment, which was in favor of the renewal and revision.

New York French-American Charter School

Table 1: Charter School Summary

Name of Charter School	New York French-American Charter School
Board Chair	Richard Ortoli
District of Location	NYC CSD 3
Initial Commencement of Instruction	Fall 2010
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: September 15, 2009 – September 14, 2014 • First Renewal: September 15, 2014 – June 30, 2017 • Second Renewal: July 1, 2017 – June 30, 2022
Facilities	<ul style="list-style-type: none"> • ES: 311 W 120th St, NY 10027 – Private Space • MS: 441 Manhattan Avenue, NY 10026 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Dual-language English/ French model and celebration of world-wide cultures • Extended day program

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K – Grade 5	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8
Total Authorized Enrollment	300	350	400	450	450

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8
Total Recommended Enrollment	383	400	450

Rationale for Renewal Recommendation

In accordance with Education Law Article 56, Sections 2851(4) and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons.

During the current charter term, the school has compiled a record of academic success, but, at the time of the renewal analysis, it is approaching many of the other standards set forth in the NYCDOE Charter School Accountability Framework.

Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Renewal Conditions:

1. By June 30th of each year of the next charter term, the school must demonstrate growth in meeting Community School District (NYC CSD) 5's enrollment rate of SWDs AND ultimately meet (or be within 10 percentage points of) the NYC CSD 5's enrollment of SWDs by the end of the charter term.
2. Retention for all special populations (ELLs, SWDs, students who qualify for FRPL) must be within 10 percentage points of NYC CSD 5's retention of these groups in each year of the charter (measured by Oct 31 enrollment to Oct 31 enrollment).
3. Audited financial statements from each year of the charter term must show a total margin ratio equal to or greater than zero, OR the aggregate three-year total margin must be equal to or greater than zero (including FY22).

Monitoring and Oversight:

- During the school's current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2018-2019): Pop-In visit
 - Year 4 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 5 (2021-2022): Renewal Visit
- The school did not receive any Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school's proficiency rate in ELA exceeded that of the state, as well as NYC CSD 3 (see footnote 1). Over the course of the charter term, the school's special populations, in almost all cases, exceeded the performance of peers across the state on both assessments. The school's proficiency rate in Math was on an upward trajectory and had reached parity with the state. New York French-American Charter School (NYFACS) offers a dual-language French program, with core subjects taught in both English and French and support given to students whose first language is not English nor French. The school prioritizes engagement and student-centered instruction.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Tables 4 and 4b below for 3-8 math and ELA exam aggregate and subgroup student performance through 2018-2019, compared to the district and State average. **According to the 2020-2021 school year ESEA accountability designations, New York French-American Charter School is *In Good Standing*.**

Academic Program: New York French-American Charter School offers curricula and coursework aligned to New York State Next Generation Learning Standards in ELA, Math, Social Studies and Science. The school also offers art, music, and Physical Education classes.

Academic Program for Students with Disabilities and English language learners (ELLs): The school offers Integrated Co-Teaching in all grades and provides Special Education Teacher Support Services for SWDs. The school employs one ELL teacher to provide push-in and pull-out services for ELL students.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes – NYC CSD 3

		ELA					Math				
		New York French-American CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	New York French-American CS	NYC CSD 3	Differential to District	NYS	Differential to NYS
All Students	2014-2015	24%	50%	-26	31%	-7	35%	57%	-22	43%	-8
	2015-2016	40%	58%	-18	39%	+1	52%	56%	-4	43%	+9
	2016-2017	41%	60%	-19	40%	+1	47%	61%	-14	45%	+2
	2017-2018	50%	64%	-14	45%	+5	42%	64%	-22	49%	-7
	2018-2019	50%	64%	-14	46%	+4	50%	63%	-13	50%	0
SWD	2014-2015	5%	20%	-15	8%	-3	11%	28%	-17	16%	-5
	2015-2016	17%	23%	-6	11%	+6	33%	26%	+7	16%	+17
	2016-2017	27%	30%	-3	12%	+15	40%	33%	+7	18%	+22
	2017-2018	29%	34%	-5	18%	+11	36%	39%	-3	21%	+15
	2018-2019	15%	34%	-19	16%	-1	31%	34%	-3	20%	+11
ELL	2014-2015	17%	11%	+6	13%	+4	25%	28%	-3	24%	+1
	2015-2016	31%	24%	+7	16%	+15	46%	30%	+16	24%	+22
	2016-2017	22%	17%	+5	15%	+7	29%	27%	+2	23%	+6
	2017-2018	43%	36%	+7	28%	+15	44%	42%	+2	34%	+10
	2018-2019	34%	38%	-4	28%	+6	38%	44%	-6	34%	+4
ED	2014-2015	22%	22%	0	21%	+1	30%	29%	+1	31%	-1
	2015-2016	36%	30%	+6	28%	+8	46%	28%	+18	31%	+15
	2016-2017	39%	31%	+8	29%	+10	43%	32%	+11	33%	+10
	2017-2018	46%	36%	+10	35%	+11	37%	36%	+1	38%	-1
	2018-2019	45%	38%	+7	36%	+9	47%	36%	+11	39%	+8

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

New York French-American Charter School has a formal process of evaluating student progress, as evidenced by use of iReady twice yearly. Teachers meet weekly to review student work and adjust the scope and sequence to meet the needs of learners.

Enrollment, Recruitment, and Retention

The school is significantly below target (85%) for aggregate enrollment (see Table 5 below).

Table 5: Aggregate Enrollment: Reported vs. Contracted

New York French-American CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	300	254	85%
2017-2018	300	283	94%
2018-2019	350	282	81%
2019-2020	400	301	75%
2020-2021	450	296	66%

The school is exceeding targets for enrollment of ELL students, is within target range for enrollment of economically disadvantaged (ED) students and is below target range for enrollment of students with disabilities (SWDs) (see Table 6b below).

The school is below target range for aggregate retention (see Table 7b below).

The school is within target range for retention of students with disabilities (SWDs) and ELL students and is below target range for retention of economically disadvantaged (ED) students (see Table 7b below).

NYFACS is making good faith efforts to recruit, serve, and retain at-risk students.¹³ The school has an enrollment preference for ELL students and is currently considering adding an enrollment preference for SWDs, among other strategies. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

¹³ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

- Targeting resources towards online outreach through social media, in addition to mailings;
- Deploying existing staff to Harlem-based events, including both nights of Uptown Night Market to sites of summer activities including recreational centers and afterschool programs; and
- Leveraging French-language outlets and parents for outreach.

Table 6: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged – NYC CSD 3

	SWD			ELL			ED		
	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District
2016-2017	13%	22%	-9	18%	7%	+11	71%	42%	+29
2017-2018	13%	23%	-10	28%	8%	+20	75%	43%	+32
2018-2019	14%	22%	-8	27%	8%	+19	71%	43%	+28
2019-2020	15%	23%	-8	29%	8%	+21	80%	41%	+39
2020-2021	14%	20%	-6	6%	8%	-2	82%	43%	+39

Table 7: Student Retention – Aggregate and Subgroup – NYC CSD 3

	All Students			SWD			ELL			ED		
	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District
2016-2017	73%	87%	-14	52%	82%	-30	69%	82%	-13	74%	83%	-9
2017-2018	77%	87%	-10	80%	84%	-4	68%	81%	-13	78%	82%	-4
2018-2019	69%	86%	-17	64%	84%	-20	67%	81%	-14	73%	82%	-9
2019-2020	73%	87%	-14	69%	87%	-18	74%	81%	-7	73%	84%	-11
2020-2021	77%	76%	+1	82%	75%	+7	76%	74%	+2	79%	81%	-2

Legal Compliance

NYFACS operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. NYCDOE is currently reviewing the school's disciplinary policies for students with disabilities to ensure compliance with federal and state law, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

New York French-American Charter School is approaching financial viability, as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school's current ratio was below standard in the most recent year (2020-2021), and cash position was below target in 2016-2017 and 2017-2018. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.¹⁴ The school's total margin was below target in the last two years of the charter.

Financial Management

The NYCDOE reviewed NYFACS's audited financial statements from 2017-2018, 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of those years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on January 27, 2022. Twenty-three people attended, and three spoke. Three were in favor of the renewal. No one was opposed. Two people submitted written comment, both were in favor of the renewal.

¹⁴ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Rochdale Early Advantage Charter School

Table 1: Charter School Summary

Name of Charter School	Rochdale Early Advantage Charter School
Board Chair	Dr. Lillian Hamer
District of Location	NYC CSD 28 ¹⁵
Initial Commencement of Instruction	Fall 2010
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: December 15, 2009 – December 14, 2014 • First Renewal: December 15, 2014 - June 30, 2017 • Second Renewal: July 1, 2017 – June 30, 2022
Facilities	122-05 Smith Street, Queens, NY 11434 ---Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Early college preparatory model • Extended day program • Focus on character and leadership development
Recommended Material Revisions	None

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 6	K – Grade 7	K – Grade 8
Total Authorized Enrollment	300	300	350	400	450

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Recommended Enrollment	450	450	450	450	450

¹⁵ 5 percent of all students residing in this district attend charter schools.

Rationale for Renewal Recommendation

In accordance with Education Law Article 56, Sections 2851(4) and 2852(2), the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section, for the following reasons.

Renewal:

During the current charter term, the school has compiled a strong and compelling record of academic success and, at the time of the renewal analysis, has met substantially most other standards set forth in the NYCDOE Charter School Accountability Framework.

Renewal Conditions: N/A

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 2 (2018-2019): Pop-In visit
 - Year 4 (2020-2021): Annual Comprehensive Review (ACR) visit
 - Year 5 (2021-2022): Renewal Visit
- The school did not receive any Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

Prior to the pandemic, the school’s proficiency rates in ELA were consistently above the CSD and the state, and Math proficiency rates were single-digit difference below the state (and above the state in the 2 previous years). Rochdale Early Advantage Charter School (REACS) offers a college preparatory model in a close-knit community of small classes and low teacher to student ratios. There are high expectations for student behavior, robust enrichment opportunities, and an extended day.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below for 3-8 math and ELA exam aggregate and subgroup student performance through 2018-2019, compared to the district and State average. **According to the 2020-2021 school year ESEA accountability designations, REACS is *In Good Standing*.**

Academic Program: Rochdale Early Advantage Charter School offers curricula and coursework aligned to New York State Next Generation Learning Standards in ELA, Math, Social Studies and Science. The school also offers Spanish, Mandarin, Physical Education, and Technology classes, as well as “Leader in Me” for character development.

Academic Program for Students with Disabilities and English language learners (ELLs): The school offers Integrated Co-Teaching in all grades. The school provides Special Education Teacher Support Services for SWDs, as well as counseling. The school provides professional development on specific instructional strategies for all teachers to use to service ELL students.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Rochdale Early Advantage CS	NYC CSD 28	Differential to District	NYS	Differential to NYS	Rochdale Early Advantage CS	NYC CSD 28	Differential to District	NYS	Differential to NYS
All Students	2014-2015	15%	35%	-20	31%	-16	30%	44%	-14	43%	-13
	2015-2016	46%	43%	+3	39%	+7	37%	44%	-7	43%	-6
	2016-2017	52%	43%	+9	40%	+12	51%	46%	+5	45%	+6
	2017-2018	61%	51%	+10	45%	+16	54%	53%	+1	49%	+5
	2018-2019	57%	53%	+4	46%	+11	44%	56%	-12	50%	-6
SWD	2014-2015	4%	9%	-5	8%	-4	13%	17%	-4	16%	-3
	2015-2016	19%	12%	+7	11%	+8	38%	17%	+21	16%	+22
	2016-2017	17%	13%	+4	12%	+5	17%	19%	-2	18%	-1
	2017-2018	24%	21%	+3	18%	+6	19%	27%	-8	21%	-2
	2018-2019	38%	21%	+17	17%	+21	20%	27%	-7	22%	-2
ED	2014-2015	14%	27%	-13	21%	-7	27%	36%	-9	31%	-4
	2015-2016	37%	35%	+2	28%	+9	30%	36%	-6	31%	-1
	2016-2017	46%	36%	+10	29%	+17	44%	38%	+6	33%	+11
	2017-2018	54%	44%	+10	35%	+19	49%	45%	+4	38%	+11
	2018-2019	59%	46%	+13	36%	+23	44%	49%	-5	40%	+4

Essential Question 2: Is the school effective and well run?

Use of Data/ Ability to Monitor Progress

The school has a formal process of evaluating student progress, as evidenced by:

- Robust Interim Assessment program that includes iReady & Achievement Network (for varying grades), Fountas & Pinnell, and various curricular unit tests; and
- Quarterly data cycle protocol where teachers adjust lesson plans and small groups based on the latest data.

Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

Table 5: Aggregate Enrollment: Reported vs. Contracted

Rochdale Early Advantage CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	420	275	65%
2017-2018	300	283	94%
2018-2019	300	286	95%
2019-2020	350	320	91%
2020-2021	400	392	98%

The school is exceeding targets for enrollment of economically disadvantaged (ED) students, and within target range for enrollment of students with disabilities (SWDs). The school is below target range for enrollment of English Language Learner (ELL) students; however, a geographic analysis shows the school is within target range for ELL enrollment compared to schools within a 1-mile radius (see Table 6 and Table 6b below).

The school is meeting targets for aggregate retention (see Table 7 below).

The school is exceeding targets for retention of SWDs, ELLs, and ED students (see Table 7 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students.¹⁶ The school has an enrollment preference for ELL students and is currently considering adding an enrollment preference for SWDs, among other strategies. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Targeting schools, markets and place of worship within the immediate area of the school as well as surrounding neighborhoods;
- Widely advertising in local media that serve Spanish speaking, French speaking and mandarin speaking communities nearby; including information about the ELL preference in all these materials; and
- Offering an after-school program, Saturday intervention and summer school options to all families and students.

¹⁶ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Rochdale Early Advantage CS	NYC CSD 28	Differential to District	Rochdale Early Advantage CS	NYC CSD 28	Differential to District	Rochdale Early Advantage CS	NYC CSD 28	Differential to District
2016-2017	16%	19%	-3	0%	16%	-16	75%	64%	+11
2017-2018	14%	19%	-5	1%	18%	-17	71%	69%	+2
2018-2019	17%	18%	-1	1%	20%	-19	70%	67%	+3
2019-2020	15%	18%	-3	1%	20%	-19	69%	67%	+2
2020-2021	14%	19%	-5	2%	20%	-18	73%	67%	+6

Table 6b: Student Demographics – Charter School Compared to District Schools within Set Radii*

2021-2022	Rochdale Early Advantage CS	<0.5 Mile Radius	Variance	1 Mile Radius	Variance	2 Mile Radius	Variance
ELL (current only)	1%	7%	-6	9%	-8	10%	-9

*For Radii analysis, ELL enrollment only includes students currently classified as ELLs

Table 7: Student Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Rochdale Early Advantage CS	NYC CSD 28	Differential to District	Rochdale Early Advantage CS	NYC CSD 28	Differential to District	Rochdale Early Advantage CS	NYC CSD 28	Differential to District	Rochdale Early Advantage CS	NYC CSD 28	Differential to District
2016-2017	95%	88%	+7	92%	85%	+7	.	.	.	93%	88%	+5
2017-2018	95%	88%	+7	100%	86%	+14	.	.	.	96%	88%	+8
2018-2019	81%	87%	-6	86%	86%	0	100%	88%	+12	83%	87%	-4
2019-2020	78%	86%	-8	65%	86%	-21	50%	85%	-35	79%	85%	-6
2020-2021	88%	76%	+12	83%	74%	+9	100%	75%	+25	90%	77%	+13

Legal Compliance

Rochdale Early Advantage Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. NYCDOE is currently reviewing the school’s disciplinary policies for students with disabilities to ensure

compliance with federal and state law, and the school is working in good faith to make any necessary revisions. The board holds meetings in accordance with the Open Meetings Law.

Essential Question 3: Is the school financially viable?

Financial Condition

The school has demonstrated financial viability, as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations; none were below target in the last two fiscal years. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; none were below target in the last two fiscal years.¹⁷

Financial Management

The NYCDOE reviewed REACS's audited financial statements from 2017-2018, 2018-2019, 2019-2020, and 2020-2021 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of those years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on December 6, 2021. Thirteen people attended, and four spoke. Four were in favor of the renewal. No one was opposed. Two families submitted written comment, both in favor of the renewal.

¹⁷ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.