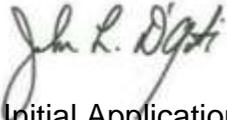




**TO:** P-12 Education Committee

**FROM:** John L. D'Agati 

**SUBJECT:** Charter Schools: Initial Application Authorized by the Board of Regents

**DATE:** December 3, 2020

**AUTHORIZATION(S):** 

## SUMMARY

### Issue for Decision

Should the Board of Regents issue an initial charter and provisional charter for the following proposed charter school?

**Citizenship and Science Academy of Rochester Charter School** (proposed to locate in the Rochester City School District)

### Reason(s) for Consideration

Required by State statute.

### Proposed Handling

This issue will come before the P-12 Education Committee for recommendation and to the Full Board for action at its December 2020 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 Board of Regents Charter School Application Process**

Chapter 101 of the Laws of 2010 required that the Board of Regents and the Board of Trustees of the State University of New York (SUNY) follow competitive Request for Proposal (RFP) processes for applications for new charter schools. A brief description of our process follows.

#### **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:**

If the criteria outlined in the letter of intent are met, each applicant group whose letter of intent was accepted 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 evaluate the proposed school's educational alignment and operational compliance with 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. The application is also typically reviewed by the Office of Bilingual Education and World Languages, and the Office of Special Education.

#### **Phase III – Capacity Interviews:**

If the full application meets the standards of the RFP, the 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 the letter of intent, the full application, the 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.

Phase V – Departmental Recommendation:

Recommendations to award new charters are made to the Board of Regents by the Interim Commissioner on behalf of the Department. These recommendations are only given to groups with a strong educational plan, who can demonstrate their readiness to launch and operate a highly effective public school, and whose application is evaluated to have a significant educational benefit to the students expected to attend the proposed charter school, through the criteria set forth in the new charter school RFP. Based on a synthesis of information gathered throughout all stages of the process, the Department presents its recommendations to the Board.

The 2020 Board of Regents Application Process: Round 1

In Round 1 of the 2020 application and review process:

- The Charter School Office received 13 applicant group letters of intent submitted by April 3, 2020;
- Seven applicant groups were invited to submit a full application by May 22, 2020, and all seven applicant groups did submit full applications by the deadline;
- Five applicant groups were invited to a Capacity Interview. The interviews were held virtually between August 17 and 19, 2020; and
- One applicant group is being recommended to the Board of Regents for approval at the December 2020 meeting.

A summary of the 2010-2020 charter school application cycles is included as Attachment B. The 2020 RFP timeline for applicants seeking to establish new charter schools authorized by the Board of Regents is as follows:

<b>2020 Application Cycle</b>			
Submission Rounds	Letter of Intent	Full Application	Regents Action
Round 1	April 3, 2020	May 22, 2020	December 14, 2020

The Interim Commissioner and Department staff recommend that the Board of Regents issue an initial charter and provisional charter for the above listed new charter school, which will add 525 high quality seats for families in Rochester in kindergarten through Grade 6 when the proposed school is fully expanded. The Charter School Application Summary, Findings, and Recommendation for the proposed new school are included as Attachment A.

The [application for this proposed school](http://www.p12.nysed.gov/psc/start charter/2019/Round1FA/StartingaCharterSchool-2020.html) (<http://www.p12.nysed.gov/psc/start charter/2019/Round1FA/StartingaCharterSchool-2020.html>) is available electronically on the Department's website.

### **Related Regents Items:**

November 2019 [Charter Schools: Initial Applications Authorized by the Board of Regents](http://www.regents.nysed.gov/common/regents/files/1219p12a2.pdf) (<http://www.regents.nysed.gov/common/regents/files/1219p12a2.pdf>)

March 2017 [Renewal Decisions for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf) (<https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

January 2018 [Renewal Recommendations for Charter Schools Authorized by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf) (<https://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf>)

### **Recommendation**

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

VOTED: That the Board of 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 2 of Section 2850 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 approves and issues a charter to **Citizenship and Science Academy of Rochester Charter School**, and amends the provisional charter of the education corporation **Science Academies of New York Charter Schools** to permit the operation of such 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.



# 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 2020 Round 1 Request for  
Proposals to Establish Charter Schools Authorized by the Board  
of Regents to establish the proposed:

### **Citizenship and Science Academy of Rochester Charter School**

December 2020

**Table 1: Summary of the Proposed School**

<b>Name of Charter School</b>	Citizenship and Science Academy of Rochester Charter School
<b>Lead Applicant</b>	Dr. Femi Damkaci
<b>District of Location</b>	Rochester City School District
<b>Anticipated Opening Date</b>	Fall 2021
<b>Projected Charter Term</b>	July 1, 2021 – June 30, 2026
<b>Comprehensive Management Service Provider</b>	Science Academies of New York Charter Schools
<b>Facility</b>	Private Space - To Be Determined
<b>Projected Enrollment and Grade Span during Charter Term</b>	Year 1 (SY 2021-22): K-2/ 171 Students Year 2 (SY 2022-23): K-3/ 246 Students Year 3 (SY 2023-24): K-4/ 375 Students Year 4 (SY 2024-25): K-5/ 450 Students Year 5 (SY 2025-26): K-6/ 525 Students
<b>Mission Statement</b>	<i>Citizenship and Science Academy of Rochester Charter School will provide support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.</i>
<b><u><a href="http://www.p12.nysed.gov/psc/startcharter/2019/Round1FA/documents/Redacted_Citizenship_and_Science_Academy_of_Rochester_Charter_School_202005261824.pdf">Link to Full Application</a></u></b>	http://www.p12.nysed.gov/psc/startcharter/2019/Round1FA/documents/Redacted_Citizenship_and_Science_Academy_of_Rochester_Charter_School_202005261824.pdf

**Summary of New School Application RFP Ratings:**

<b>Citizenship and Science Academy of Rochester Charter School</b>	<b>Average Rating</b>
<b>OVERALL APPLICATION RATING</b>	
<b>SECTION I Mission, Key Design Elements, and Community</b>	Meets
<b>SECTION II Education Plan</b>	Meets
<b>SECTION III Organization &amp; Fiscal Plan</b>	Meets
<b>OVERALL APPLICATION RATING</b>	Meets
<b>FINAL AVERAGE RATING OF APPLICATION (If Meets, group advances to a Capacity Interview)</b>	Meets
<b>CAPACITY INTERVIEW METRICS AND RATINGS</b>	
<b>Founding Group &amp; Board Rep</b>	Meets
<b>Skill</b>	Meets
<b>Will</b>	Meets
<b>Capacity</b>	Meets
<b>Knowledge of App &amp; Ability to Address Questions</b>	Meets
<b>Governance</b>	Meets
<b>Readiness to Launch</b>	Meets
<b>ELLs</b>	Meets
<b>SWDs</b>	Meets
<b>OVERALL CAPACITY INTERVIEW RATING if Meets, recommend to Regents)</b>	Meets

<b>Rating Definitions</b>	
<b>Does Not Meet the Standard</b>	The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.
<b>Approaches</b>	The response addresses most of the selection criteria but lacks some meaningful detail and requires important additional information to be reasonably comprehensive.
<b>Meets</b>	The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Citizenship and Science Academy of Rochester Charter School proposes a STEM-focused curriculum and additional math and science course requirements for all students that will help in achieving a higher college acceptance rate no matter what high school the students attend. The school's unique characteristics will complement existing Rochester City School District programs, which will include summer school, science programs, tutoring and extensive after-school programs, and small classroom settings.

Innovative Model: Citizenship and Science Academy of Rochester Charter School will replicate the strengths of the existing Board of Regents-authorized Science Academies of New York (SANY) charter schools with the same mission and key design elements that have proven to be effective in providing the at-risk students they currently serve in Syracuse and Utica with significant educational benefits. This includes a focus on “Glocal” education which encourages students to think globally and act locally through community service and civics activities and includes a strong anti-bullying curriculum. The proposed school will also have strong STEM and environmental education components. SANY currently operates three college preparatory public charter schools in the central New York area (one in Utica and two in Syracuse). SANY believes this work starts in kindergarten. In addition, Citizenship and Science Academy of Rochester Charter School will use a weighted lottery for the English Learners population to give better chances for admission to these students. Extensive after-school programs will also be provided to support all at-risk students.

### **Key Design Elements**

The key design elements for Citizenship and Science Academy of Rochester Charter School are:

- **First Key Design Element** – The school focuses on college preparation to ensure all students are college-ready starting from elementary school. The school will create a college-bound culture starting at kindergarten and provide an extensive targeted curriculum aimed at college preparation to ultimately achieve a high college acceptance rate no matter what high school these students attend.
- **Second Key Design Element** – The school focuses on STEM and Environmental Education and promotes STEM-focused curriculum, interactive STEM engagement and collaborative problem-solving opportunities such as field trips, STEM fairs, robotic clubs, and coding.
- **Third Key Design Element** – The school will teach thinking globally and acting locally. The school's enrollment preference for English language learners (ELLs) will create a diverse student population and create a small-world community within the school to promote its global educational mission at all grade levels. The school will combine extensive local and international interactions through local, national, and international field trips and through visits by local, national, and international leaders and members of institutions, to improve their understanding of other cultures.
- **Fourth Key Design Element** – The school has a student-centered school structure and provides extended school day, small school environment, tutoring, and after-school programs.

- **Fifth Key Design Element** – The school focuses on parental involvement and home visits. This will constitute a significant part of the school’s strategic goals and will create a strong triad of parent-student-teacher relationships to establish goals and student characteristics through home visits, school-organized parent events, and continuous communication.
- **Sixth Key Design Element** – The school operates under a Performance-based Accountability, which allows it to make data-driven decisions on student performance, teaching, and overall learning through data collected and tracked by multiple assessment instruments.<sup>1</sup>

## **Education Plan**

Citizenship and Science Academy of Rochester Charter School firmly believes that all students can learn regardless of their background. The school will provide space, extra time, and staff to know each student’s needs and skills, and provide them with as many internal and external academic opportunities as possible to serve their individual needs. The students enrolled in the school will significantly benefit from an equitable, culturally responsive approach to learning and teaching that places great emphasis on educating the whole child and preparing teachers to do so skillfully.

Citizenship and Science Academy of Rochester Charter School’s core beliefs and values about teaching and learning are embedded in SANY Charter Schools’ key design elements: College Preparatory, Focus on STEM and Environmental Education, *Glocal* Education, Student-centered School Culture, Parental Involvement and Home Visits, and Performance-based Accountability.

## **School Culture**

The school will teach universally recognized values as part of its character education program for all students and will ensure that an environment is created where teaching and learning can flourish. As part of teacher training during the Summer Institute, discrimination, bullying, and harassment are fully addressed in terms of instruction, classroom management, and student behavior to create a harmonious, respectful environment for learning. By establishing a “one band, one sound” mindset, the school will create a predictable set of boundaries and rules for all students, making it a safe environment for students and staff.

## **Special Populations and Related Services**

### *English Language Learners*

ELL students and students with disabilities will receive instruction primarily through integrated general education classes as appropriate. Supplemental English as a New Language (ENL) will be provided by New York State certified English to Speakers of Other Languages (ESOL) teachers and special education certified teachers. All teachers in the proposed school will be expected to be teachers of ELLs and students with disabilities. As such, dual licensure will be encouraged, and strong professional development will be provided.

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<sup>1</sup> See pages 44-46 of the new school application.

The school will follow NYS ENL units of study and teacher certification staffing requirements to support ELL student populations. Depending upon student need, stand-alone ENL services and/or integrated ENL services will be provided—a program that has successfully achieved strong outcomes for ELL students in the existing schools in Syracuse and Utica. For stand-alone ENL services, the ESOL teacher will meet with groups of ELL students, based on their grade and English language level (Entering, Emerging, Transitioning, Expanding, and Commanding). During integrated ENL services, the ENL teacher will actively work alongside all teachers to provide scaffolds to students while ensure a culturally relevant environment. When needed, students will also receive pull-out supports, as well as push-in support, from qualified ESOL-certified teachers from anywhere between 90 and 360 minutes per week.

ELL students with an Individualized Education Program will receive academic support from both a special education and ESOL teacher.

Some of the strategies to be used in the school that will support all learners are scaffolding; differentiation; explicit vocabulary teaching; purposeful grouping; activating prior knowledge; modeling; extended discussion; pre-, during- and post-reading activities; and linguistic contrastive analysis. To support ELL students as well as their peers, all classroom environments will be language-rich, always supporting the language development of students using realia (real objects or pictures of real objects), manipulatives, graphs, models, visual aids, field trips, and technology. Students within the program will come from many different backgrounds, speak different languages, and have differing levels of literacy in their home language. The ENL teacher provides varying levels of home-language support, as it is helpful or useful to each individual student. As needed, students will be provided with dictionaries in their home language, particularly for content area, and academic language. Preserving and using the home language is valued greatly. Similarly, the program seeks to constantly incorporate each student's unique culture and language in the school community and especially within the ENL classroom.

### *Students with Disabilities*

All Citizenship and Science Academy of Rochester Charter School teachers will be trained in delivering modified instruction to serve the needs of the special education and ELL populations in their classes by providing multiple means of representation, providing multiple means of action and expression, and/or providing multiple means of engagement to address cognitive diversity in their classroom. All teachers will have the responsibility to read individualized education programs and talk with the special education or ELL coordinator to develop a teaching strategy for their content. All teachers will be responsible for outcomes of all students, including ELLs. ELLs will work with faculty to develop English language proficiency while sharing their skills and strengths with the school community to also develop native language proficiency, if applicable.

Any student not making academic progress will be supported through a research-based Response to Intervention (Rtl) process and receive Tier 2 and 3 supports. If students make progress with these internal school supports, students will continue receiving tiered

instruction. When necessary, a referral to the Committee on Special Education will be made.

Academically struggling students will be identified by using computer-adaptive testing software and classroom/interim assessment data and referred to Rtl. Those students will receive individually targeted reading and math interventions via the Multi-Tiered Systems of Support (MTSS) structure. Students struggling with academics will also receive differentiated instruction, additional tutoring, and pull-out support. Students struggling with behavior or emotional issues may receive an adult mentor, small-group peer support, or professional counseling. Additional support may be provided during daily after-school “tutoring hours,” Saturday/weekend “study sessions,” and during summer sessions. Technology-driven instruction will enable teachers to provide means of engagement and options for all types of learners and students at different levels of cognitive development.

### **Recruitment and Retention**

To attract and recruit ELLs, the school will weigh the admission lottery to favor ELL student population (comprising approximately 15 percent of Rochester’s student population). Citizenship and Science Academy of Rochester Charter School will reach out to the significant local refugee population in Rochester through organizations that help refugee populations and cultural centers established by minority groups often affected by economic hardship. The school is planning on a robust recruitment of economically disadvantaged students. The school will actively seek out families who have children with disabilities and communicate the qualifications of our instructors in detail during the enrollment process. Citizenship and Science Academy of Rochester Charter School will reach out to local agencies that provide services to special education students, such as Starbridge, Rochester Childfirst Network, and Asset, to inform them of the programs offered to students with disabilities and the qualifications of the school’s instructors.

### **Community Outreach**

Citizenship and Science Academy of Rochester Charter School has a strong connection to the Rochester community. The school organizers have used differentiated forms of local outreach and a variety of media to reach parents in Rochester, including meetings with several community leaders, a web page ([www.csarochester.org](http://www.csarochester.org)) visited by 6,417 unique visitors, press releases to multiple local newspapers and TV stations, as well as 781 face-to-face interactions and 255 responses to online public surveys. Visits to religious institutions and outreach through social media were also consistently employed. An executive summary of the proposed school was given to the Rochester community to notify residents and solicit feedback regarding the proposed school. Outreach activities are ongoing.

### **School Governance and Leadership**

The Board of Trustees includes the following individuals:

<b>Proposed Board Member</b>	<b>Proposed Role on Board</b>
Dr. Fehmi Damkaci	President
Jawwaad Rasheed, J.D.	Trustee
Dr. Coskun Cetinkaya	Treasurer

Proposed Board Member	Proposed Role on Board
Dr. Murat Baysal	Vice President/Secretary
Channel Turnquest	Trustee
Linda Spencer	Trustee

### Facility

This proposed school plans to locate in private space. The school location has not been identified, but possible locations have been investigated. Current options include a current and former Catholic school, former charter school sites, and former business sites.

### Technical Modification(s)

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 and, 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 nonpublic schools in the Rochester City School District. The New York State Education Department also conducted additional analysis on the projected fiscal impact of the school on its district of location, which is summarized below.

**Table 2: Projected Fiscal Impact Upon District of Location, 2021-22 to 2025-26<sup>2</sup>**

Year	Number of Students Enrolled in Charter School Per Year <sup>3</sup>	Charter School Basic Tuition Rate <sup>4</sup>	Total Charter School Basic Tuition	Estimated District Special Education Payment <sup>5</sup>	Total District General Fund Budget <sup>6</sup>	Percent of District Budget
2021-22	171	13,995	2,393,145	126,957	781,962,722	0.32%
2022-23	246	13,995	3,442,770	190,502	781,962,722	0.46%
2023-24	375	13,995	5,248,125	286,527	781,962,722	0.71%
2024-25	450	13,995	6,297,757	348,479	781,962,722	0.85%
2025-26	525	13,995	7,347,375	402,687	781,962,722	0.99%

<sup>2</sup> In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

<sup>3</sup> Source: Citizenship and Science Academy of Rochester CS Application

<sup>4</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

<sup>5</sup> Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Reporting Services

<sup>6</sup> Source: Rochester City School District 2020 Executive Budget

The calculations above assume charter school basic tuition rates in the charter period (2021-2022 through 2025-2026) are based on a trend analysis calculated by the Charter School Office and approved by the Department's State Aid Office. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the Department is assuming no growth in the district's budget during the duration of the school's charter.<sup>7</sup>

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.

The specifics of the school's enrollment composition are still unavailable. The programmatic and fiscal impact of the proposed charter school on other public and private schools in the area will depend in part on the proportion of charter school enrollees that would have attended a same-district public or private school, had it not been for the presence of this charter school.

**Table 3: 2018-2019 Demographic Detail for Proposed District of Location: Rochester City School District<sup>8</sup>**

	Total District Enrollment: RCSD	
All Students	25,669	
Students with Disabilities	5,521	22%
English Language Learners	4,032	16%
Economically Disadvantaged	23,112	90%

<sup>7</sup> 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

<sup>8</sup> Source: Student Information Repository System (SIRS) 2018-2019 Report BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup (K-12)  
<https://data.nysed.gov/enrollment.php?year=2019&instid=800000050065>

**Table 4: 2018-2019 Elementary/Middle School Academic Proficiency Rates on NYS Assessments Based on Grade Configurations for Proposed School<sup>9</sup>**

Assessments	RCSD Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	14%	46%
<i>Grade 3 ELA</i>	18%	52%
<i>Grade 4 ELA</i>	14%	48%
<i>Grade 5 ELA</i>	11%	38%
<i>Math Grades 3-5 Aggregate</i>	16%	50%
<i>Grade 3 Math</i>	22%	55%
<i>Grade 4 Math</i>	14%	50%
<i>Grade 5 Math</i>	12%	46%

### Summary of Public Comment

As required by the Charter Schools Act, the Rochester City School District conducted a public hearing on July 23, 2020, to solicit comments from the community concerning the proposed Citizenship and Science Academy of Rochester Charter School. No members of the community were present, and no individuals commented at the hearing or wrote letters in support of the proposed application. The applicant group received letters of support from State and local legislators including local State Senators and a Rochester City Councilmember. In addition, the applicant group received letters of support and commitment from over 30 local community-based organizations in the Rochester area, including the Urban League, Rochester Refugee Resettlement Services, Catholic Family Center, Rochester Institute of Technology, St. John Fisher College, the Farash Foundation, Education Success Foundation, the United Way, and Finger Lakes STEM Hub, to name a few.

### 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.<sup>10</sup> Among other things, this finding is based on the following:
  - The applicant has included in the application the information required by Education Law §2851(2).

<sup>9</sup> Source: Student Information Repository System (SIRS) 2018-2019 3-8 Assessments – data.nysed.gov.

<sup>10</sup> Education Law §2852(2)(a).

- The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>11</sup> 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.<sup>12</sup> Among other things, this finding is based on the following:
- 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 address 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 Act<sup>13</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>14</sup> This finding is based on the totality of the information presented in the

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<sup>11</sup> 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.

<sup>12</sup> Education Law §2852(2)(b).

<sup>13</sup> Education Law §2852(2)(c).

<sup>14</sup> As applicable pursuant to Education Law §2852(2)(d).

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 Citizenship and Science Academy of Rochester Charter School to open in September 2021 in Rochester, New York.

**SUMMARY OF 2010-2020 CHARTER SCHOOL APPLICATION CYCLES**

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 Proposal (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 allowed 22 charters that had been surrendered, revoked, terminated, or not renewed to be reissued by SUNY or the Board of Regents through an application process, and all of those charters have been expended. Chapter 20 of the Laws of 2015 imposed a limit of 50 new charters in New York City. There are currently no charters available in New York City, and 95 charters remain available for issuance outside of New York City. A [Charter School Fact Sheet](http://www.p12.nysed.gov/psc/facts/csfacts.html) (<http://www.p12.nysed.gov/psc/facts/csfacts.html>) outlining the number of charters issued and those currently remaining as of August 2020 can be found on the Charter School Office’s website.

The following table summarizes the results of the Board of Regents’ RFP cycles:

<b>Regents RFP Cycle</b>	<b>Letters of Intent Submitted</b>	<b>Full Applications Submitted</b>	<b>Charters Issued By BOR (# in NYC)<sup>15</sup></b>
2010	39	35 prospectuses were submitted; 16 applicants were invited to submit full applications; <b>15 full applications were submitted</b>	Regents: 7(5)
2011	100	80 prospectuses were submitted; 37 applicants were invited to submit full applications; <b>36 full applications were submitted</b>	Regents: 9(7)
2012 Round 1	30	20 applicants were invited to submit full applications; <b>14 full applications were submitted</b>	Regents: 3(3)

<sup>15</sup> 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) <sup>15</sup>
2012 Round 2	54	37 applicants were invited to submit full applications; <b>25 full applications were submitted</b>	Regents: 10(8)
2012 Round 3	24	24 applicants were invited to submit full applications; <b>12 full applications were submitted</b>	Regents: 0(0)
2013	99	60 applicants were invited to submit full applications; <b>55 full applications were submitted</b>	Regents: 8(6)
2014 Round 1	31	15 applicants were invited to submit full applications in either Round 1 or Round 2; <b>11 full applications were submitted for review</b>	Regents: 2(1)
2014 Round 2	51	18 applicants were invited to submit full applications <b>15 full applications were submitted for review</b>	Regents: 3(3)
2015 Round 1	38	15 applicants were invited to submit full applications <b>15 full applications were submitted for review</b>	Regents: 0(0)
2015 Round 2	51	17 applicants were invited to submit full applications <b>11 full applications were submitted for review</b>	Regents: 3(2)
2015 Round 3	N/A	Letters of Intent Waived <b>15 full applications were submitted for review</b>	Regents: 1(1)
2016 Round 1 (June)	11	11 applicants were invited to submit full applications <b>11 full applications were submitted for review</b>	Regents: 3(2)
2016 Round 2 (November)	25	15 applicants were invited to submit full applications <b>14 full applications were submitted for review</b>	Regents: 3(2)
2016 Round 2 Continued (December)	25	15 applicants were invited to submit full applications <b>14 full applications were submitted for review</b>	Regents: 1(0)

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters Issued By BOR (# in NYC) <sup>15</sup>
2017 Round 1 (June)	17	13 applicants were invited to submit full applications <b>10 full applications were submitted for review</b>	Regents: 3(3)
2017 Round 2 (November)	28	21 applicants were invited to submit full applications <b>18 full applications were submitted for review</b>	Regents: 5(5)
2018 Round 1 (June)	19	14 applicants were invited to submit full applications <b>11 full applications were submitted for review</b>	Regents: 6(6)
2018 Round 2 (Nov/Dec)	29	23 applicants were invited to submit full applications <b>19 full applications were submitted for review</b>	Regents: 8(7) 7 approved in November; 1 in December
2019 Round 1 New York City only (January)	No Letters of Intent were Required	<b>5 full applications were submitted for review</b> Cap on the number of charter schools permitted in NYC reached with SUNY Trustees approval of 7 charter applications. Therefore, none of the applications was acted upon.	Regents: 0(0)
2019 Round 2 (April)	23	8 applicants were invited to submit full applications <b>8 full applications were submitted for review</b>	Regents: 2(0)
2020 Round 1 (May)	13	7 applicants were invited to submit full applications <b>7 full applications were submitted for review</b>	Regents: 1(0)*

\* Department recommendation at the December 14, 2020 Board of Regents meeting.