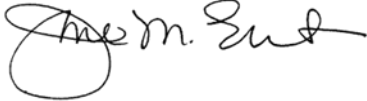





TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Charter Schools: Initial Applications Authorized by the Board of Regents

DATE: October 25, 2018

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

The Department recommends that the Board of Regents consider, approve, and issue an initial charter and provisional charter for the following proposed charter schools:

1. Academy of Health Sciences Charter School (proposed to locate in Rochester CSD)
2. AECI II: NYC Charter High School for Computer Engineering and Innovation (proposed to locate in CSD 7)
3. Bronx Arts and Science Charter School (proposed to locate in CSD 10)
4. Brooklyn RISE Charter School (proposed to locate in CSD 15)
5. Education Unlimited Lyceum Charter School (proposed to locate in CSD 6)
6. LEEP Dual Language Academy Charter School (proposed to locate in CSD 15)
7. Staten Island Hebrew Public Charter School (proposed to locate in CSD 31)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the full Board for action at the November 2018 Regents meeting.

Procedural History

Under the New York Charter Schools Act of 1998, the Board of Regents is authorized to approve applications for initial charters.

Background Information

The Charter Cap

Chapter 101 of the Laws of 2010 increased the cap on the number of charters that can be issued in New York State from 200 to 460. The law also designated the Board of Regents and the Board of Trustees of the State University of New York (SUNY) as the authorizers for the additional 260 charters (130 charters to be issued by each, with no more than 57 in New York City) and required that the two chartering entities create competitive Request for Proposals (RFP) processes for applications for the additional 260 charters. The law dictated the timetable for the RFPs that were issued in 2010, 2011, 2012, and 2013 and left the timetable for the release of RFPs in subsequent years to be determined by the Board of Regents and SUNY. The 2015 legislative amendment allows 22 charters that have been surrendered, revoked, terminated, or not renewed to be reissued by the Board of Regents or SUNY through an application process. As of this date, there are 110 total charters available.¹ Chapter 20 of the Laws of 2015 imposed a limit of fifty new charters in New York City. A [Charter School Fact Sheet](#) outlines the number of charters issued and those currently remaining.

(<http://www.p12.nysed.gov/psc/facts/nyscsfactsheet7112018.pdf>)

The Board of Regents New Charter School Process

Phase I – Letter of Intent:

Each applicant group must submit a letter of intent that provides a brief description of the school mission and design, the proposed student population (including plans to meet enrollment and retention targets), evidence of community outreach efforts and community support, a proposed school district and/or proposed facility, information about the founding group, and anticipated members of the initial board of trustees.

Phase II – Full Application:

Each applicant group must submit a written application that provides the full design of the proposed school, including instructional model and approach, targeted student population, organizational structure, and financial plan. The Full Application is structured to objectively

¹ This is exclusive of applicant groups approved by the SUNY Trustees that have yet to go into effect.

evaluate the proposed school's educational alignment and operational compliance to the requirements and educational priorities of the Charter Schools Act. Each accepted application is rigorously evaluated through a peer-review process by a three-member expert panel including national consultants, reviewers who are current educators in public schools or universities within New York State and across the nation, and experienced Department staff in the Charter School Office (CSO). The applications were also reviewed by the Office of Bilingual Education and World Languages (OBEWL), and the Office of Special Education (OSE).

Phase III – Capacity Interviews:

Each applicant group attends an interview to discuss the application and to demonstrate that they have the will, skill, knowledge, and capacity to successfully launch and operate the proposed school.

Phase IV – Request for Modifications:

Each applicant group makes technical modifications to their applications, as necessary and requested by the Department.

In addition to the above, throughout the chartering process, the Department reviews public comments provided through formal public hearings (required to be conducted by the school district of location for the proposed school) and through direct communication with the Department's Charter School Office. Recommendations to award new charters are made to the Board of Regents by the Commissioner. These recommendations are given to groups with a strong educational plan and a presentation that demonstrates their readiness to launch and operate a highly effective public school. Based on a synthesis of information gathered throughout all stages of the process, the Department presents its recommendations to the Board.

The 2018 Board of Regents Application Process: Round 2

In Round 2 of the 2018 application and review process, the Charter School Office received:

- 29 applicant group Letters of Intent submitted by the July 9, 2018 deadline;
- 23 applicant groups were invited to submit a full application, and 19 applicant groups did submit full applications by the August 16, 2018 deadline;
- 10 applicant groups were invited to a Capacity Interview. The interviews were held in Albany, New York between September 11-25, 2018; and
- 7 applicant groups are being recommended to the Board of Regents for approval at the November 5-6, 2018 meeting. It is anticipated that there will be one additional charter recommended to the Board of Regents for approval at the December 10-11, 2018 meeting.

A Summary of the 2010-2018 charter school application cycles is included below as **Attachment A**. The 2018 RFP timeline for applicants seeking to establish new charter schools authorized by the Board of Regents is as follows:

2018 Application Cycles			
Submission Rounds	Letter of Intent	Full Application	Regents Action
Round 1	February 8	March 14	June 11-12
Round 2	July 9	August 16	November 5-6

The Department recommends that the Board of Regents issue an initial charter and provisional charter for the seven applicants listed on page 1, which would add 3,348 seats for families in New York City and Rochester, New York. The Charter School Application Summary, Findings, and Recommendations for the proposed new schools are included below as **Attachments B through H**. The [applications](#) for these schools are available electronically at (<http://www.p12.nysed.gov/psc/startcharter/StartCharter2018.html>)

Related Regents Items

[2018 Round 1 RFP](#) – Initial Applications Authorized by the Board of Regents (<https://www.regents.nysed.gov/common/regents/files/618p12a3.pdf>)

Recommendation

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **Academy of Health Sciences Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **AECI II: NYC Charter High School for Computer Engineering and Innovation**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **Bronx Arts and Science Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **Brooklyn RISE Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **Education Unlimited Lyceum Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **LEEP Dual Language Academy Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **Staten Island Hebrew Public Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

Timetable for Implementation

The Regents action is effective immediately.

Attachments

SUMMARY OF 2010-2018 CHARTER SCHOOL APPLICATION CYCLES

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters Issued By BOR (# in NYC) ²
2010	39	35 prospectuses were submitted; 16 applicants were invited to submit full applications; 15 full applications were submitted	Regents: 7(5)
2011	100	80 prospectuses were submitted; 37 applicants were invited to submit full applications; 36 full applications were submitted	Regents: 9(7)
2012 Round 1	30	20 applicants were invited to submit full applications; 14 full applications were submitted	Regents: 3(3)
2012 Round 2	54	37 applicants were invited to submit full applications; 25 full applications were submitted	Regents: 10(8)
2012 Round 3	24	24 applicants were invited to submit full applications; 12 full applications were submitted	Regents: 0(0)
2013	99	60 applicants were invited to submit full applications; 55 full applications were submitted	Regents: 8(6)
2014 Round 1	31	15 applicants were invited to submit full applications in either Round 1 or Round 2; 11 full applications were submitted for review	Regents: 2(1)
2014 Round 2	51	18 applicants were invited to submit full applications; 15 full applications were submitted for review	Regents: 3(3)

² The 2015 legislative amendments to the Charter Schools Act takes the cap remaining under the 2007 and 2010 legislation (159) and provides for the reissuance of 22 charters, for a total of 181 charters to be used by either the Regents or SUNY. Chapter 20 of the Laws of 2015 imposed a limit of 50 new charters in New York City.

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters issued by BOR (# in NYC)
2015 Round 1	38	15 applicants were invited to submit full applications 15 full applications were submitted for review	Regents: 0(0)
2015 Round 2	51	17 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2015 Round 3	N/A	Letters of Intent Waived 15 full applications were submitted for review	Regents: 1(1)
2016 Round 1 (June)	11	11 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2016 Round 2 (November)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 3(2)
2016 Round 2 Continued (December)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 1(0)
2017 Round 1 (June)	17	13 applicants were invited to submit full applications 10 full applications were submitted for review	Regents: 3(3)
2017 Round 2 (November)	28	21 applicants were invited to submit full applications 18 full applications were submitted for review	Regents: 5(5)
2018 Round 1 (June)	19	14 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 6(6)
2018 Round 2 (June)	29	23 applicants were invited to submit full applications 19 full applications were submitted for review	Regents: 7(6) pending ³

³ It is anticipated that there will be one additional charter recommended to the Board of Regents for approval at the December 10-11, 2018 meeting.



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department
2018 Round 2 Request for Proposals to Establish the
Proposed Charter School Authorized by the Board of Regents:

Academy of Health Sciences Charter School

November 2018

Table 1: Summary of the Proposed School

Name of Charter School	Academy of Health Sciences Charter School
Lead Applicant(s)	Warren Hern
District of Location	Rochester CSD
Opening Date	Fall 2019
Projected Charter Term	August 19, 2019 – June 30, 2024
Management Company	None
Partners	None
Proposed Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): 5/ 100 Year 2 (SY 2020-21): 5-6/ 200 Year 3 (SY 2021-22): 5-7/ 300 Year 4 (SY 2022-23): 5-8/ 425 Year 5 (SY 2023-24): 5-8/ 450
Planned Grade Span (beyond Initial Charter Term)⁴	Grades 9-12
Mission Statement	The mission of Academy of Health Sciences Charter School (AHSCS) is to provide a supportive learning environment focused on academic achievement in preparation for college, careers, and lives of service in the health sciences.

Beginning with an intensive, responsive, and unique Grade 5 program, Academy of Health Sciences Charter School (AHSCS) will add one grade per year, through grade 8, in its first charter term. Grade 5 will emphasize the mastery of prerequisite skills necessary for a successful transition to Grades 6-8. Grades 6-8 will generate “high school ready” students to launch themselves into academic achievement, service learning, internships, and leadership experiences related to the health sciences and related fields. The program aims to be consistently supported and implemented by highly-effective teachers, staff, and with notable healthcare and life sciences organizations in

⁴ The charter school will need to request a subsequent material charter revision to serve grade levels beyond those authorized during their initial charter term.

the Rochester area cultivating in students having the option to choose a career - a pathway- whether it is college, a certificate program or a job right out of high school.

AHSCS students will come to understand that a strong basis in reading and literacy is the key to nearly any life success; value and embrace diversity and equity; commit to hard work and restorative practices; and thrive in an environment that supports and maximizes academic and social-emotional development.

Key Design Elements

The key design elements for Academy of Health Sciences Charter School are:

- *Culture of Collective Efficacy: Establishing a culture of collective efficacy, growth, and leadership for students, families, and staff.* AHSCS will establish, through collective efficacy and professional development workshops, a compassionate, responsive school community that embraces trauma-informed learning and teaching for those students who may be experiencing or have experienced trauma.
- *Positive School Culture: Establishing a healthy community and safe, supportive learning environments for all students.* AHSCS will establish a culture through authentic relationship building that supports personal and mutual respect, equity, and efficacy aimed at building critical hope to transform trajectories of poverty into opportunity; and through direct assistance and/or linkages to health and human services, legal counseling, etc., administered by community partners working closely with the Student Support Team.
- *College and Career Readiness: NYSLS/NGLS-based college and career ready curriculum based on Health Sciences and STEAM priorities.* AHSCS will creatively integrate multiple aspects of college and career readiness into the NYSLS/NGLS-based curriculum beginning in Grade 5, including how to help students: learn good study habits; understand academic expectations needed for high school and post-graduation; develop good communication and workplace skills; and embrace community health and wellness towards understanding their potential futures as healthcare professionals. All teachers will use STEAM practices and assign STEAM tasks that catalyze meaningful collaboration around reality-based problem-solving projects.
- *Middle School Preparation Starting in Grade 5: A New Beginning for Academic Excellence.* Incoming Grade 5 students will be exposed to new and innovative approaches to the NYS Learning Standards and Next Generation Learning Standards through implementation of highly-effective instructional practices and engagement protocols; intensive and individualized academic support; an individualized, student-driven recovery program; extended learning time; a college and career readiness curriculum; and a shared sense of student and teacher-efficacy.
- *Data and Student-Driven Instruction: Evidence-based tiered Response to Intervention (RTI) supports for all students.* AHSCS will implement an effective process of collecting and

analyzing valid and individualized data to drive planning and decision-making which includes capturing student voice, feedback, and input as a critical data source; and the use and analysis of formative and summative assessments using input from content specialists, second-language acquisition and special education staff to ensure all students will have access to equitable behavioral and academic interventions.

- *Effective Teaching Strategies: Thoughtful planning and delivery of engaging, culturally relevant, and effective pedagogy.* Teachers will elicit high levels of engagement, creativity, commitment and intellectual processing necessary for success in future health sciences careers through engagement in robust professional development workshops focused on guided and deliberate practice of effective pedagogical strategies that reflect dimensions of the Thoughtful Classroom Teacher Effectiveness Framework (Silver, 2016), Gradual Release of Responsibility Framework (Fisher & Frey, 2013), Culturally Responsive Teaching and The Brain (Hammond, 2014) and other related resources.
- *Extended and Enhanced Learning: A longer school day and year provides access to enhanced educational experiences, including a summer bridge program.* AHSCS with partnering organizations will provide a rigorous after-school enrichment program that includes individualized instruction and tutoring in English language arts and mathematics, instruction in music and fine/performing arts and extra time for students to collaborate to work on STEAM projects and Health Science field experiences, and a summer program.

Education Plan

Health science careers typically require individuals to frequently engage in critical thinking, analysis, problem solving, and collaboration through integrating taught processes and concepts into the real-world contexts of science, technology, engineering, art, and mathematics. The applicant group will utilize curriculum materials that will provide strong foundations in the above areas, while fostering teacher input and autonomy to meet the needs of their class and students.

AHSCS students will be supported with robust behavioral/academic interventions and resources to catalyze their academic and social-emotional development. Students will engage in a dynamic curriculum enriched with STEM-based learning projects with a health science focus to foster early career awareness among students as a means of maintaining high levels of student engagement and motivation. Elements of the Universal Design for Learning (UDL), a scientifically-based framework, will provide a backdrop of neuroscience research to guide the creation and implementation of curricular materials, including yearlong scope and sequence documents, pacing calendars, unit plans, and daily lesson plans. This highly responsive and elastic approach to instructional design will be used to address the diverse needs, interests, and strengths of all students, particularly English Language Learners (ELLs), Multilingual Learners (MLLs), and students with special needs.

School culture

AHSCS students, families, and staff will articulate and reinforce the school's values of mutual respect, diversity, efficacy, achievement, and service through its design, implementation, and participation in community routines. Such community routines will include daily advisory meetings, weekly whole-school community meetings, and quarterly growth and achievement celebrations. Teachers, leaders, and staff will intentionally build authentic relationships with students that foster a sense of trust and respect.

AHSCS will utilize a restorative and learning focused approach to student discipline. The school culture will reflect a holistic student-centered approach to supportive academic, behavioral, and social/emotional growth, treating each as critically important. Staff will work with partner organizations to establish an ongoing network of wrap-around services that supports a welcoming student-centered environment.

Special Populations and Related Services

AHSCS will implement a comprehensive student support system to ensure all students thrive in an academically rigorous environment. This system will ensure that individual student needs and goals set forth in students' Individual Education Programs (IEPs) and 504 plans are met with fidelity as the school is committed to equipping all students with the academic and character foundation needed for future success. The school will work with the local Committee on Special Education (CSE) to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

All AHSCS teachers will be trained and subsequently responsible for accessing and interpreting students' IEPs, providing required accommodations and modifications, and monitoring progress towards IEP goals through classroom instruction and learning activities. AHSCS will recruit and hire qualified special education teachers who have experience working with similar populations and a proven record of past results to ensure all students with disabilities receive required accommodations, modifications, and individualized instruction as documented on their IEPs. Each grade level team will include two special educators, one with a literacy background and one with a Mathematics and/or STEM background. They will function as Special Education Co-coordinators and be responsible for ensuring full legal compliance, facilitating ongoing professional development, development and implementation of IEPs, and creating methods to frequently communicate and partner with families.

All teachers will receive professional development and to ensure their readiness and ability to address the needs of ELL/MLL students. AHSCS will seek/hire highly-qualified English as a New Language (ENL) professionals as needed to ensure the academic growth and English proficiency of all students identified as in need of ESL instruction. AHSCS will utilize the Sheltered Instruction Observation Protocol (SIOP), a research-based and validated instructional model proven effective in addressing the academic needs of ELLs/MLLs which align to effective pedagogical practice for all students. AHSCS will employ a culturally relevant pedagogy and will ensure that all parents and students feel welcome.

Recruitment and Retention

The applicant group for AHSCS is committed to equity and access for all students and will ensure that its student body will reflect the demographics of the Rochester City School District; and reflects parents' interest in the AHSCS Grade 5 model.

Recruitment: To recruit students, the school plans to leverage the community relationships the school has built with organizations that serve at-risk populations such as local churches, recreation centers, organizations serving children with special needs, resettlement agencies, local health centers, neighborhood organizations, and cultural and community-based institutions such as the Ibero-American Action League, the Rochester Black Physicians Network, and the Urban League. Recruitment materials will be available in all predominant languages of the community and will outline the supports available to all students.

Retention: To retain students, the school will build and sustain meaningful, mission-driven partnerships with families. It will conduct home visits and family nights at the school. Teachers and leadership will be in regular communication with families. Students will receive the academic and social-emotional supports they need to be successful.

Community Outreach

The applicant group for AHSCS carried out extensive outreach to the community, directly communicating with parents and community members at multiple public meetings and events throughout the City of Rochester about the proposed school and to garner their perspective on the proposed grade levels, health sciences focus, college and career readiness model, summer and after-school programs, and potential school location within the City of Rochester. Feedback was secured from around 1,000 interested persons including parents, community leaders, healthcare organizations, business leaders, faith-based organizations, elected officials, and the philanthropic community. Outreach continues to various stakeholder groups to foster partnerships.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Warren Hern	Board Chair
Michele Lawrence	Proposed Member
Kevin Overton	Proposed Member
Jennifer Piper	Proposed Member
Kevin Railey	Proposed Member

Facility

The applicant group has identified a potential private facility within the City of Rochester. The applicant group will consider this option and explore other potential private facility options.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in the Rochester CSD, indicating that the fiscal impact of the AHSCS on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁵

Year	Number of Enrolled Students ⁶	Charter School Basic Per Pupil Tuition Rate ⁷	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds) ⁸	Total Projected Funding from District	Total District General Fund Budget ⁹	Projected Impact on District Budget
2019-20	100	\$13,090	\$1,309,000	\$160,000	\$1,469,000	\$994,072,047	0.15%
2020-21	200	\$13,090	\$2,618,000	\$320,000	\$2,938,000	\$1,025,334,910	0.28%
2021-22	300	\$13,090	\$3,927,000	\$480,000	\$4,407,000	\$1,025,334,910	0.43%
2022-23	425	\$13,090	\$5,563,250	\$680,000	\$6,243,250	\$1,025,334,910	0.61%
2023-24	450	\$13,090	\$5,890,500	\$720,000	\$6,610,500	\$1,025,334,910	0.64%

⁵ To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁶ Source: Academy of Health Sciences Application, August 2018

⁷ Source: 2018-19 Charter School Basic Tuition (https://stateaid.nysed.gov/charter/pdf_docs/charter_1819_rates_.pdf)

⁸ Source: Calculations comprised of all other funding that will flow to the school from RCSD, including special education funding based on percentage of time students will spend in the general education classroom, Title funding, IDEA funding, NYSSL, NYSTL and NYSLIB, based on charter schools of comparable size and subpopulation enrollment projections.

⁹ Source: Draft 2018-19 Budget for the Board of Education

(<https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Full%20Draft%20Budget%20book%20RCSD%202018-2019.pdf>)

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24). To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the applicant group assumes no growth in the district’s budget during the duration of the school’s charter.¹⁰

It should be noted that, given the nature of district-based per-pupil funding, the estimates in this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

**Table 3. 2017-18 Demographic Detail for Proposed District of Location:
Rochester CSD**

	Total District Enrollment: 29,352	
All Students Grades 5 - 8	7,492	--
Students with Disabilities	1,806	24%
English Language Learners/Multilingual Learners	1,395	19%
Economically Disadvantaged	6,800	91%

Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.

Table 4. 2017-18 Elementary/Middle School Academic Proficiency Rates of

¹⁰ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

NYS Assessment on Grade Configurations for Proposed School

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-8 Aggregate</i>	9%	45%
<i>Grade 5 ELA</i>	7%	37%
<i>Grade 6 ELA</i>	13%	49%
<i>Grade 7 ELA</i>	6%	40%
<i>Grade 8 ELA</i>	11%	48%
<i>ELA Grades 3-8 Aggregate: SWDs</i>	1%	12%
<i>ELA Grades 3-8 Aggregate: ELLs/MLLs</i>	2%	4%
<i>ELA Grades 3-8 Aggregate: ED</i>	8%	34%
<i>Math Grades 3-8 Aggregate</i>	7%	45%
<i>Grade 5 ELA</i>	11%	44%
<i>Grade 6 ELA</i>	9%	44%
<i>Grade 7 ELA</i>	6%	41%
<i>Grade 8 ELA</i>	1%	30%
<i>Math Grades 3-8 Aggregate: SWDs</i>	1%	11%
<i>Math Grades 3-8 Aggregate: ELLs/MLLs</i>	2%	11%
<i>Math Grades 3-8 Aggregate: ED</i>	6%	30%

Data Source: Assessments data is from data.nysed.gov.

Summary of Public Comment

As required by the Charter Schools Act, the Rochester City School District conducted a public hearing on September 13, 2018 to solicit comments from the community regarding the proposed Academy of Health Sciences Charter School. One member of the community was present and expressed concern about the proposed charter school. No comments were received which expressed support for or opposition to the proposed charter school.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.¹¹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,¹² of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.¹³ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.

¹¹ Education Law §2852(2)(a).

¹² Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

¹³ Education Law §2852(2)(b).

3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act¹⁴ and will have a significant educational benefit to the students expected to attend the charter school.¹⁵ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Academy of Health Sciences Charter School to open in 2019 in Rochester, New York.

¹⁴ Education Law §2852(2)(c).

¹⁵ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department
2018 Round 2 Request for Proposals
to Establish the Proposed Charter School
Authorized by the Board of Regents:

AECI II: NYC Charter High School for Computer Engineering and Innovation

November 2018

Table 1: Summary of the Proposed School

Name of Charter School	AECI II: NYC CHS for Computer Engineering and Innovation
Lead Applicant(s)	Carlo Schiattarella
District of Location	NYC CSD 7 (the Bronx)
Opening Date	Fall 2019
Projected Charter Term	September 3, 2019 – June 30, 2024
Management Company	None
Partners	None
Proposed Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): 9/ 125 Year 2 (SY 2020-21): 9-10/ 249 Year 3 (SY 2021-22): 9-11/ 375 Year 4 (SY 2022-23): 9-12/ 500 Year 5 (SY 2023-24): 9-12/ 500
Planned Grade Span (beyond Initial Charter Term)¹⁶	None
Mission Statement	AECI II: NYC Charter High School for Computer Engineering & Innovation (“AECI II”) will create an integrated, rigorous academic program that provides students with the necessary skills, knowledge and practical experience to pursue college and careers in Computer Engineering.

AECI II: The New York City Charter High School for Computer Engineering and Innovation (“AECI II”) is a proposed replication of the successful New York City Department of Education-Chancellor-authorized New York City Charter High School for Architecture, Engineering and Construction Industries (AECI I). AECI I focuses on architecture, engineering and construction industries that has successfully served students in the South Bronx since 2008. This proposed school will create an integrated, rigorous academic program that provides students with the necessary skills, knowledge and practical experience to pursue college and a career in computer engineering. AECI II will emphasize science and math proficiency, effective communication and critical

¹⁶ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

thinking skills through a standards-based core curriculum. AECI II will promote career opportunities in computer engineering and innovation (e.g. design and development of electronics, computer hardware and software, and applications) through a program of rigorous coursework, which includes opportunities for project-based learning and apprenticeships through collaboration with industry partners and post-secondary institutions.

AECI II will share a similar instructional model with AECI I. In 2017, AECI I dramatically outperformed the district it is located in by graduating 96.5% of its students within four years and was recognized in the *US News & World Report National Rankings* for students' college readiness and performance on state tests.

Key Design Elements

The key design elements for AECI II: NYC CHS for Computer Engineering and Innovation are:

- *Computer Engineering and Innovation.* AECI II will emphasize science and math proficiency, effective communication, and critical thinking skills through a standards-based core curriculum. Students will explore careers, skills, knowledge, and practical experiences leading to college and a career in the computer engineering industry. Students will be creators of technology rather than just consumers, engage in real world technological challenges, and gain skills that are specific to computer engineering and innovation that culminate in industry standard certifications.
- *Strong Academic Foundations.* AECI II will help students accelerate learning quickly and establish the strong academic foundation necessary for long-term success. In 9th grade, all students will engage in double periods of English and math. A special bell schedule will allow students who need additional instructional time to receive an additional 90 minutes each week in small group tutoring with teachers. AECI II will offer a Saturday Academy that meets at least 20 times per year (more than 100 hours) for students who need additional academic support.
- *Instructional Excellence.* AECI II will offer a comprehensive human capital management program that includes intense recruitment of top-quality educators and continuous professional growth opportunities through partnerships with Columbia University Teachers' College, TEQ, LSA Learning and Lead On and other professional organizations. AECI II teachers will have time in their daily schedules to engage in both content and grade-level professional learning and engage in reflective practices. AECI II will offer a career ladder for teachers that rewards growth and success with increased compensation and professional responsibilities. Toward that goal, AECI II leadership will conduct frequent observations, provide timely and meaningful teacher feedback, assign mentors to new teachers, and provide coaches to support teachers in specific areas of growth.
- *Project-based Learning Classrooms.* AECI II will promote academic rigor, emphasizing critical thinking and problem solving through a project-based learning instructional program. Students will "learn by doing." AECI II will limit class size and maintain 60-

minute class sessions (with double periods for incoming freshman in English and math). Classrooms will be designed to foster peer-to-peer collaboration and engage in use of technology (e.g. interactive whiteboards in all classrooms, use of Chromebooks, laptops, and TI Inspire Calculators).

- *Support for the Whole Student.* AECI II will provide each student with a full range of supports to evolve into a young scholar and professional capable of success in both college and career. A guidance counselor will be assigned to each cohort of new 9th grade students and remain with that cohort of students through graduation, serving as the central point of contact between student, parents, teachers and the administration, and who will secure resources and support to meet the unique needs of each student. AECI II will maintain a social worker to help students address socio-emotional development.
- *Development of Young Professionals with Core Values.* Students will engage in project-based learning experiences that integrate “real world” applications of academic skills, require effective peer-to-peer collaboration, culminating in public presentations, and allow for reflective learning and skill development. Students will engage in internships where they can gain on-the-job experience and apply their academic skills in authentic professional situations. The AECI II community will support students in learning and upholding the core values of Perseverance, Achievement, Integrity, and Respect.
- *Intensive College Readiness Preparation.* Each student will be assigned to a college advisor who will facilitate daily college advisories and hands-on support for all students to: identify target colleges/universities and attend college fairs and trips; support the completion of college applications including SAT/ACT preparation and financial aid applications. AECI II will offer dual-enrolled college credit classes through existing partnerships with several institutions of higher education.
- *Data-Informed Teaching & Learning.* AECI II will support teachers and students to use data to inform teaching and learning. Teachers will use assessments to set benchmarks, measure student growth, make overall instructional course corrections, individualize instruction to meet specific students’ needs, and provide regular feedback to students to help students understand what they need to do to improve their work. Continuous improvement through data-informed teaching and learning will guide all members of the AECI II community.
- *Distributed Leadership.* AECI II will use a distributed leadership approach that focuses on shared tasks, activities and processes among staff rather than hierarchies and positions/titles. Leadership Teams will cluster around the core components of an effective school-instruction, curriculum, a culture of learning and professionalism, operations, student-teacher-parent relations, and accountability.
- *A Positive Culture of High Expectations and Mutual Respect.* The AECI II school leader will consistently articulate a coherent vision for school culture and climate-positive practices that promote a growth mindset (Carol Dweck, 2007) as well as academic and social learning while valuing student diversity. AECI II will prioritize faculty diversity to create

and develop a well-rounded staff that is uniquely capable of supporting AECI II students' needs and strengths.

Education Plan

AECI II is committed to providing a diverse student community in an integrated, rigorous academic environment the necessary skills, knowledge and practical experiences necessary to pursue college and/or a career in Computer Engineering using:

- **Theme-based Education** – Infused across the curriculum and in specialty classes, internships and project-based learning, students will explore careers, skills, knowledge, and practical experiences leading to college and a career in the computer engineering industry.
- **Project-based Learning** – Through a project-based learning instructional program, students will “learn by doing” and engage in “real world” applications of academic skills which re-enforce effective peer-to-peer collaboration, public presentations, and reflective learning.
- **Inclusive Learning Environments** – The use of Integrated Co-Teaching (ICT) promotes a culture of inclusive learning where students of all abilities and background are held to high expectations and provided the same opportunities to learn and excel.
- **Transitioning Students to High School – Building Strong Foundations** – AECI II intends to establish a strong academic foundation necessary for students to accelerate learning quickly and for long-term success.
- **Intensive College & Career Readiness Preparation** – Students will be assigned to a college advisor who will facilitate daily college advisories and hands-on support for all students to support their preparation to attend and graduate from quality higher education programs. Students will partake in internships which will allow them to apply their academic skills in an authentic professional situation.

All classrooms will be print and literacy rich and focus on vocabulary not only in the ELA classroom but in all content areas. The ELA curriculum will be an inquiry-based language arts program that combines interpretive discussion and activities with outstanding literature to help all students learn to read for meaning and think critically. The ELA writing curriculum will be writer's workshops. All students will also have at least 30 minutes of independent, silent reading per day in one of their classes.

The math program will be consistent and aligned with the New York State Next Generation Learning Standards. Grade 9 students will receive two periods of math to support the utilization of skills in problem solving and math application with an emphasis on student thinking and writing. Algebra and math concepts will be offered during the Grade 9 double math period; Geometry will be offered to students who complete the Algebra I course; Algebra II will be offered to students who complete Algebra I and Geometry and pass the Regents in both courses; Pre-Calculus will be offered to students who successfully completed Algebra II and passed the Regents exam; students

can elect to take Pre-calculus, Statistics and other courses designed by the school. A variety of support classes and tutorial services are provided for students. Teachers will infuse computer engineering and innovation related concepts into economics, finance, and statistics to further engage students.

The computer engineering core class each year will follow the “All Aspects of the Industry” (AAI) approach to teach themed elective courses and provide a framework for students to allow students to become familiar with several facets of the computer engineering industries. The following four courses would form the new, integrated career education course of study: Grade 9: Introduction to Microsoft Applications and MOS Certification; Grade 10: Introduction to Computer Science Principles; Grade 11: Introduction to Pre-engineering; and Grade 12: AP Computer Science. AECI II will explore certification as a CTE program with NYSED.

School culture

AECI II will develop a school culture where everyone—students, parents, teachers, staff and school leaders—are deeply committed to the students’ success which means that students are prepared academically, socially and emotionally for long-term success in school and life. AECI II will provide students with a holistic educational experience that includes helping them develop the “soft skills” they will need to be successful in college and careers.

AECI II will build school culture by implementing School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) that, like the Response to Intervention model for academic challenges, takes a tiered approach to addressing student behavioral needs.

AECI II will help support student socio-emotional development using ScholarCentric, a research-validated predictive assessment that identifies which students are at risk and why; research-based curricula that guides students to understand the importance of education and set attainable goals; and comprehensive professional development resources. AECI II will establish school-wide restorative practices to improve relationships among all members of the learning environment—students, teachers, administrators, parents.

Special Populations and Related Services

AECI II will implement a comprehensive student support system to ensure all students, including Students with Disabilities (SWDs), English Language Learners (ELLs), homeless students, and gifted and talented students, thrive in an academically rigorous environment. This system will ensure that individual student needs and goals in students’ Individual Education Programs (IEPs) and 504 plans are met with fidelity as the school is committed to equipping all students with the academic and character foundation needed for future success.

A Special Education Coordinator and special education teachers will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special

education consultants to the overall school community. Teachers will participate in on-going training to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

The school will hire a full-time ESL Specialist to lead the development of cross-disciplinary school wide teams that include specialists, content-area teachers, counselors and other key staff. These teams will have a common planning period where they can align curriculum, integrate cross-content projects, identify, address and monitor student issues and progress. In addition, all Grade 9 students will have a double period of ELA for the first year at the school and the ESL specialist will join the classroom through the ICT approach to help ELLs/MLLs learn the specialized language of each academic subject area as well as academic cohesion words and phrases and specialized academic process words. This holistic approach to educating ELLs/MLLs, coupled with culturally responsive pedagogy, will help to retain students and prepare them for long-term academic success.

AECI II will utilize an ESL model in which all content area instruction is delivered in English, and plan to provide "push-in" ESL support during the regular day to assist students in English language acquisition. ELL students will receive the same academic content as general education students. All instruction will be in English and the level of English used for instruction—both verbal and written—will be modified appropriately for any ELL student. Students will be encouraged and supported to use and develop their primary language skills while learning English. Classroom teachers and administrators will participate in training on effectively communicating with students designated as ELLs/MLLs.

Teachers, in consultation with the Special Education Coordinator and ESL Specialist, will be able to differentiate instruction for all students through the AECI II project-based learning approach. As students set their individual learning goals for specific projects, teachers will encourage them to continue to accelerate their learning and ensure that students have the content instruction, resources and materials necessary to achieve advanced goals. In addition, AECI II will provide honors classes across all grade levels that are accessible for all students, advanced placement courses, as well as opportunities for students to take dual-enrolled high school-college courses through Syracuse University's SUPA program and/or partnerships with CUNY colleges.

Recruitment and Retention

The two key components of AECI II's proposed mission are: 1) to prepare students for college and career success; and 2) engage students in the field of computer engineering.

Students identified in the mission

Recruitment: AECI II will leverage the academic success of AECI I. AECI II will form partnerships with the City College Grove School of Engineering and develop a leading-edge curriculum in computer engineering that aligned with college-level curricula so that all students can graduate and transition successfully to higher education programs in the field. AECI II will engage students and families at local middle schools, advertise in the predominant languages of the community via social media that targets zip codes in the South Bronx, hold open house/information sessions where parents and students can meet school leaders (principal and Board members) as well as observe how the shared key design elements are currently being implemented.

Retention: All incoming 9th grade students will participate in an August orientation/transition to high school program. Throughout the school year, each student will meet in Advisory twice a week (45 minutes each session) with the social worker and school counselors. A guidance counselor per grade, plus one college counselor, and a social worker will help to identify students' social emotional/wellness needs. Students will visit college campuses in 9th grade and attend an annual onsite college fair and offsite larger college fairs. Computer engineering professionals will visit the school regularly to discuss the wide range of career opportunities.

Students with Disabilities:

The school will work with the local Committee on Special Education (CSE) to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). *Recruitment:* AECI II will follow similar strategies used by AECI I to recruit students with disabilities (SWDs), which won a bronze medal from US News and World Report in 2017 for its success in recruiting, retaining and graduating SWDs (Currently, AECI I enrolls SWDs at a rate of 23 percentage points above the citywide average). During open houses and informational sessions, AECI II will promote success with SWDs at AECI I, signaling to parents that the school welcomes all students.

Retention: AECI II will use the ICT model which allows SWDs to be educated with their peers, an important social development experience, particularly at the high school level. ICT provides a direct means of special education service delivery that is neither stigmatizing nor isolating to special education students while allowing the students to receive the content expertise of the general educator and the disability expertise of the special educator.¹⁷ By providing SWDs with as inclusive an educational program as possible, AECI II will meet the full needs of these students—academic, social and emotional—and increase the likelihood that they remain at the school.

English Language Learners

Recruitment: AECI II will continue its bilingual outreach efforts utilized to gain support for the proposed school, including distribution of all materials and web information in both English, Spanish, and other predominant languages of the community, holding open information and focus groups sessions in those languages, and utilizing parents of students enrolled in AECI I (where the ELL/MLL enrollment rate is currently 12%) to share their experiences at the “sister school” with parents and students in their primary language.

Retention: AECI II plans to hire a full-time ESL specialist who will lead development of cross-disciplinary school wide teams. These teams will have a common planning period. The goal of these teams is to provide continuity of support across the curriculum for ELLs. In addition, Grade 9 students will have a double period of ELA. For ELLs/MLLs, the ESL specialist will join the classroom through a “push-in” approach. The ESL specialist will also join content-area classrooms though this approach to help ELLs/MLLs learn the specialized language of each academic subject area, as well as academic cohesion words and phrases and specialized academic process words. This holistic approach to educating ELLs will help with retention and prepare them for long-term academic success.

¹⁷ Weiss, Margaret and John Wills Lloyd (2002). “Congruence Between Roles and Actions of Secondary Special Educators in Co-Taught and Special Education Settings.” *Journal of Special Education*, vol 36, no 2 (58-68).

Economically Disadvantaged Students

Recruitment: AECI II will actively recruit from the CSD 7 community to enroll the same or greater percentages of economically disadvantaged students (Currently, 93% of AECI I enrollment are economically disadvantaged students). All outreach efforts are spread across the district. No challenges in reaching economically disadvantaged students are anticipated.

Retention: AECI II will use several strategies that have proven effective for meeting the needs of economically disadvantaged students who face challenges with transition to high school, have unique social-emotional needs, and are typically under-exposed to visions and opportunities for long-term academic and career success.

Community Outreach

The applicant group carried out extensive outreach to the community, communicating with parents and citizens at multiple public meetings and events throughout the Bronx CSD 7 community. The AECI II planning team has conducted extensive outreach focused on gaining community input on the school’s design. The team has collected over 558 petition signatures: 5,300 webpage constituents (370 unique visitors); 5,000 individuals reached via Facebook ads; and 130 input surveys from community members in CSD 7 and the target zip codes. Of the online signatures of support that were collected, 66% confirmed they will have grade-eligible children in the initial charter term. Outreach continues to various stakeholder groups to foster support from community leaders, healthcare organizations, business leaders, faith-based organizations, elected officials, and the philanthropic community.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Carlo Schiattarella	Board Chair
Irma Zardoya	Proposed Member
Derrick Spaulding	Proposed Member
Paul Comrie	Proposed Member
Ricardo Cosme Ruiz	Proposed Member

Facility

The applicant group is working with a New York City-based commercial real estate broker to identify and secure potential facilities, including exploring build-to suite, new construction opportunities.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 7, indicating that the fiscal impact of the AECI II on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24¹⁸

Projected Fiscal Impact upon District of Location							
Year	Number of Enrolled Students ¹⁹	Charter School Basic Per Pupil Tuition Rate ²⁰	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds) ²¹	Total Projected Funding from District	Total District General Fund Budget ²²	Projected Impact on District Budget
2019-20	100	\$ 15,552	\$ 1,912,922	\$ 330,625	\$ 2,243,547	\$24,300,000,000	.00923 %
2020-21	249	\$ 15,772	\$ 3,864,103	\$ 681,493	\$ 4,545,596	\$24,300,000,000	.01870 %
2021-22	375	\$ 15,908	\$ 5,854,115	\$ 1,032,462	\$ 6,886,577	\$24,300,000,000	.02833 %
2022-23	500	\$ 16,089	\$ 7,883,542	\$ 1,390,382	\$ 9,273,924	\$24,300,000,000	.03816 %
2023-24	500	\$ 16,250	\$ 7,962,378	\$ 1,404,286	\$ 9,366,664	\$24,300,000,000	.03854 %

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, this model assumes no growth in the district's budget during the duration of the school's charter.²³

¹⁸To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

¹⁹ Source: AECI II: NYC Charter High School for Computer Engineering and Innovation, August 2018

²⁰ Source: https://stateaid.nysed.gov/charter/html_docs/charter_1819_rates.htm Base per pupil rates for FY19 with 1% increases each year after.

²¹ Source: AECI I historical SPED population is 17% of student body.

²² Source: <https://www.google.com/search?client=safari&rls=en&q=nycdoe+budget&ie=UTF-8&oe=UTF-8>

²³ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

It should be noted that, given the nature of district-based per-pupil funding, these estimates are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

**Table 3. 2019-20 Demographic Detail for Proposed District of Location:
New York City Community School District - CSD 7 (Bronx)**

	Total District Enrollment: 19,610	
All Students Grades 9 - 12	6,973	--
Students with Disabilities	1,734	25%
English Language Learners/Multilingual Learners	1,576	23%
Economically Disadvantaged	6,263	90%

Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.

Table 4. High School Graduation Rate and Outcomes

	District	NYS
<i>4 Year Outcome as of August (2013 Cohort)</i>		
<i>Graduation Rate</i>	60%	82%
<i>Local Diplomas</i>	6%	5%
<i>Regents Diplomas</i>	52%	44%
<i>Advanced Regents Diplomas</i>	3%	33%
<i>Graduation Rate: SWDs</i>	34%	54%
<i>Graduation Rate: ELLs/MLLs</i>	22%	27%
<i>Graduation Rate: ED</i>	58%	73%
<i>5 Year Outcome as of August (2012 Cohort) *</i>		
<i>Graduation Rate</i>	66%	85%
<i>Local Diplomas</i>	7%	6%
<i>Regents Diplomas</i>	56%	48%
<i>Advanced Regents Diplomas</i>	3%	32%
<i>Graduation Rate: SWDs</i>	45%	60%
<i>Graduation Rate: ELLs/MLLs</i>	36%	37%
<i>Graduation Rate: ED</i>	69%	80%

Data Source: Graduation Rate and Outcomes as of August are from L2RPT data extraction.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 4, 2018, to solicit comments from the community concerning the proposed AECI II: NYC Charter High School Computer Engineering and Innovation. Sixty-one (61) members of the community were present, and 19 individuals spoke in favor of the proposed new charter school. There were no comments made in opposition to this proposal.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.²⁴ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,²⁵ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.²⁶ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act²⁷ and will have a significant educational benefit

²⁴ Education Law §2852(2)(a).

²⁵ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

²⁶ Education Law §2852(2)(b).

²⁷ Education Law §2852(2)(c).

to the students expected to attend the charter school.²⁸ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the AECI II: NYC CHS for Computer Engineering and Innovation to open in 2019 in NYC CSD 7 in the Bronx, New York.

²⁸ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department
2018 Round 2 Request for Proposals to Establish the
Proposed Charter School Authorized by the Board of Regents:

BRONX ARTS AND SCIENCES CHARTER SCHOOL

November 2018

Table 1: Summary of the Proposed School

Name of Charter School	Bronx Arts and Sciences Charter School
Lead Applicant(s)	Adaline Walker Santiago
District of Location	NYC CSD 10 (the Bronx)
Opening Date	Fall 2019
Projected Charter Term	August 26, 2019 - June 30, 2024
Management Company	iLearn Schools, Inc.
Partners	None
Proposed Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): K-2/ 180 Year 2 (SY 2020-21): K-3/ 240 Year 3 (SY 2021-22): K-4/ 300 Year 4 (SY 2022-23): K-5/ 360 Year 5 (SY 2023-24): K-5/ 360
Planned Grade Span (beyond Initial Charter Term)²⁹	Grades 6-8 in 2024, and Grades 9-12 in 2030-31
Mission Statement	The mission of the Bronx Arts and Science Charter School is to provide a high-quality STEAM-based education in a digital learning environment to empower students to meet and surpass grade level standards and succeed in college and careers.

The primary goal of The Bronx Arts and Science Charter School (TBASCS) is to eliminate the achievement gap for students in New York City Community School District 10 in the Bronx by surpassing district and State averages on State assessments. TBASCS seeks to prepare all students, including students with disabilities (SWDs) and English Language Learners/Multilingual Learners (ELLs/MLLs) for success in college and careers. TBASCS seeks to create a school that utilizes technology to support great teaching and to empower students to learn and achieve at the highest possible level.

²⁹ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

TBASCS will focus on the development of a supportive school culture that welcomes families in as partners in student learning. TBASCS will maintain a positive school culture by instituting a strong character education program, implementing school-wide service learning projects, and providing opportunities for growth and enrichment for students.

Key Design Elements

The key design elements for The Bronx Arts and Science Charter School are:

Technology Integration: TBASCS will introduce rich and varied sources of technology as an effective tool to increase engagement, differentiation, and rigor in classroom instruction for all students. iLearn Schools, the proposed Charter Management Organization, has developed two specialized programs to integrate technology. In kindergarten through Grade 2, iLearn helps to support curriculum and build a deeper understanding of New York State learning standards, where students have access to technology to help enrich and support academic content. This additional technology integration allows for students to spend time practicing and refining skills learned in the classroom through hands on project-based activities. Students starting in 3rd grade have access to iQuest, which is a valuable online question bank developed by iLearn with access to hundreds of New York State standards-based questions in both ELA and Math.

Balanced Literacy: iLearn has experienced academic success implementing balanced literacy across its network of schools in New Jersey and have aligned the work they do in New Jersey with the New York State Next Generation Learning Standards. At the end of the 2017-2018 academic year, 80% of kindergarten through grade 3 students at the iLearn school in Passaic were reading at or above grade level. In Grades 4-5, 93% of students were reading at or above grade level. TBASCS ELA curriculum will provide a specific outline of skills and minilessons to be taught based upon the four components of the balanced literacy approach (word study, read aloud, reader’s workshop, and writer’s workshop) that align with standards in New York.

STEAM-Based Approach: Science, Technology, Engineering, Arts, and Math (STEAM) allows for support of cross-curricular lessons and challenging, project-based learning experiences. Students will be exposed to STEAM classes, practices, events and careers. Starting in Grade 3, all students will take an engineering and design course which allow students to take on a problem-solving mindset and facilitates hands-on learning. The arts are embedded across content areas.

Use of Data: iLearn has developed a comprehensive assessment model that will be adapted to New York State Learning Standards. This assessment model allows teachers to closely track gaps in student learning, modify their lessons, create action plans, differentiate instruction, and provide targeted tutoring to struggling learners. Special education teachers and ESL teachers will work with content-area coaches to create specific action plans work for individual students based on these results.

Opportunities for Growth and Enrichment: TBASCS will provide extensive extracurricular programming to increase student engagement and to give room for students to pursue their passions/interests. Additional academic tutoring will be provided to after-school students. Students

will be able to build community by participating in full-length theatrical productions, concerts, cultural dances, and festivals to celebrate diversity and increase opportunities for service learning.

Education Plan

The following principles outline TBASCS's educational philosophy and pedagogical approach to teaching and learning:

Technology Integration: In ELA and mathematics, students will spend approximately 40% of instructional time on digital devices. The school's technology integration will ensure that all students are fully fluent in core technical skills by Grade 5, including typing, conducting internet research, and using word processors, preparing students for success in middle school, high school, and beyond. Students and teachers will have access to digital curricula, e-books, and resources both on and off school premises. For ELLs/MLLs, supportive technology, such as Reading A-Z and Enhanced ELL Reading Solution for elementary students provides content, visual and auditory aides, and built-in language support. Assistive learning devices and applications will be available for SWDs and those in need of additional supports.

STEAM-Based Approach: TBASCS' mission directly aligns with STEAM philosophy. STEAM challenges students not only to learn the content standards, but also to apply this new knowledge of 21st century skills and discoveries in tackling on evolving real-world challenges. Starting in 3rd grade, all students will take an Engineering and Design course to deepen their understanding of connections between the humanities, math, and science.

Educating the Whole Child: Strong academic programs are balanced by programs and activities designed to meet the needs of the whole child - academically, socially, and emotionally. By strengthening students' social and emotional support networks, this holistic approach promotes students' well-being and potential for academic success. TBASCS will support the social and emotional health of its students through its character education curriculum and social skills groups.

For ELA, a balanced literacy approach is the core of teaching and learning ELA for students and educators. Additionally, the use of technology is at the core of a center-based instructional approach. For mathematics, the school will use the iLearn Mathematics Curriculum modified to meet all New York State Learning Standards. iLearn Mathematics Program incorporates enVisionMATM for grades K-5, to make mathematics more accessible for a wide range of students. For Science, STEAM is an essential element of the iLearn curriculum, as it follows the engineering process, while encouraging students to grapple with and solve real world problems. There is a focus on inquiry approaches and project-based learning for students to develop problem-solving skills that will allow them to make changes in their communities. Beginning in Grade 4, students will complete four Design Challenge projects in collaborative groups. For each challenge, students record their data and notes in their Challenge Portfolio. Beginning in the third grade, students will take a separate Engineering and Design course. This learning and understanding culminates in their participation at a Maker's Fair, where student-designed projects, as well as sponsored booths, present different aspects of the creation process. Across all grade levels, students will meet with

engineers, artists, hobbyists, and professionals from STEAM fields to further extend upon their learning and awareness, collaborate, and have fun as they explore innovations.

School culture

All members of the school community will play a role in contributing to an effective, functional learning environment. This environment will be established through intentional and explicit core values, practices, routines, and rewards that foster a safe and energetic learning environment for all stakeholders. The success will be dependent on the establishment of a positive school culture where the school's core values of honesty, integrity, respect, community, compassion and excellence are evident in each member of the school community.

During a Summer Institute, teachers will be introduced to the school's core values and guided in the process of preparing lesson plans. Teachers will utilize the core values of the school to explain the rationale for certain classroom routines and procedures.

Special Populations and Related Services

The school's goal is to take a proactive approach in ensuring academic excellence for all students while creating a learning environment where all students feel accepted, welcomed, and motivated to excel. A culturally relevant pedagogy will be employed to ensure that differences are celebrated, and all cultures and native language skills are supported.

Students At-Risk of Academic Failure: Students will be identified based on variables such as: difficulty to complete academic activities, academic progress, developmental challenges, or high absentee rates. To guarantee early identification of these students, academic and developmental diagnostics will be conducted with all students. The progress of every student will be monitored continuously throughout the school year. Students may receive Academic Intervention Services (AIS) to supplement regular classroom instruction) and/or Response to Intervention (RTI) to ensure that students receive high quality instruction through intervention and supports.

Students with Disabilities: The school will work with the local Committee on Special Education (CSE) to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). TBASCS will join the New York Special Education Collaborative in its pre-opening year to increase the school's capacity to develop a strong, inclusive educational environment. In year one, the school will employ two special education teachers to provide In-Class Instruction (ICI) and pull-out instruction to students with disabilities. In year two, the school will also add a full-time counselor that will maintain a counseling schedule for all students when needed.

The school believes supporting students in their general education classroom will maximize their fullest potential academically and socially. Special Education Teacher Support Services (SETSS) will provide ICI for students with disabilities. This ICI program will provide age-appropriate instruction in the general education classroom. Should some students require additional supports to thrive, the school will provide a resource program for pullout instruction. All lessons will be

modified by a certified special education teacher according to each student's goals and objectives listed in their IEP and differentiated to reach each goal and objective while maintaining a parallel curriculum.

English Language Learners: The BASCS is fully committed to serving ELLs/MLLs and will conduct a weighted lottery through NYSED's weighted lottery generator to give increased chances for ELL students to attend the school. The school will employ a Structured English Language Immersion program, which offers targeted instruction geared to ELLs/MLLs developing language level and maximizes the exposure to the English language while employing a culturally relevant pedagogy to encourage proficiency in the student's native/home language as well as celebrating all backgrounds and cultures. The program will offer daily English language development to ELLs/MLLs with push-in and pull out support models. In year one, the school will hire two full-time teachers who hold applicable New York State teaching certificates, and who in cooperation with the iLearn's ELL Director will orchestrate all aspects of the ENL Department. The school plans to employ one ESOL-certified teacher for every ten to fifteen ELLs.

Recruitment and Retention

The school is fully committed to serving all students in the Bronx and believes the best way to attract and retain students is to design and implement an academic program that effectively meets the needs of all learners and to build collaborative relationships with families and community members. iLearn will designate a coordinator to develop a recruitment plan and manage the marketing/recruitment. Marketing materials will be translated into all predominant languages of the community and be available online and on paper. Recruitment materials will be widely distributed at open houses, information seminars, door-to-door campaigns, direct mailings, local newspapers, local access television, community events, and online. Recruitment materials will be distributed in a variety of forms such as flyers, brochures, information packets, print advertisements, retail display advertisements, social media ads, and emails. Community meetings, meetings with community-based organizations, feeder schools and discussions with elected officials will continue to be purposeful and will be helpful to differentiate the school from other schools in the community.

Students with Disabilities

Recruitment: The school will recruit from preschools that serve students with disabilities, stressing its commitment and ability to serve students with disabilities in written marketing materials, in-person recruitment sessions, and with its community partners. Current special education staff at iLearn will participate in recruitment efforts to highlight the school's inclusive classrooms, robust intervention, and support services so that all families understand the school's commitment to meeting the needs of their individual child. The school's recruitment team has reached out to CSEs, Committees on Preschool Special Education (CPSE) of the CSD, INCLUDEnyc, Advocates for Children of New York, and community organizations.

Retention:

The school will continue to promote academic and social excellence for all students and provide a free and appropriate public education to student, maintain consistent and ongoing communication with parents, and encourage parent involvement in their child's education by collaborating with the

special education team. The school will regularly review parent feedback and make adjustments to the academic program to ensure student needs are being adequately met and continually monitor data to ensure that students with disabilities are growing academically and not disciplined at a higher rate than general education students.

English Language Learners/Multilingual Learners

Recruitment: The school will highlight its effective ELL/MLL programs and culturally responsive curriculum in all recruitment efforts. The school will make information about its school and ELL programs available in multiple languages (currently 13) on its website and in printed materials. The recruitment survey has been translated into the top five ELL/MLL home languages spoken in CSO 10, which include Spanish, Bengali, Arabic, French and Albanian. The school will publicize through community organizations that serve predominantly non-English speaking families and continue to develop partnerships with those community organizations that serve non-English speaking families, including BronxWorks and SAPNA NYC. Because Spanish is the predominant language spoken in the community, the school is committed to employing Spanish-speaking staff in all positions including the Parent/Family Engagement Coordinator, so that prospective families may engage with the school without barriers.

Retention: The school will adopt the English language acquisition model that has proven effective in addressing the academic needs of English language learners and communicate that approach to parents and other stakeholders. The school will be culturally responsive to students and create an environment of multiculturalism and inclusivity and employ Spanish-speaking staff members. The school will actively solicit feedback and adapt its offerings in response to feedback from parents.

Economically Disadvantaged Students

Recruitment: The school will continue to conduct outreach activities in areas that serve the entire community including libraries, community centers, and places of worship to ensure all families, particularly low-income families, are aware of the school as an educational option. The school has established many important relations and will continue to develop relationships and partnerships with organizations that serve the entire community, including low income families, such as University of the Streets, Lehman College, the YMCA, Phipps Neighborhoods, the Boys & Girls Club, SAPNA NYC, BronxWorks, the Department of Youth & Community Development NYC, Northwest Bronx Community, the Clergy Coalition, and the Green Bronx Machine.

Retention: In addition to a strong academic program, positive school culture and opportunities for growth and enrichment through the extended day program, the school parents will be partners in the school. For example, they will be able to view their child's academic and behavioral progress through the ClassDojo app or on the web in real-time. Parents will have direct access to teachers through ClassDojo Messaging. The school principal will lead the effort to build collaborative relationships with families as he has done successfully in his public outreach efforts and at his previous school of employment.

Community Outreach

The school has conducted a rigorous public outreach in conformity with a thorough and meaningful public review process prescribed by the Board of Regents. To date, public outreach has been conducted in multiple ways including online, social media, meetings with elected officials,

meetings with community organizations, presentations to community boards and the community education council, information sessions and distribution of flyers/surveys at key locations. Recruitment materials online and in print clearly indicate the target student population, the grades to be served and a description of school’s educational program. The school has presented its application to stakeholders in the community at more than 15 separate public meetings including at a Community Board 5, Community Board 6, Community Board 7, and Community Board 8.

Community input was solicited through question and answer sessions at public meetings, face-to-face meetings with representatives from community organizations and elected officials, and completed surveys from interested families both online and on paper.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Adaline Walker Santiago	Board Chair
Myrna Calderon	Proposed Member
Lorita Watson	Proposed Member
Fitore Balidemaj	Proposed Member
Keith Taylor	Proposed Member

Facility

The applicant group is working with a real estate broker to explore private space options such as former parochial or private school space or to locate vacant buildings and lots that may potentially be converted to a school building and modified to meet the specific needs of this school.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 10, indicating that the fiscal impact of

TBASCS on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24³⁰

Projected Fiscal Impact upon District of Location							
Year	Number of Enrolled Students ³¹	Charter School Basic Per Pupil Tuition Rate ³²	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds) ³³	Total Projected Funding from District	Total District General Fund Budget ³⁴	Projected Impact on District Budget
2019-20	180	\$15,307	\$2,755,260	\$285,156	\$3,040,416	\$24,328,856,000	0.012%
2020-21	240	\$15,307	\$3,673,680	\$377,808	\$4,051,488	\$24,328,856,000	0.017%
2021-22	300	\$15,307	\$4,592,100	\$472,260	\$5,064,360	\$24,328,856,000	0.021%
2022-23	360	\$15,307	\$5,510,520	\$566,712	\$6,077,232	\$24,328,856,000	0.025%
2023-24	360	\$15,307	\$5,510,520	\$566,712	\$6,077,232	\$24,328,856,000	0.025%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, no growth in the district’s budget during the duration of the school’s charter is assumed.³⁵

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

³⁰ To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

³¹ Source: Bronx Arts and Sciences Charter School, August 2018

³² https://stateaid.nysed.gov/charter/html_docs/charter_1819_rates.htm

³³ <http://www.nyccharterschools.org/sites/default/files/resources/Opertions-Resource-Guide.pdf>

³⁴ Source: <https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf>

³⁵ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

**Table 3. 2019-20 Demographic Detail for Proposed District of Location:
New York City Community School District - CSD 10 (Bronx)**

	Total District Enrollment: 56,145	
All Students K - Grade 5	25,270	--
Students with Disabilities	5,970	24%
English Language Learners/Multilingual Learners	7,360	29%
Economically Disadvantaged	22,259	88%

Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.

**Table 4. 2019-20 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	31%	45%
<i>Grade 3 ELA</i>	36%	51%
<i>Grade 4 ELA</i>	33%	47%
<i>Grade 5 ELA</i>	25%	37%
<i>ELA Grades 3-8 Aggregate: SWDs</i>	9%	15%
<i>ELA Grades 3-8 Aggregate: ELLs/MLLs</i>	8%	12%
<i>ELA Grades 3-8 Aggregate: ED</i>	28%	35%
<i>Math Grades 3-5 Aggregate</i>	29%	49%
<i>Grade 3 Math</i>	34%	54%
<i>Grade 4 Math</i>	28%	48%
<i>Grade 5 Math</i>	26%	44%
<i>Math Grades 3-8 Aggregate: SWDs</i>	11%	19%
<i>Math Grades 3-8 Aggregate: ELLs/MLLs</i>	9%	20%
<i>Math Grades 3-8 Aggregate: ED</i>	26%	38%

Data Source: Assessments data is from data.nysed.gov.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 11, 2018, to solicit comments from the community concerning the proposed Bronx Arts and Sciences Charter School. Twenty-five (25) members of the community were present, and 9 individuals commented at the hearing in support of the proposed application. No comments were made in opposition.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.³⁶ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,³⁷ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.³⁸ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement

³⁶ Education Law §2852(2)(a).

³⁷ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

³⁸ Education Law §2852(2)(b).

- goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
- iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act³⁹ and will have a significant educational benefit to the students expected to attend the charter school.⁴⁰ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish The Bronx Arts and Sciences Charter School to open in 2019 in NYC CSD 10 in the Bronx, New York.

³⁹ Education Law §2852(2)(c).

⁴⁰ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the New York State Education Department
2018 Round 2 Request for Proposals
to Establish the Proposed Charter School
Authorized by the Board of Regents:

Brooklyn RISE Charter School

November 2018

Table 1: Summary of the Proposed School

Name of Charter School	Brooklyn RISE Charter School
Lead Applicant(s)	Danyela Souza Egorov
District of Location	NYC CSD 15 (Brooklyn)
Opening Date	Fall 2019
Projected Charter Term	August 26, 2019 – June 30, 2024
Management Company	None
Partners	Building Excellent Schools (BES)
Proposed Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): K-1/ 104 Year 2 (SY 2018-19): K-2/ 156 Year 3 (SY 2019-20): K-3/ 208 Year 4 (SY 2020-21): K-4/ 260 Year 5 (SY 2021-22): K-5/ 312
Planned Grade Span (beyond Initial Charter Term)⁴¹	Grades 6-8
Mission Statement	Brooklyn RISE Charter School builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college.

Brooklyn RISE Charter School (BRCS) is a proposed K-5 elementary school, proposing to open in Sunset Park, Brooklyn, Community School District 15. The work at Brooklyn RISE will begin with the steadfast conviction that all children should have access to and can succeed in a rigorous college preparatory school environment regardless of economic status, zip code, race, family education level, or home language. BRCS is wholly committed to ensuring that each and every student will receive the academic and character foundations that will give them access to life-long academic success and opportunities.

⁴¹ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

BRCS is committed to providing students with a rigorous education that will provide a strong foundation for their success in middle school, high school, college, and beyond, and is unrelenting in pursuit of supporting all students in meeting ambitious academic goals. BRCS will implement high-quality, research-based curricula that are clearly aligned with the college-and -career readiness standards outlined in the New York Next Generation Learning Standards. In addition, BRCS is committed to supporting students in developing a strong foundation of character and social-emotional skill that will allow them to develop a sense of self-efficacy and leadership in the world. BRCS will develop, demonstrate, and respect ourselves and community through RISE values: Resilience, Integrity, Scholarship, and Enthusiasm. BRCS intentionally provides social-emotional supports to students throughout each school day to help them develop confidence in themselves and find their unique voice and purpose to positive forces of change in their communities.

Key Design Elements

The key design elements for Brooklyn RISE Charter School are:

- *College Begins in Kindergarten.* The school firmly believes that college preparation begins on the first day of Kindergarten and that it is the school's responsibility to provide all students with the knowledge, habits, and mindsets needed to be on the path to college beginning on day one.
- *Transformational Teachers are Paramount.* The school believes that excellent teaching is the key to student achievement. The most effective teachers help students learn two to three additional months' worth of math and reading each year. To guarantee an excellent teacher in every classroom, Brooklyn RISE will invest the time and resources needed to recruit, develop, and retain the strongest teachers for all students.
- *Data Drives Decisions.* All work will be grounded in data. The school's systems, procedures, and routines will be measured by how effectively they allow all students to learn. Teachers will know all students by their academic needs, so that they fully grasp what students have, and have not yet, mastered. Lessons will be both strategically planned to target student needs and adjusted in the moment as teachers collect data throughout instruction.
- *Structure, Joy, and Character Create Community.* At Brooklyn RISE, instructional time is of the utmost importance, and there is a belief that students learn best in predictable, welcoming, and values-based environments. The school is committed to cultivating a structured and joyful school culture by consistently holding staff and students to the highest expectations.
- *Mindsets Matter.* The development of key mindsets is essential to staying on the path to, and persistence through, college. The entire school community will embody academic mindsets that lead to long-term academic, personal, and professional success. The school's intentional mindset development will be designed to instill a strong sense of self-efficacy in

all students, such that they will have the confidence in themselves and the tools and strategies they need to achieve.

- *Families are Partners.* The school believes that families are key partners in ensuring the academic and character growth of all students. To truly partner with families, there will be ongoing, consistent communication, so that all stakeholders work together to place all students firmly on the path to college.

Education Plan

Brooklyn RISE is grounded in the belief that all children, regardless of background, can succeed in college and become the next generation of leaders. In designing the academic program, the school carefully considered the skills, knowledge, and habits students must develop in elementary school to be on the path to college and a life of opportunities. The school design is guided by empirical research by Will Dobbie and Roland Fryer, which outlines the key drivers of academic achievement in urban charter schools.⁴² These drivers – frequent teacher feedback, data to guide instruction, high-dosage small-group instruction, increased instructional time, and high academic and behavioral expectations – are built into the school’s design. The school will implement a high-quality, rigorous curricula aligned with the NYNGLS across all grades and content areas. The Head of School (Years 1 and 2) and Director(s) of Curriculum and Instruction (Year 3 and beyond) will be responsible for curriculum development and incorporate a mix of purchased and internally created curricula for the strongest possible instruction. At the end of each year, a curriculum audit led by the Head of School and Instructional Leadership team will evaluate curricular resources. Curriculum will be improved or replaced based on data from a variety of assessments.

Teachers will be provided with daily lesson plans aligned to the unit of study and the underlying standards. In return, the school expects teachers to consistently be prepared to implement their lessons. The Intellectual Preparation Protocol (IPP) at Brooklyn RISE will require teachers to submit for feedback annotated lessons with exemplar student responses one week before execution, to create materials to accompany the lesson at least one day before execution, and to practice each lesson in advance of execution. Teachers will be trained on the IPP process during Staff Summer PD (by the Head of School, and then by the DCI); they will also receive additional training and support as needed and eventually will own the process independently. Annotating lesson plans and creating exemplar student responses will allow teachers to provide more strategic and targeted feedback throughout the lesson.

Unique Curricular Aspects. The school will use Performing Arts twice a week for 50-minute sessions to strengthen student public speaking skills such as articulation, diction, and enunciation as well as provide extensive opportunities for students to explore culture and identify with the world around them. Within three months of the start of school, groups of students will perform songs, chants, skits, and plays learned during the Performing Arts block at the school’s weekly Community Circle. The school also will have at least one performance per year and will feature a variety of choral and theatrical performances by students. Brooklyn RISE also will place significant emphasis

⁴² Dobbie, Will, and Roland Fryer, “Getting Beneath the Veil of Effective Schools: Evidence from New York City.” *American Economic Journal: Applied Economics*. December 2012.

on the development of early literacy skills to ensure all students are “reading to learn” and reading at or above grade level by the beginning of third grade. The school will provide ample opportunities for independent and accountable reading and writing, with students selecting texts of their choice from robust, engaging classroom libraries as well as the opportunity to write on topics of their choosing. Students will have reading and writing journals that will allow them to track their independent reading and writing. Students will present their writing through monthly publishing parties and share a favorite book they have read with their peers during monthly book talks.

School culture

Brooklyn RISE will build the knowledge, habits, and mindsets for academic success, ensuring all K-5 students are on the path to college. To achieve this mission, the school will create a clearly structured, supportive, joyful, values-based and fiercely positive environment for students holding them to high behavioral and academic expectations. Building and sustaining school culture is a shared responsibility of all staff members but the Head of School in Year 1, and the Dean of School (with close supervision from the Head of School) in Year 2 and beyond, will have oversight responsibilities.

Special Populations and Related Services

The school will meet students where they are and equip them with knowledge and skills necessary to get them where they need to be. The school will support SWDs using a co-teaching model to scaffold the academic development of SWDs, ELLs/MLLs, and economically disadvantaged students. The school will incorporate a variety of interventions and deliver effective supports, adapt educational programming to meet the needs of a diverse student population and employ dedicated ELL/MLL and Special Education staff equipped with the skills, training, and curricular resources to support the academic and behavioral needs of struggling students.

Teachers will identify which students are not meeting benchmarks and goals and determine what specific skills or standards in which each student is struggling. Staff analysis will be used to create a Responsive to Intervention (RtI) plan that will detail the support the student will receive to close identified gaps, which will often include additional small group and 1:1 interventions. Literacy rotations will be structured in the Lower Academy (K-2) at the same time across grade levels to allow for flexible grouping to ensure all students receive the supports and targeted instruction they need. Tier 1 supports will be provided to all students will prove successful for the most students.

The school will work with the local Committee on Special Education (CSE) to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). The school will utilize a co-teaching model will support the achievement of students with disabilities and educate students with disabilities in the LRE and with their peers who are not disabled to the appropriate extent, and what is specifically allowed by individual Individualized Education Plans (IEPs). The school will use the RtI model for all students enrolled in the school as described above. collection forms, and an in-depth analysis of student work across subject areas. The Student Supports Coordinator will work closely with the Committee on Special Education to ensure all processes and systems are followed with fidelity.

The school will provide a two-pronged approach to ELL/MLL supports consisting of Structured English Instruction (SEI) as well as designated ELL/MLL supports. ELL teacher will push into core content areas to provide small group instruction and will ensure all teachers are incorporating ELL supports into daily lesson plans and implementing them with fidelity across classrooms. Each academy (Lower: K-2; Upper: 3-5) will have a dedicated ELL teacher as the school grows. To support this, the school Leadership Team will be trained in the Sheltered Instruction Observation Protocol (SIOP) and teachers will learn how to ensure that their lessons align with the best practices of SIOP. The school will implement a culturally relevant pedagogy to ensure that the native/home language of all students is fostered and that differences in students are celebrated and supported.

Recruitment and Retention

The school believes every child has a right to an excellent education. The recruitment plan will attract a population that mirrors the demographics of the district. The student application will be available in the home languages of local families and will be available on the school website and at the school, organizations that families frequent, and public housing complexes where families reside. Given that Sunset Park has a high proportion of immigrant families, the school will encourage newly arrived students and families to enroll. Students who join the school in the upper-grades and who have academic gaps will be given intensive, individualized supports so they too can be on the path to college.

Students with Disabilities

Recruitment: The school will share information with local elementary schools and nonprofits that support students with disabilities such as the Brooklyn-based team of New York Cares and Advocates for Children of New York, as well as the Sunset Park-based Challenge Early Intervention Center, which serves at-risk students ages 3-4. The school will distribute flyers to local medical centers and clinics, such as NYU Langone, that serve the targeted student population.

Retention: The school will develop relationships with the families of students with IEPs through weekly progress reports communicated through a Student Supports Team (SST). The SST will oversee the RtI system to ensure that students with special needs are set up for success, receiving appropriate accommodations, curricular and instructional supports, and necessary modifications. The school will employ at least one Special Education certified teacher to support each grade level of students with disabilities, offering both push-in and pull-out services throughout the day. The SST will also run professional development sessions (at least one each trimester) to equip teachers with best practices and appropriate interventions to support students with disabilities. The school will contract high-quality support services staff as required by a student's IEP to ensure his or her success.

English Language Learners

Recruitment: The school has fostered relationships with local community-based organizations working with ELL/MLL students and families including Mixteca, Brooklyn Chinese-American Association, the Chinese Planning Council, and the Center for Family Life. These organizations already serve families whose home language is not English, and the school has hosted information

and tabling sessions at a number of these locations to recruit students and families. All marketing materials will be published in English, Spanish, and Mandarin. The school will inform families that the school's fully inclusive and immersive school environment is culturally responsive and supportive of students of all cultures.

Retention: The school will preference students whose home language is not English, reflecting the needs and wants of the community. The school is committed to an immersion approach for ELLs/MLLs using Sheltered English Instruction (SEI) and Sheltered Instruction Observation Protocols (SIOP), which are proven to support ELL students in a general education setting. The school will use a two-teacher, inclusive classroom model to provide the scaffolds, targeted supports, and strategic interventions that will assist in language acquisition and development. Student to teacher ratio of 13:1 ensures that students are getting ample small-group instructional minutes throughout the day, which hugely benefits students learning English. Classroom structures will include sight word walls, realia, icon support, sight word flash cards with picture support, anchor charts, graphic organizers, sentence starters, and other writing support templates. School staff will reflect the cultural identities of students and will communicate in the home languages of families. All school-home communications will be provided in the languages that families prefer.

Economically Disadvantaged Students

Recruitment: The school will host events at family shelters, NYCHA housing developments, local organizations, and pre-K and daycare centers. The school also will continue to build relationships with local nonprofits and advocacy organizations and will keep them updated on the development of Brooklyn RISE and ways in which community feedback was incorporated into the school's design.

Retention: The school will provide most school supplies, one complete uniform set annually, and metro cards for transportation. Additionally, extended day and extended year will support economically disadvantaged families because they reduce the amount of time that families need to finance childcare. The school's two-teacher model also ensures that economically disadvantaged students receive the individualized supports and attention necessary for success. The school will continue to build relationships and potentially partner with organizations that support economically disadvantaged families in the community such as the Center for Family Life.

Community Outreach

The entire Founding Team of Brooklyn RISE has solicited input and garnered support from a variety of community leaders, organizations, and families. Activities. Community support and input are essential to providing the high-quality education students deserve. The school has spent considerable time meeting with community leaders and organizations, participating in a variety of events, and volunteering with community-based organizations, allowing the school representatives to better understand community needs. The school team has had one-on-one conversations with families in Sunset Park. The applicant group has met with over 80 prominent community-based organizations in Brooklyn, many in Sunset Park, and cultivated relationships with Community Board 7, CEC 15, Mixteca, the Brooklyn Borough President's Office, the Office of Council

Member Menchaca, local day cares and pre-Ks, the Center for Family Life, the 72nd Police Precinct, local public libraries, and others.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Danyela Egorov	Proposed Board Chair
Diana Marmur	Proposed Member
Benjamin Herbst	Proposed Member
Grace Han	Proposed Member
Erick Roa	Proposed Member

Facility

The applicant group is working with Civil Builders and other real estate experts to provide consultation on obtaining private facilities.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 15, indicating that the fiscal impact of the Brooklyn RISE on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁴³

⁴³ To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

Year	Number of Students Enrolled in Charter School Per Year ⁴⁴	Charter School Basic Tuition Rate ⁴⁵	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁴⁶	Total District General Fund Budget ⁴⁷	Percent of District Budget
2019-20	104	\$15,307	\$1,591,928	\$773,206	\$24,300,000,000	.0097%
2020-21	156	\$15,307	\$2,387,892	\$821,036	\$24,300,000,000	.0132%
2021-22	208	\$15,307	\$3,183,856	\$1,107,959	\$24,300,000,000	.0177%
2022-23	260	\$15,307	\$3,979,820	\$1,400,587	\$24,300,000,000	.0221%
2023-24	312	\$15,307	\$4,775,784	\$1,699,933	\$24,300,000,000	.0266%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, no growth in the district’s budget during the duration of the school’s charter was assumed.⁴⁸

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

**Table 3. 2019-20 Demographic Detail for Proposed District of Location:
New York City Community School District - CSD 15 (Brooklyn)**

⁴⁴ Source: Brooklyn RISE Charter School Application

⁴⁵ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate

⁴⁶ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁴⁷ Source: NYCDOE Financial Status Report - FY2018 Approved Budget as of 11/20/2017;

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/fsr/December/pdf/Dec_2017_fsr/12coverprint.pdf; Rounded down for conservatism

⁴⁸ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

	Total District Enrollment: 32,793	
All Students K – Grade 5	17,982	
Students with Disabilities	3,640	20%
English Language Learners/Multilingual Learners	5,013	28%
Economically Disadvantaged	9,719	54%

Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.

Table 4. 2019-20 Elementary/Middle School Academic Proficiency Rates of NYS Assessment on Grade Configurations for Proposed School

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	56%	45%
<i>Grade 3 ELA</i>	62%	51%
<i>Grade 4 ELA</i>	60%	47%
<i>Grade 5 ELA</i>	47%	37%
<i>ELA Grades 3-8 Aggregate: SWDs</i>	27%	15%
<i>ELA Grades 3-8 Aggregate: ELLs/MLLs</i>	15%	12%
<i>ELA Grades 3-8 Aggregate: ED</i>	41%	35%
<i>Math Grades 3-5 Aggregate</i>	60%	49%
<i>Grade 3 Math</i>	64%	54%
<i>Grade 4 Math</i>	59%	48%
<i>Grade 5 Math</i>	56%	44%
<i>Math Grades 3-8 Aggregate: SWDs</i>	30%	19%
<i>Math Grades 3-8 Aggregate: ELLs/MLLs</i>	28%	20%
<i>Math Grades 3-8 Aggregate: ED</i>	46%	38%

Data Source: Assessments data is from 2018 School data.nysed.gov.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 11, 2018, to solicit comments from the community concerning the proposed Brooklyn RISE Charter School. Ten (10) members of the community were present, and 3 individuals commented at the hearing in support of the proposed charter school. One individual made a statement in opposition.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁴⁹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁵⁰ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁵¹ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.

⁴⁹ Education Law §2852(2)(a).

⁵⁰ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁵¹ Education Law §2852(2)(b).

- iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.
 3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁵² and will have a significant educational benefit to the students expected to attend the charter school.⁵³ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department’s review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Brooklyn RISE Charter School to open in 2019 in NYC CSD 15 in the Brooklyn, New York.

⁵² Education Law §2852(2)(c).

⁵³ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department
2018 Round 2 Request for Proposals to Establish the
Proposed Charter School Authorized by the Board of Regents:

Education Unlimited Lyceum Charter School

November 2018

Table 1: Summary of the Proposed School

Name of Charter School	Education Unlimited Lyceum Charter School
Lead Applicant(s)	Dr. David Lopez
District of Location	NYC CSD 6 (Manhattan)
Opening Date	Fall 2019
Projected Charter Term	September 3, 2019 – June 30, 2024
Management Company	None
Partners	None
Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): K-1/ 160 Year 2 (SY 2020-21): K-2/ 248 Year 3 (SY 2021-22): K-3/ 388 Year 4 (SY 2022-23): K-4/ 504 Year 5 (SY 2023-24): K-5/ 616
Planned Grade Span (beyond Initial Charter Term)⁵⁴	None
Mission Statement	The mission of the Education Unlimited Lyceum Charter School (EULCS) is to provide an emotionally and intellectually supportive K-5 th grade dual-immersion, STEM focused learning environment, dedicated to student achievement by cultivating the best in each child. The majority of students will reach proficiency on NYS exams in ELA, Math and Science and proficiency in two languages by the end of elementary school.

Education Unlimited Lyceum Charter School (EULCS) proposes to create an innovative, high-quality academic program for students in kindergarten through 5th grade in Washington Heights, NYC CSD 6. The school will provide parallel Dual Language-Immersion Programs (DIPs) in English/Spanish and English/Mandarin, creating bi-literate, language diverse students. This program is based on a successful implementation of a similar program with a similar student population in Newark, New Jersey. Daily instruction will take place in three cross-curricular content blocks that are designed to maximize students’ exposure to the core content areas. Science and math instruction will focus on a thematic, project-based STEM approach, based on Inquiry Project Based

⁵⁴ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

Learning (IPBL). The school proposes the use of the Cambridge Primary curriculum for all its grades. This research-based curriculum, designed to be flexible in its implementation, prepares students for educational success by instilling academic rigor amid high expectations. To prepare students to be active, empowered citizens in a diverse democracy, the school is incorporating the American Federation of Teachers (AFT)-endorsed Teaching Tolerance curriculum. In collaboration with parents and teachers, EULCS will foster a strong and trusting community, ensuring that children are scholastically able to reach their full potential, develop global competence, and are prepared to flourish and succeed.

Another unique element of the school is the creation of a parents advisory council to partner with school support staff to model native language proficiency and share their cultural experiences while assisting classroom teachers in the development and implementation of culturally responsive pedagogy. Throughout the instructional day, from core content areas to social-emotional learning and Physical Education instruction, students are encouraged to become empowered, lifelong learners in a supportive, culturally rich inclusive environment where differences are supported and celebrated.

Key Design Elements

The key design elements for Education Unlimited Lyceum Charter School (EULCS) are:

- *Instruction Content Blocks:* Cross-curricular content blocks of Language Arts Literacy (LAL), Mathematics and Science, are designed to maximize student exposure to the core content areas. The school will incorporate Orton-Gillingham and Reading Recovery into their LAL instruction for kindergarten and 1st grades to mitigate against students' falling behind and to ensure proper literacy development during the critical period. Content blocks allow for a more flexible organization within the classroom and allow teachers to "teach through experience" and "teach the child" rather than "teach the subject." This supports all, including at-risk students.
- *STEM Education:* EULCS's focus on three cross-curricular content blocks will support STEM education, their principle approach to teaching math and science. Research has shown the importance of thematic project-based learning (active learning) as well as content specific literacy development in Math and Science to help students develop academic proficiency. Math anxiety in students is often an unintended consequence of the math anxiety of teachers and parents, which is unconsciously transmitted. Girls and at-risk students are highly sensitive to picking up adults' anxiety and ridicule from peers. To counter this, EULCS will intentionally create a positive reproach-free Math-Science environment beginning in Kindergarten, before students are likely to have internalized negative attitudes.
- *Dual-Immersion Instruction:* CSD 6 has the largest number of ELL/MLL students in Manhattan, approximately three times the average percentage, between 2013 and 2017. When implemented correctly, DIP can eliminate or reduce the achievement gap between ELLs/MLLs and monolingual students, and can be a vehicle for parental inclusion,

addressing the socio-cultural exclusion that often occurs in educating minorities, at-risk and language diverse students.

- *Cambridge Primary (CP)*: This is the primary K-5th grade component of the Cambridge International K-12 curriculum. CP is aligned to the entire K-12 sequence and also aligned to NYSLS. It is a rigorous high-performance curriculum, the international equivalent to a U.S. Advanced Placement curriculum. The use of CP provides an important signal of high expectation to students, parents and the community. By design CP is a flexible curriculum and can be used in a dual-immersion setting and adjusted to fit the needs of the school culture and environment. EULCS's adoption of CP will provide CSD 6 with a high-quality alternative educational option for students in this low performing district. Beginning on opening day, it establishes an expectation and culture of high academic rigor and success
- *Teaching Tolerance*: EULCS's use of Teaching Tolerance is to address the direct and indirect prejudice, bigotry and bias that students may face throughout their education and lives. The anti-bias curriculum approach encourages students to challenge prejudice, learn how to have agency in their own lives, and feel confident being an active participant in a diverse democracy. Teaching Tolerance has been endorsed by American Federation of Teachers for combatting all types of bullying.
- *Physical Education (PE)*: Overall health and wellness is an important part of the EULCS whole child approach to education. PE with native language usage, twice daily, engages the student in age-appropriate physical education to promote natural target language usage in a fun and informal setting, and provides a supportive environment for students to discover their own strength, self-regulation, concentration and mindfulness. General mindfulness and meditation will be introduced as the school believes that stilling the mind is just as important as stimulating it.
- *Parent Involvement*: Parents play an important role in the academics and culture of EUCLS. Understanding the important positive impact that parental involvement can have on parent-teacher relationships, cultural and linguistic diversity, and student achievement, EULCS has developed an innovative function – to hire qualified parents to model native language proficiency in classrooms and in the school, as well as to provide assistance during the day.

Education Plan

The school's educational philosophy is based on an educational environment that supports the whole child, including cognitive and socio-emotional learning needs, and bilingual language development that carries cognitive and intellectual benefits for all children that endure into adulthood. Literacy is the foundation of education, and as such, must be incorporated into all content areas. Children learn best through direct experience by constructing meaning through projects, experiments, exploration and discovery, using an inquiry methodology. Positive, interactive relationships between student and teacher help the student extend learning and move to higher levels of thinking and deeper levels of understanding.

With support of the language development of all children, in the native language and the second language, comprehension in both languages is enhanced and deepened. The benefits of bilingualism accrue to all students: children are learners in their native language, and learners of a second language. All children enrolled in EULCS will experience the many significant cognitive and intellectual benefits of becoming bilingual. These language benefits are exponentially increased by incorporating listening, speaking, reading and writing into every subject and content area throughout the day.

The school day will be scheduled into three major content blocks, math, ELA, and science, which provides the necessary extended time for developing integrated thematic units, involving projects, explorations, experiments and observations. This format also provides sufficient time for creating a supportive immersion learning environment that enables children to internalize a second language naturally. Most importantly, it provides multiple opportunities throughout the day for children who need extra help to receive different levels of interventions – individual support, more time-on-task, tutoring and scaffolding.

School culture

At the heart of EULCS school culture is a philosophical and pedagogical methodology that is committed to a whole child approach to education. Excellence, diversity, individuality and community drive this vision. A 21st century education is balanced in scholastic excellence and emotional wellness. The school believes in cultivating and developing respect for self, for others and the environment. Inherent in the EULCS culture is a commitment to involving families regularly to participate in family-school solutions as the student learns to be a positive and productive member of his community.

The school founders believe discipline and class management are best addressed through preventive action. The curriculum and environment will provide a space in which students are engaged, their social-emotional needs are met, and everyone is investing in their wellbeing. Discipline is defined as helping children develop self-control, self-awareness, self-motivation, and empathy in a school community that is safe for all. To this end, positive behavioral interventions and supports, and a problem-solving model to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors will be used to sustain school culture.

Special Populations and Related Services

Learning takes place in an environment that is physically, psychologically, and emotionally safe for all students. School-wide routines and systems are designed to provide a safe and inclusive achievement-oriented environment. Faculty and staff will receive extensive professional development on social emotional development and its function in reinforcing school culture, with instructional staff systemically including these skills in unit and lesson plans.

Students with Disabilities

The school will work with the local Committee on Special Education (CSE) to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). EULCS will implement a comprehensive student support system to ensure all students, including those at risk of academic failure, students with disabilities (SWDs), ELLs/MLLs, homeless students, and gifted and talented students thrive in an academically rigorous environment. This system will ensure that individual student needs and goals laid out in students' Individual Education Programs (IEPs) and 504 plans are met with fidelity as the school is committed to equipping all students with the academic and character foundation needed for future success.

EULCS will educate all students in the LRE following program recommendations, management needs and accommodations as written in IEPs and 504 plans. Teachers will be well trained with ongoing professional development on best practices for identifying students who need additional support. Curriculum design and instruction of SWDs will align with that of the whole school, not simplifying curriculum for special populations.

ELLs/MLLs

In keeping with the school's mission, ELLs/MLLs will participate fully in the general education curriculum and will not be pulled out of the classroom. EULCS supports ELLs by offering two side-by-side/parallel DIPs, English-Spanish and English-Mandarin, each based on a 50/50 model. Students with IEPs will be supported in ICT settings when appropriate so the teacher team has three members and the certified special education teacher rotates with students. Teachers will have common planning periods, so instruction can be carefully planned by teams to differentiate lessons and scaffold instruction.

Recruitment and Retention

The EULCS enrollment outreach plan utilizes a variety of communication strategies, such as print, web-based media and personal presentations, to create awareness and demand for the school. EULCS will actively engage with CSD 6 neighborhoods to attract and recruit a diverse and inclusive student body. Enrollment strategies will include publishing flyers, application materials, and the website in multiple languages, as well as recruiting using local newspapers and periodicals in other languages. Most of the proposed board members are at least bilingual and able to communicate in one of the targeted languages, eliminating many communication barriers. CBOs, religious groups, and women's centers such as Dominican Women's Development Center, Northern Manhattan Improvement Corp (NMIC), and Holyrood Church, which serves Asian and Latino immigrants, have been engaged in recruitment activities.

Students with Disabilities

EULCS is engaged with local experts on learning disabilities and special needs, such as New York Center for Child Development, *WorkLife* at Columbia University, and National Center for Learning Disabilities. The school will offer multiple info-sessions to inform parents about support services and to address their concerns. To encourage parents to enroll their children in the school, workshops

will model instructional strategies, promoting student engagement and strategies that support SWDs. EULCS's Committee on At-Risk Students and Special Education Population (CARSEP) comprised of a special education administrator, teachers and parents will monitor the progress of all at-risk students, using the *Response to Intervention* protocols and second language strategies. CARSEP will work with teachers to ensure that the RTI process is understood and followed, IEPs are up to date and reflect student's current needs. CARSEP will help teachers provide support through in-class scaffolding, differentiated instruction and after-school tutoring. This assures that at-risk students and families have the tools needed to participate fully in the curriculum.

Economically Disadvantaged

Two licensed social workers and a licensed psychologist are on the proposed board, and will help design outreach to ED families, explaining procedures for enrollment and encouraging parents to apply. EULCS will work closely with Northern Manhattan Improvement Corp., the Dominican Woman's Development Center, Northern Manhattan Collation for Immigrant Rights (NMCIR), and the Holyrood Church to distribute flyers and encourage families to enroll children. Informational tables will be set up near shopping areas, bus stops, subways, clinics and public-housing community rooms.

English Language Learners/Multilingual Learners

EULCS will draw and retain students by being the only dual-immersion program in CSD6 that offers content in three languages. Research has shown that ELLs reach proficiency in ELA and Math at higher rates in dual language programs, than in any other bilingual option. EULCS' commitment to helping families preserve the home language and culture through 1st, 2nd and 3rd generations will be strengthened by CARSEP and bilingual, dual language and immersion specialists, who will monitor and maintain the academic growth and achievement of students and will provide tutoring and support as needed.

Economically Disadvantaged

The school's CARSEP will support ED students and families through a welcoming, holistic school environment. The school's Family School Association (FSA) and dedicated staff will help all parents, including ED parents, and will support families and help resolve issues. The three content blocks design builds in extra time for differentiated instruction and scaffolding, which offers additional support to at-risk students and ED. The school's extended day and tutoring will help to ensure that no student falls behind academically. Working with CBOs serving ED families, enables us to provide resources and referrals as a "safety net" when needed.

Community Outreach

One of the school's highest priorities is to mirror the linguistic, social, economic and cultural diversity of CSD 6. Since early 2017 EULCS has been engaging parents and community members, publicizing a plan for a rigorous, inclusive and diverse charter school on the website, at churches, on flyers and with petitions. Members of the team have attended community events, such as CEC6 public meeting, PB12M; Youth and Education Committee meetings, as well as having met with elected officials, stakeholders, schools, daycares, CBOs and religious leaders. There has been

widespread interest among stakeholders to have a high-quality school reflecting community diversity, which confirms a community and parental demand analysis.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Dr. David Lopez	Proposed Board Chair
Ivan DeJesus	Proposed Member
Susan Ho	Proposed Member
Gabriel Prieto-Cogliolo	Proposed Member
William Gallagher	Proposed Member

Facility

The applicant group has engaged realtors to explore appropriate and affordable private facility rental options in the community.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 6, indicating that the fiscal impact of the Education Unlimited Lyceum Charter School on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁵⁵

Year	Number of Students Enrolled in Charter School Per Year ⁵⁶	Charter School Basic Tuition Rate ⁵⁷	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁵⁸	Total District General Fund Budget ⁵⁹	Percent of District Budget
2019-20	160	\$15,300	\$2,371,500	\$268,410	\$28,396,948	.009%
2020-21	248	\$15,300	\$3,610,800	\$335,115	\$28,396,948	.014%
2021-22	388	\$15,300	\$5,814,000	\$539,592	\$28,396,948	.023%
2022-23	502	\$15,300	\$7,558,200	\$701,470	\$28,396,948	.029%
2023-24	616	\$15,300	\$9,302,400	\$863,347	\$28,396,948	.036%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, no growth in the district’s budget during the duration of the school’s charter is assumed.⁶⁰

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

**Table 3. 2019-20 Demographic Detail for Proposed District of Location:
New York City Community School District - CSD 6 (Manhattan)**

	Total District Enrollment: 22,437	
All Students K – Grade 5	10,347	--
Students with Disabilities	2,455	24%
English Language Learners/Multilingual Learners	3,666	35%
Economically Disadvantaged	8,729	84%

Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.

**Table 4. 2016-17 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	36%	45%
<i>Grade 3 ELA</i>	40%	51%
<i>Grade 4 ELA</i>	39%	47%
<i>Grade 5 ELA</i>	29%	37%
<i>ELA Grades 3-8 Aggregate: SWDs</i>	14%	15%
<i>ELA Grades 3-8 Aggregate: ELLs/MLLs</i>	9%	12%
<i>ELA Grades 3-8 Aggregate: ED</i>	32%	35%
<i>Math Grades 3-5 Aggregate</i>	37%	49%
<i>Grade 3 Math</i>	45%	54%
<i>Grade 4 Math</i>	36%	48%
<i>Grade 5 Math</i>	29%	44%
<i>Math Grades 3-8 Aggregate: SWDs</i>	17%	19%
<i>Math Grades 3-8 Aggregate: ELLs/MLLs</i>	13%	20%
<i>Math Grades 3-8 Aggregate: ED</i>	33%	38%

Data Source: Assessments data is from 2018 School data.nysed.gov.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 10, 2018, to solicit comments from the community concerning the proposed Education Unlimited Lyceum Charter School. Thirty (30) members of the community were present, and 16 individuals spoke in favor of the proposed new charter school. There were no comments made in opposition to this proposal.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁶¹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁶² of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a) (b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁶³ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and

staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.

- iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁶⁴ and will have a significant educational benefit to the students expected to attend the charter school.⁶⁵ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Education Unlimited Lyceum Charter School to open in 2019 in NYC CSD 6 in the Manhattan, New York.



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department
2018 Round 2 Request for Proposals to Establish
the Proposed Charter School Authorized by the Board of Regents:

LEEP Dual Language Academy Charter School

November 2018

Table 1: Summary of the Proposed School

Name of Charter School	LEEP Dual Language Academy Charter School
Lead Applicant(s)	Roberto Gutierrez
District of Location	NYC CSD 15 (Brooklyn)
Opening Date	Fall 2019
Projected Charter Term	August 26, 2019 – June 30, 2024
Management Company	None
Partners	None
Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): K-1/ 153 Year 2 (SY 2018-19): K-2/ 249 Year 3 (SY 2019-20): K-3/ 337 Year 4 (SY 2020-21): K-4/ 420 Year 5 (SY 2021-22): K-5/ 499
Planned Grade Span (beyond Initial Charter Term)⁶⁶	Grades 6-8
Mission Statement	At LEEP Dual Language Academy Charter School, we empower all students to attain full academic fluency in the English and Spanish languages; meet or exceed New York standards; and develop the cultural understanding and virtuous habits necessary to thrive as learners, workers, family members, and participants in civil society.

LEEP Dual Language Academy Charter School (LEEP) will be a community-based charter elementary school. The school model synthesizes a set of highly effective, research-based practices in dual language education, with an intensive Spanish language immersion approach that has proven successful around the country but is generally not offered in New York City. LEEP will surround this challenging pedagogy with an educational experience that builds caring teacher-student relationships, explores Latino and world cultures, and attends to the development of each child as *una persona completa*: a whole person. To make this possible, LEEP will carry out its work through the organizational structures and staff development practices of high-performing charter schools,

⁶⁶ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

so that their staff and students are always spending time effectively and being supported to improve academically, emotionally and socially daily.

Key Design Elements

The key design elements for LEEP Dual Language Academy Charter School are:

Dual Language Instruction via a research-based initial 90:10 Spanish Language Immersion, transitioning to a 50:50 immersion by grade four. In whole-school language immersion programs, all students study the “target language” (in this case, Spanish) and study other academic subjects entirely in the target language. The school will use a model known as “90:10” because students begin by spending 90% of the school day in Spanish and 10% in English in kindergarten, gradually balancing out to 50% Spanish and 50% English by grade four. English literacy is taught in every grade, including kindergarten. The model of dual language typically used in New York City is 50:50 through all grade levels, but evidence and observation suggest that the stronger dosage of Spanish in the earlier grades can give students a stronger grounding in language acquisition.

A Coherent, Content-rich, Culturally Responsive Curriculum. Cognitive science demonstrates student learning and builds upon prior knowledge. LEEP plans to implement an adapted version of the Core Knowledge Sequence to help all students acquire the knowledge they need to comprehend what they read; understand the world they inhabit; and be inspired by the great works of human civilization and the shared American experience.

Character Development Built on a “Pedagogy of Cariño (Caring). The school seeks to foster a school community built on caring for one’s own self and others. Through intentional practices including daily ronda popular (akin to “community meetings”), social-emotional skills training, and the exploration of “heroes” across time and culture, students will understand that school is a place where they are empowered and supported to do hard and even heroic things—not only in history or math, but when their emotions boil over, or they see a child being bullied, or they are tempted to lie. The school culture will be built upon the frameworks for Responsive Classroom (for behavior management) and Dovetail Learning’s Toolbox (for social-emotional skills).

Focus on Teacher Technique and Practice Development. The school plans to establish a culture of learning where teacher practice is shared and supported by continual analysis and coaching. Feedback will include coordinated lesson planning; a shared set of techniques for instruction and classroom management; frequent self-reflection; peer-to-peer feedback and coaching; classroom video recording and analysis; and weekly reviews of formative assessment data.

Education

The educational program is built upon the following core values:

- *Valentia/Courage*-- A founding principal of this school is the notion that language learning makes a world of difference. Students will learn to read, write, speak and listen in a new

language and reap the cognitive benefits of multilingualism. Just as important, they will learn the habits of challenge, struggle, effort, persistence, reflection, empathy, and multicultural awareness that will benefit them as live long learners.

- **Gina/Urgency**-- For students to thrive academically, economically, and as participants in American civil society, the founders believe that all students deserve a knowledge-rich education without delay.
- **Cariño/Caring**-- The founders believe that achievement starts with caring and belonging. They plan to intentionally set up structures of belonging, connection, and cultural relevance, to help students develop personal and interpersonal skills to handle challenges that will arise.
- **Emperor/Determined Effort**-- It is believed that all students must do the hard work and difficult thinking that academic achievement requires. They plan to provide caring connections, appropriate supports and have high expectations in order for all students to reach their potential.
- **Confianza/Trust**-- The school founders believe that instruction, behavior management, culture-building, and family engagement will be more effective when school leaders and staff work on them as a team -- planning together, collecting and reviewing data together, scrutinizing practices and materials together, coaching and advising one another, and working together to be clear and consistent with students and families.
- **Crecimiento/Growth**-- Using and adapting strategies created in the most academically successful charter and dual- language schools, the founders seek to establish a culture where teacher practice is shared and supported by continual analysis and coaching, with the dedicated time, tools, and positive culture that such work requires.
- **Respeto/Respect**-- The founders respect families as partners in each child's educational success. They believe it is their duty to work with parents in ways that are characterized by empathy for their varied experiences; respect for their time and energy, their views and ideas, their role as parents, their culture, and their circumstances.

Curriculum

The founding group used five criteria to determine which materials they would need to adopt, adapt, or develop for a given subject. The criteria included: high rigor and usability, close alignment to the New York State standards and the Core Knowledge Sequence, availability of Spanish and/or English, evidence of effectiveness or use by highly effective schools, and considerations of feasibility and affordability.

The school plans to implement the readings and themes prescribed by the Core Knowledge Sequence in History, Science, Arts, and use the listening and learning strand in the Core Knowledge Language Arts Curriculum in English Language Arts. Additionally, they will use the sequence-

aligned readings in Spanish Language Arts, providing students with a coherent, thematic sequence of knowledge-building in two languages.

Final selection for other core subjects (i.e. math, social studies, science, Spanish language arts and literacy skills) will be made by the founding principal, founding executive director and founding deputy executive director. They will be supported by outside academic and instructional advisors. The team will include teachers after the first year of operation.

As part of the school's dual language instructional model, resources that are typically supplemental curriculum for English language learners (e.g. Ballard & Tighe Carousel of Ideas) or students in need of remediation or early intervention (e.g. Wilson Fundamentals) will be intentionally incorporated into the school's English Language Arts instruction for all students.

Instruction

The school model synthesizes a set of highly effective, research-based practices in dual language education with an intensive Spanish language immersion approach that has proven successful in schools around the country.

Instructional practices are designed to keep students engaged and accountable for doing their own thinking and providing teachers with evidence of student understanding. All lessons will be differentiated, and progress monitoring will help teachers to assess and support students who have special needs or are at risk of academic failure.

Students will be immersed in a 90:10 dual language program. They will spend 90% of their time in school in Spanish during the kindergarten year. The ratio of Spanish to English gradually balances out, by 10% per year so that by grade 4, students time is spent 50% in Spanish the other 50% in English.

School Culture

The school culture is built upon the foundation of the school's mission, core beliefs, and seven core values. The goal is to create a sense of belonging and connection for the entire school community. The school plans to foster a focused, purposeful energy environment filled with learning and joy. Students and adults will help each other learn and grow.

During classroom instruction, Responsive Classroom practices and Teach like a Champion techniques will help teachers communicate to students and allow teachers to set clear limits and allow students to learn from their mistakes while maintaining their dignity.

Special Populations and Related Services

The school will work with the local Committee on Special Education (CSE) to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). LEEP will implement a comprehensive student support system to ensure all students, including those at risk of academic failure; Students with Disabilities (SWDs),

ELLs/MLLs (English language learners/ multilingual learners), homeless students, and gifted and talented students thrive in an academically rigorous environment. This system will ensure that individual student needs and goals laid out in students’ Individual Education Programs (IEPs) and 504 plans are met with fidelity as the school is committed to equipping all students with the academic and character foundation needed for future success.

Students will be served as part of a comprehensive Multi-Tiered Support System (MTSS), which allows teachers to regularly observe, identify, and progress-monitor students and their individual needs. Follow up will be done by implementing the school’s Response to Intervention (RTI) plan.

Students with disabilities will have access to integrated co-teaching (ICT) classrooms and be educated with age-appropriate peers in a general education classroom setting. Each class will have one general education and one special education teacher.

Recruitment and Retention

The applicant group for LEEP is committed to equity and access for all students and will ensure the student body will reflect the demographics of the New York City District of location.

Recruitment: The school plans to recruit families through a comprehensive, multilingual, multipronged outreach campaign that includes trusted grassroots groups, the media, and houses of worship, human service agencies and community events.

Retention: The school feels their program which includes, dual language programming, academic and social emotional supports, and a positive school culture will encourage student and family retention.

Public Outreach

The applicant group has described a rigorous outreach plan that includes social media, information sessions, and meetings with local parents and community stakeholders. They have presented at Community Board Meetings and Community Education Council events. Outreach continues to various stakeholder groups to foster partnerships.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Gabrielle Mosquera	Proposed Board Chair
Joaquin Matias	Proposed Member
Melissa Jarvis-Cedeño	Proposed Member
Ashok Chandra	Proposed Member
Magdalena Varela-Hand	Proposed Member

Facility

The applicant group conducted a study of six private facility lease options, one of which is within walking distance of the subway and sits in the middle of the Sunset Park neighborhood.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 15, indicating that the fiscal impact of the LEEP Dual Language Academy Charter School on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁶⁷

Year	Number of Students Enrolled in Charter School Per Year ⁶⁸	Charter School Basic Tuition Rate ⁶⁹	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁷⁰	Total District General Fund Budget ⁷¹	Percent of District Budget
2019-20	153	\$15,307	\$2,341,971	\$909,559	\$32,300,000,000	.01%
2020-21	249	\$15,307	\$3,447,120	\$1,499,054	\$32,300,000,000	.02%
2021-22	337	\$15,307	\$4,727,040	\$2,017,462	\$32,300,000,000	.02%
2022-23	420	\$15,307	\$6,072,800	\$2,510,464	\$32,300,000,000	.03%
2023-24	499	\$15,307	\$7,483,680	\$2,983,141	\$32,300,000,000	.03%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis. To conservatively avoid underestimating the fiscal

⁶⁷ To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁶⁸ Source: LEEP Dual Language Academy Application, August 2018

⁶⁹ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate

⁷⁰ Source: Calculation based on LEEP Dual Language Academy Application, August 2018. Includes projected SPED, facility, Title I, Title II, and textbook funding

⁷¹ Source: 2018-19 budget total listed at <https://www.schools.nyc.gov/about-us/funding/funding-our-schools>

impact that the charter school will have on the district going forward, no growth in the district’s budget during the duration of the school’s charter is assumed.⁷²

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

**Table 3. 2019-20 Demographic Detail for Proposed District of Location:
New York City Community School District - CSD 15 (Brooklyn)**

	Total District Enrollment: 32,793	
All Students K – Grade 5	17,982	
Students with Disabilities	3,640	20%
English Language Learners/Multilingual Learners	5,013	28%
Economically Disadvantaged	9,719	54%

Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.

**Table 4. 2016-17 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

⁷² Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	56%	45%
<i>Grade 3 ELA</i>	62%	51%
<i>Grade 4 ELA</i>	60%	47%
<i>Grade 5 ELA</i>	47%	37%
<i>ELA Grades 3-8 Aggregate: SWDs</i>	27%	15%
<i>ELA Grades 3-8 Aggregate: ELLs/MLLs</i>	15%	12%
<i>ELA Grades 3-8 Aggregate: ED</i>	41%	35%
<i>Math Grades 3-5 Aggregate</i>	60%	49%
<i>Grade 3 Math</i>	64%	54%
<i>Grade 4 Math</i>	59%	48%
<i>Grade 5 Math</i>	56%	44%
<i>Math Grades 3-8 Aggregate: SWDs</i>	30%	19%
<i>Math Grades 3-8 Aggregate: ELLs/MLLs</i>	28%	20%
<i>Math Grades 3-8 Aggregate: ED</i>	46%	38%

Data Source: Assessments data is from 2018 School data.nysed.gov.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 11, 2018, to solicit comments from the community concerning the proposed LEEP Dual Language Academy Charter School. Eleven (11) members of the community were present, and 5 individuals commented at the hearing in support of the proposed application. One individual spoke in opposition of the proposed charter school.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁷³ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁷⁴ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁷⁵ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁷⁶ and will have a significant educational benefit

⁷³ Education Law §2852(2)(a).

⁷⁴ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁷⁵ Education Law §2852(2)(b).

⁷⁶ Education Law §2852(2)(c).

to the students expected to attend the charter school.⁷⁷ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the LEEP Dual Language Academy Charter School to open in 2019 in NYC CSD 15 in Brooklyn, New York.

⁷⁷ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department
2018 Round 2 Request for Proposals to Establish the
Proposed Charter School Authorized by the Board of Regents:

Staten Island Hebrew Public Charter School

November 2018

Table 1: Summary of the Proposed School

Name of Charter School	Staten Island Hebrew Public Charter School
Lead Applicant(s)	Leticia Ramauro
District of Location	NYC CSD 31 (Staten Island)
Opening Date	Fall 2019
Projected Charter Term	September 3, 2019 – June 30, 2024
Management Company	Hebrew Public: Charter Schools for Global Citizens
Partners	None
Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): K-1/ 162 Year 2 (SY 2020-21): K-2/ 249 Year 3 (SY 2021-22): K-3/ 348 Year 4 (SY 2022-23): K-4/ 435 Year 5 (SY 2023-24): K-5/ 522
Planned Grade Span (beyond Initial Charter Term)⁷⁸	Grades 6-8
Mission Statement	Staten Island Hebrew Public Charter School is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

Staten Island Hebrew Public Charter School (SIHP) will prepare its students academically and personally to reach their full potential in life. To accomplish this, SIHP strives to ensure that: students will be proficient readers, writers and speakers of the English language; students will demonstrate competency in their understanding and application of mathematical computation and problem solving; students will be knowledgeable about U.S. History, N.Y. History, World History and Geography and the fundamental concepts of the American democracy; students will become proficient in their understanding and use of science, including physical and life sciences, and

⁷⁸ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

scientific concepts, including analysis, inquiry and design; students will become proficient speakers, readers and writers of Hebrew; and students will embody the principles of good citizenship, responsibility, respect for self and others, and service to others.

SIHP believes that students learn best when they are in a context of diversity, surrounded by clear, consistent systems of support, and when given opportunities to learn individually and together. SIHP will be part of a unique charter management organization that combines research-based elements in its program design, including: a partial immersion program in Modern Hebrew; racial and economic diversity; and a rigorous academic program. The school's instructional model relies on gradual release of responsibility and frequent small group instruction. Curriculum includes ELA, Math, Modern Hebrew Language, Social Studies/Global Studies, Science, Music, Art, and Physical Education.

Key Design Elements

The key design elements for Staten Island Hebrew Public Charter School are:

- *Modern Hebrew language instruction through the proficiency approach:* The study of Modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities. The school's pedagogy seeks to maximize the language acquisition process, and it derives from the fields of language acquisition theories, linguistics and child language development research, as well as foreign language practices over recent decades of language instruction.
- *Academic differentiation for every learner, including robust supports for students with disabilities:* SIHP will expect all students to do rigorous, grade-level work. At the same time, SIHP will ensure all students, including those with special education needs and those who are working below grade level, have the individualized support they need to succeed. SIHP will achieve this through intensive, consistent scaffolding and the flexible, hands-on, fluency-building opportunities built into its academic program.
- *Diverse by design school community:* SIHP will create a school that is racially and economically integrated, with significant linguistic and special needs diversity.
- *Emphasis on social-emotional learning (SEL):* SIHP will incorporate three signature SEL practices for adults and students to build their SEL skills: 1) Global citizenship theme to develop values statements and shared understandings; 2) Welcome rituals and group agreements to build cohesion and a sense of belonging; 3. Build and use feelings vocabulary in both English and Hebrew to support the importance of learning another language and being skilled in emotional awareness and communication.
- *Emphasis on developing the traits of global citizens such as empathy, cross cultural communication, and civic engagement:* SIHP infuses global citizenship values across the curriculum through a cycle of action and reflection. Students apply what they learn to

community problems and plan community service projects using the Asia Society's Global Competence Framework.

- *Support from charter management organization, including frequent and in-depth professional development and philanthropic support:* SIHP has a strong partner organization supporting the delivery of its academic program. HP is a national not-for-profit organization which provides select Hebrew-language charter schools with supportive services, including curriculum development, professional development and coaching, leadership capacity building, technical assistance, start-up and other programmatic grant opportunities.

Education Plan

Staten Island Hebrew Public's educational plan uses the effective practices of Hebrew Public's existing schools and tailors them to Staten Island students' needs. The SIHP curriculum is aligned to New York State Learning Standards, Next Generation Science Standards, American Council on the Teaching of Foreign Languages ratings, and the Asia Society's Global Competencies. The school day is organized to provide extended time for foundational math and literacy skill instruction, small group learning, and individual practice. Students receive 135 minutes daily to learn and practice ELA skills, and 100 minutes daily for math. Students' learning pathways are informed by both formal and informal assessments; teachers create individualized learning pathway plans for each child based on systematically analyzed performance data on the NWEA Measures of Academic Progress (MAP) assessment, as well as observation and performance on homework and classwork.

Teachers receive ongoing coaching in data analysis in their grade teams. They also get 1:1 support using data to create each student's educational pathway. The Hebrew Public model includes ten full days of pre-opening professional development, two full days throughout the school year, three half days, and embedded professional development during the school day and in weekly staff meetings. All SIHP teachers' schedules are designed to support reflective practice, as well as individual planning and collaboration with their colleagues within and across grade levels.

The SIHP instructional model is grounded in differentiated instruction, supported by the following teacher planning instructional practices: gradual release of responsibility; inclusion; targeted intervention; data based instructional planning system (including frequent progress monitoring, robust systems of data collection and analysis, levelled instruction for all, and individualized learning pathways); modern Hebrew language instruction; and global citizenship values.

School culture

SIHP will create and maintain a school community grounded in honesty, mutual respect and fairness, and the core tenets of a successful democracy. SIHP's commitment to partnering with parents to support both the academic growth and social/emotional well-being of students will enhance the school's ability to create a safe environment conducive to learning. Learning about, honoring and celebrating the diversity of cultures and languages in the school's community through the building of authentic

connections with families also will promote a safe teaching and learning environment. Additionally, a student dress code and service learning will contribute to maintaining the desired learning environment.

SIHP has a Discipline Code that addresses proper student behavior, maintenance of order, and a code of conduct. During Induction Week, staff will review the Discipline Code and be trained in its implementation. Parents and students will be informed of these policies during orientation. To ensure staff, students and parents are aware of all expected standards of behavior; the Discipline Code will be distributed at the beginning of every school year. SIHP leadership and staff will also regularly analyze school-wide behavioral and disciplinary data, including disaggregating by gender and ethnicity to look for patterns of disparate impact, and evaluate the school environment to ensure it is safe and conducive to learning.

Special Populations and Related Services

For all students: SIHP will follow a systematic process to identify a range of student needs and ensure those students receive the appropriate supports. SIHP will use a multi-tiered system of supports (MTSS) to differentiate between the level of student need ranging from Tier 1 to Tier 3. All staff will receive training in the RtI process and provide proactive accommodations to all students in the Tier 1 general education environment. SIHP will provide instruction to students in special education in the least restrictive environment possible to the maximum extent appropriate and subject to the requirements included in each student's IEP in accordance with all applicable federal and state laws and regulations.

For Students with Disabilities: The school will work with the local Committee on Special Education (CSE) to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). SIHP will provide inclusive co-teaching in each grade, and resource room instruction as needed. Each inclusion classroom will be staffed by a general education teacher and a special education teacher during ELA and Math class. SIHP will ensure that the special education programs and services will be provided directly to the student during school hours. SIHP will provide support services to students to ensure that IEP mandates and measurable goals are met. SIHP will have a licensed social worker to provide IEP-mandated counseling to students. SIHP will provide for all required related services. Students with disabilities will receive their adapted curriculum work and specialized therapies in a setting in accordance with their IEPs.

For ELLs/MLLs: SIHP will have a certified ESL teacher beginning in Year 1. The ESL teacher will use Sheltered English Immersion (SEI) strategies in both a push in and pull-out model. SEI is an approach for teaching content to ELLs in strategic ways that makes the subject matter comprehensible by addressing different modalities of learning, while promoting English language development. In the push-in model, the ESL teacher plans and works collaboratively with the classroom teacher to integrate language and content and infuse socio-cultural awareness to scaffold instruction.

Recruitment and Retention

Recruitment

Recognizing that some prospective families, especially those of economically disadvantaged and immigrant backgrounds, may be unfamiliar with or have limited access to information regarding their children's educational options, SIHP will leverage relationships with community-based organizations (CBOs) such as the Broadway YMCA which serving children representing many economically disadvantaged families and others including, nonprofit leaders, directors of preschools and Head Start programs, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency.

Retention

SIP will be sensitive to the needs of parents (for instance who may have work or have childcare constraints due to their socioeconomic circumstances) by offering a flexible schedule to attend parent teacher conferences, Parent Organization (PO) meetings and other events that engage them in the school community. SIHP will also ensure these meetings and events are accessible to non-English speaking parents through translators as needed. The SIHP school model includes specialized staff and instructional supports to promote academic growth and achievement of ELLs, SWD and economically disadvantaged students.

Community Outreach

Since 2017, members of the Applicant Group and HP staff have been engaged in a thoughtful community engagement process to inform a wide variety of CSD 31 stakeholders about SIHP and to seek their input and feedback regarding the educational and programmatic needs of students in the community and the school's design to meet those needs. Recruitment and application materials will be available in the predominant languages of the community.

Specifically, the applicant group has maintained a website (www.sihebrewpublic.org) containing information about SIHP, including a comment form, an overview of the school's curriculum, and an on-line survey that allows for community input and comment on SIHP and its school design; presented at public community meetings to inform a wide range of stakeholders and provided hard copies of the brochure and surveys: engagement of elected officials including Councilmembers, Assembly members, CEC President and members, Borough President staff, CB1, CB2, and CB3 leaders and staff, PTAs, and civic organization leaders; held meetings with representatives of existing district and charter schools, as well as district school umbrella organizations, such as the Community Education Council and the Association of School Supervisors and Administrators; and canvassed (i.e., door to door, public events, etc.) throughout CSD 31 to inform, seek feedback, and address comments.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Leticia Remauro	Proposed Board Chair
Shelley Jain	Proposed Member
Yelena Sklyar	Proposed Member
Selina Grey	Proposed Member
Ernest Page	Proposed Member
Mark Fink	Proposed Member

Facility

The applicant group is currently exploring private space options on Staten Island.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 31, indicating that the fiscal impact of the Staten Island Hebrew Public Charter School on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁷⁹

⁷⁹ To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

Year	Number of Students Enrolled in Charter School Per Year ⁸⁰	Charter School Basic Tuition Rate ⁸¹	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁸²	Total District General Fund Budget ⁸³	Percent of District Budget
2019-20	162	\$15,307	\$2,479,734	\$929,000	\$25,596,000,000	0.013%
2020-21	249	\$15,307	\$3,811,443	\$1,348,000	\$25,596,000,000	0.020%
2021-22	348	\$15,307	\$5,326,836	\$1,835,000	\$25,596,000,000	0.028%
2022-23	435	\$15,307	\$6,658,545	\$2,294,000	\$25,596,000,000	0.035%
2023-24	522	\$15,307	\$7,990,254	\$2,724,000	\$25,596,000,000	0.042%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, no growth in the district’s budget during the duration of the school’s charter is assumed.⁸⁴

It should be noted that, given the nature of district-based per-pupil funding, the estimates are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

**Table 3. 2019-20 Demographic Detail for Proposed District of Location:
New York City Community School District - CSD 31 (Staten Island)**

⁸⁰ Source: Staten Island Hebrew Public Charter School Application, August 2018

⁸¹ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate

⁸² Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁸³ Source: Per NYC DOE preliminary FY19 budget <https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf>

⁸⁴ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

	Total District Enrollment: 62,231	
All Students K – Grade 5	27,511	
Students with Disabilities	8,195	30%
English Language Learners/Multilingual Learners	3,300	12%
Economically Disadvantaged	16,341	59%

Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.

Table 4. 2019-20 Elementary/Middle School Academic Proficiency Rates of NYS Assessment on Grade Configurations for Proposed School

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	52%	45%
<i>Grade 3 ELA</i>	57%	51%
<i>Grade 4 ELA</i>	57%	47%
<i>Grade 5 ELA</i>	42%	37%
<i>ELA Grades 3-8 Aggregate: SWDs</i>	21%	15%
<i>ELA Grades 3-8 Aggregate: ELLs/MLLs</i>	15%	12%
<i>ELA Grades 3-8 Aggregate: ED</i>	41%	35%
<i>Math Grades 3-5 Aggregate</i>	50%	49%
<i>Grade 3 Math</i>	56%	54%
<i>Grade 4 Math</i>	49%	48%
<i>Grade 5 Math</i>	44%	44%
<i>Math Grades 3-8 Aggregate: SWDs</i>	21%	19%
<i>Math Grades 3-8 Aggregate: ELLs/MLLs</i>	21%	20%
<i>Math Grades 3-8 Aggregate: ED</i>	38%	38%

Data Source: Assessments data is from 2018 School data.nysed.gov.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 4, 2018, to solicit comments from the community concerning the

proposed Staten Island Hebrew Public Charter School. Nine (9) members of the community were present, and 7 individuals spoke in favor of the proposed new charter school. There were no comments made in opposition to this proposal.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁸⁵ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁸⁶ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁸⁷ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of

⁸⁵ Education Law §2852(2)(a).

⁸⁶ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁸⁷ Education Law §2852(2)(b).

founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.

- iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁸⁸ and will have a significant educational benefit to the students expected to attend the charter school.⁸⁹ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Staten Island Hebrew Public Charter School to open in 2019 in NYC CSD 31 on Staten Island, New York.

⁸⁸ Education Law §2852(2)(c).

⁸⁹ As applicable pursuant to Education Law §2852(2)(d).