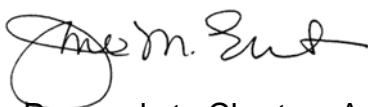
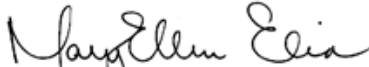




**TO:** P-12 Education Committee  
**FROM:** Jhone M. Ebert   
**SUBJECT:** Charter Schools: Renewals to Charters Authorized by  
Chancellor of the New York City Department of Education  
(NYCDOE)  
**DATE:** March 31, 2017  
**AUTHORIZATION(S):** 

**SUMMARY**

**Issue for Decision**

Should the Regents approve the proposed renewals to the charters of the following four schools authorized by the Chancellor of the New York City Department of Education (NYCDOE):

1. **Growing Up Green Charter School** (full-term five-year renewal and revision)
2. **New York French-American Charter School** (full-term five-year renewal)
3. **Cultural Arts Academy Charter School at Spring Creek** (short-term three-year renewal and revision)
4. **Summit Academy Charter School** (short-term two-year renewal and revision)

**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 April 2017 Regents meeting.

**Procedural History**

The Chancellor of the NYCDOE approved these four renewal charters and submitted them to the Board of Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, the New York State Charter School Statute. The Chancellor of New York City Department of Education asks that the

charters be revised as indicated and has provided a summary for each school as set forth below.

**Background Information**

**Growing Up Green Charter School  
Table 1: School Summary**

Name of Charter School	Growing Up Green Charter School
Board Chair	Jeffrey Mueller
District of Location	NYC CSD 30
Opening Date	2009-2010
Current Charter Term	Short Term [3.5 years]
Facility	Private
Current Grade Levels/Number of Students	K-8/812
Mission	The Growing Up Green Charter School (GUGCS) empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.
Proposed New Charter Term	<b>Full Term [5 years] Increase authorized enrollment from 756 students to 784 students.</b>

**Table 2: Growing Up Green Charter School Approved Enrollment**

	<b>Year 1 2014-2015</b>	<b>Year 2 2015-2016</b>	<b>Year 3 2016-2017</b>
<b>Grade Configuration</b>	Grades K-6	Grades K-7	Grades K-8
<b>Total Approved Enrollment</b>	756	756	756

**Table 3: Growing Up Green Charter School Proposed Enrollment**

	<b>Year 1 2017-2018</b>	<b>Year 2 2018-2019</b>	<b>Year 3 2019-2020</b>	<b>Year 4 2020-2021</b>	<b>Year 5 2021-2022</b>
<b>Grade Configuration</b>	Grades K-8	Grades K-8	Grades K-8	Grades K-8	Grades K-8
<b>Total Approved Enrollment</b>	784	784	784	784	784

**Table 4: Growing Up Green Charter School Academic Achievement**

<b>All Students</b>	<b>ELA</b>					<b>Math</b>				
	<b>Growing Up Green CS</b>	<b>CSD 30</b>	<b>Variance to CSD 30</b>	<b>NYS</b>	<b>Variance to NYS</b>	<b>Growing Up Green CS</b>	<b>CSD 30</b>	<b>Variance to CSD 30</b>	<b>NYS</b>	<b>Variance to NYS</b>
<b>2014-2015</b>	32.3%	33.7%	-1.4%	31.3%	+1.0%	50.4%	44.4%	+6.0%	38.1%	+12.3%
<b>2015-2016</b>	47.9%	42.7%	+5.2%	37.9%	+10.0%	51.9%	43.9%	+8.0%	39.1%	+12.8%

**Table 5: Growing Up Green Charter School Demographics Compared to District of Location**

	<b>2014 -2015</b>			<b>2015 -2016</b>		
	<b>Growing Up Green CS</b>	<b>CSD 30</b>	<b>Variance</b>	<b>Growing Up Green CS</b>	<b>CSD 30</b>	<b>Variance</b>
<b>Economically Disadvantaged</b>	53.7%	85.2%	-31.5%	51.8%	82.1%	-30.3%
<b>English Language Learners</b>	11.3%	18.3%	-7.0%	9.1%	16.5%	-7.4%
<b>Students with Disabilities</b>	18.1%	13.9%	+4.2%	17.7%	13.7%	+4.0%

## **Key Performance Area: Faithfulness to the Charter and Law**

### **Enrollment, Recruitment and Retention**

Growing Up Green Charter School enrolls a significantly smaller proportion of economically disadvantaged (ED) students when compared to the district of location, a smaller percentage of English Language learners (ELLs), but a higher percentage of students with disabilities (SWDs) (Table 5).

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>1</sup>. The school's recruitment efforts, which are described in the Renewal Application include building its presence in the community through partnerships and service learning activities to attract families, the school's website and recruitment materials are translated into different languages and clearly describe the school's ELL and SWD models, the Director of Support Services participates in recruitment events, which are open to the community and have bilingual school staff to help families with the application process, and the unique aspects of the school, such as the "green" program are clearly described in marketing materials, presentations and discussion with prospective families. The school employs the Sheltered Instruction Observation Protocol (SIOP) Model in support of ELL students at the school. The SIOP Model has been proven effective in addressing the academic needs of ELLs. The school has an ELL coordinator and two ELL teachers who provide support to ELL students and former ELL students at various levels of proficiency to develop their literacy skills. The school has also added a preference for Free and Reduced Price Lunch (FRPL) in its lottery in an effort to close the gap between itself and its Community School District (CSD).

### **Summary of Public Comment**

As required by the Charter School Act, the NYC Department of Education held a public hearing about the proposed renewal on October 13, 2016. 61 individuals attended the hearing. 17 comments were made in support and none were made in opposition to the proposed charter renewal.

### **[Full NYCDOE Renewal Report for Growing Up Green Charter School](#)**

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

**New York French-American Charter School  
Table 1: School Summary**

<b>Name of Charter School</b>	New York French-American Charter School
<b>Board Chair</b>	Richard Ortoli
<b>District of Location</b>	NYC CSD 3 <sup>2</sup>
<b>Opening Date</b>	2010-2011
<b>Current Charter Term</b>	Short Term [3 years]
<b>Facility</b>	Private
<b>Current Grade Levels/Number of Students</b>	K-5/255
<b>Mission</b>	The mission of the New York French-American Charter School is to develop bilingual, biliterate global citizens who will be the leaders of tomorrow.
<b>Proposed New Charter Term</b>	<b>Full Term [5 years]</b>

**Table 2: New York French-American Charter School Approved Enrollment**

	<b>Year 1 2014-2015</b>	<b>Year 2 2015-2016</b>	<b>Year 3 2016-2017</b>
<b>Grade Configuration</b>	Grades K-5	Grades K-5	Grades K-5
<b>Total Approved Enrollment</b>	300	300	300

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<sup>2</sup> 27% of New York French-American Charter School students reside in NYC CSD 5 and 16% reside in their district of location, NYC CSD 3. An additional 12% of students reside in NYC CSD 9 and the rest reside in 15 other CSDs across the city. Since the largest district of residence for students in this school is NYC CSD 5, comparisons both to the district of location, NYC CSD 3, and NYC CSD 5, are presented here.

**Table 3: New York French-American Charter School Proposed Enrollment**

	<b>Year 1 2017-2018</b>	<b>Year 2 2018-2019</b>	<b>Year 3 2019-2020</b>	<b>Year 4 2020-2021</b>	<b>Year 5 2021-2022</b>
<b>Grade Configuration</b>	Grades K-5	Grades K-5	Grades K-5	Grades K-5	Grades K-5
<b>Total Approved Enrollment</b>	300	300	300	300	300

**Table 4: New York French-American Charter School Academic Achievement Compared to Their District of Location NYC CSD 3**

	<b>ELA</b>					<b>Math</b>				
	<b>NYFACS</b>	<b>CSD 3</b>	<b>Variance to CSD 3</b>	<b>NYS</b>	<b>Variance to NYS</b>	<b>NYFACS</b>	<b>CSD 3</b>	<b>Variance to CSD 3</b>	<b>NYS</b>	<b>Variance to NYS</b>
<b>All Students</b>										
<b>2014-2015</b>	23.5%	50.5%	-27.0%	31.3%	-7.8%	34.6%	56.8%	-22.2%	38.1%	-3.5%
<b>2015-2016</b>	35.0%	57.7%	-22.7%	37.9%	-2.9%	52.2%	56.2%	-4.0%	39.1%	+13.1%

**Table 5: New York French-American Charter School Academic Achievement Compared to NYC CSD 5<sup>3</sup>**

All Students	ELA					Math				
	NYFACS	CSD 5	Variance to CSD 5	NYS	Variance to NYS	NYFACS	CSD 5	Variance to CSD 5	NYS	Variance to NYS
2014-2015	23.5%	16.0%	+7.5%	31.3%	-7.8%	34.6%	15.0%	+19.6%	38.1%	-3.5%
2015-2016	35.0%	21.0%	+14.0%	37.9%	-2.9%	52.2%	17.0%	+35.2%	39.1%	+13.1%

**Table 6: New York French-American Charter School Demographics Compared to District of Location, NYC CSD 3**

	2014 -2015			2015 -2016		
	NYFACS	CSD 3	Variance	NYFACS	CSD 3	Variance
<b>Economically Disadvantaged</b>	70.8%	53.5%	+17.3%	70.6%	49.4%	+21.2%
<b>English Language Learners</b>	22.9%	5.5%	+17.4%	15.7%	5.2%	+10.5%
<b>Students with Disabilities</b>	13.8%	16.6%	-2.8%	10.1%	16.1%	-6.0%

<sup>3</sup> 27% of New York French-American Charter School students reside in NYC CSD 5 and 16% reside in their district of location, NYC CSD 3. An additional 12% of students reside in NYC CSD 9 and the rest reside in 15 other CSDs across the city. Since the largest district of residence for students in this school is NYC CSD 5, comparisons both to the district of location, NYC CSD 3, and NYC CSD 5, are presented here.

**Table 7: New York French-American Charter School Demographics  
Compared to NYC CSD 5<sup>4</sup>**

	2014 -2015			2015 -2016		
	NYFACS	CSD 5	Variance	NYFACS	CSD 5	Variance
<b>Economically Disadvantaged</b>	70.8%	83.0%	-12.2%	70.6%	82.0%	-11.4%
<b>English Language Learners</b>	22.9%	10.0%	+12.9%	15.7%	10.0%	+5.7%
<b>Students with Disabilities</b>	13.8%	22.0%	-8.2%	10.1%	23.0%	-12.9%

**Key Performance Area: Faithfulness to the Charter and Law**

Enrollment, Recruitment and Retention

New York French-American Charter School enrolls a significantly higher proportion of economically disadvantaged (ED) students when compared to the district of location, a significantly higher percentage of English Language learners (ELLs), and a slightly lower percentage of students with disabilities (SWDs) (Table 6).

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>5</sup>. The school’s recruitment efforts, which are described in the Renewal Application include working with the Committee on Special Education to recruit SWDs, advertising programming offerings for SWDs and ELLs on the school’s website, partnering with other Francophone schools and organizations to host open houses, school tours, and

<sup>4</sup> 27% of New York French-American Charter School students reside in NYC CSD 5 and 16% reside in their district of location, NYC CSD 3. An additional 12% of students reside in NYC CSD 9 and the rest reside in 15 other CSDs across the city. Since the largest district of residence for students in this school is NYC CSD 5, comparisons both to the district of location, NYC CSD 3, and NYC CSD 5, are presented here.

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



garner publicity about the school, collaborate with parent groups in Harlem to share information about the school and its services, and hire two coordinators to work with the school’s French-speaking parent representative to implement recruitment and family engagement efforts.

### Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal and revision to the charter on November 30, 2016. 44 individuals attended the hearing. 16 comments were made in support and 1 in opposition to the proposed charter renewal and revision.

[Full NYCDOE Renewal Report for New York French American Charter School](#)

**Cultural Arts Academy Charter School at Spring Creek  
Table 1: School Summary**

Name of Charter School	Cultural Arts Academy Charter School at Spring Creek
Board Chair	Dr. A.R. Bernard
District of Location	NYC CSD 18
Opening Date	2010-2011
Current Charter Term	Short Term [2.5 years]
Facility	Privately Operated
Current Grade Levels/Number of Students	K-5/280
Mission	Cultural Arts Academy Charter School at Spring Creek’s mission is to provide a college preparatory education with exemplary cultural arts proficiency to young leaders who will profoundly impact the human condition.
Proposed New Charter Term	<b>Short Term [3 years]</b> <b>To expand to serve grades K-6 and enroll 325 students, for one year, from their current grades K-5 and enrollment of 280 students.</b>

**Table 2: Cultural Arts Academy Charter School at Spring Creek  
Approved Enrollment**

	<b>Year 1 2015-2016</b>	<b>Year 2 2016-2017</b>
<b>Grade Configuration</b>	Grades K-5	Grades K-5
<b>Total Approved Enrollment</b>	280	280

**Table 3: Cultural Arts Academy Charter School at Spring Creek  
Proposed Enrollment**

	<b>Year 1 2017-2018</b>	<b>Year 2 2018-2019</b>	<b>Year 3 2019-2020</b>
<b>Grade Configuration</b>	Grades K-6	Grades K-5	Grades K-5
<b>Total Approved Enrollment</b>	325	280	280

**Table 4: Cultural Arts Academy Charter School at Spring Creek  
Academic Achievement**

<b>All Students</b>	<b>ELA</b>					<b>Math</b>				
	<b>Cultural Arts Academy CS</b>	<b>CSD 18</b>	<b>Variance to CSD</b>	<b>NYS</b>	<b>Variance to NYS</b>	<b>Cultural Arts Academy CS</b>	<b>CSD 18</b>	<b>Variance to CSD</b>	<b>NYS</b>	<b>Variance to NYS</b>
<b>2014-2015</b>	17.5%	22.6%	-5.1%	31.3%	-13.8%	24.4%	26.8%	-2.4%	38.1%	-13.7%
<b>2015-2016</b>	39.6%	32.9%	+6.7%	37.9%	+1.7%	23.9%	26.4%	-2.5%	39.1%	-15.2%

**Table 5: Cultural Arts Academy Charter School at Spring Creek  
Demographics Compared to District of Location**

	2014 -2015			2015 -2016		
	Cultural Arts Academy CS	CSD 18	Variance	Cultural Arts Academy CS	CSD 18	Variance
<b>Economically Disadvantaged</b>	31.4%	82.8%	-51.4%	32.4%	79.3%	-46.9%
<b>English Language Learners</b>	0.0%	4.7%	-4.7%	0.0%	4.5%	-4.5%
<b>Students with Disabilities</b>	10.8%	16.9%	-6.1%	11.3%	17.0%	-5.7%

**Key Performance Area: Faithfulness to the Charter and Law**

Enrollment, Recruitment and Retention

Cultural Arts Academy Charter School at Spring Creek enrolls a significantly lower proportion of economically disadvantaged (ED) students when compared to the district of location, a slightly smaller percentage of English Language Learners (ELLs) and a slightly smaller percentage of students with disabilities (SWDs) (Table 5).

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>6</sup>. The school’s recruitment efforts, which are described in the Renewal Application include hiring an English Language coordinator to increase outreach to the English Language Learner community, hosting open houses at the school specific to English Language families and providing translated materials and presenters who can translate for families, building relationships with community partners and organizations, (such as the Brownsville Recreation Center, the Boys and Girls Club, and Head Start) frequented by

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<sup>6</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English Language Learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

English Language learners and Economically Disadvantaged families, mailing flyers with school information to targeted neighborhoods, and targeted mail and digital advertising. In 2014, the school added a lottery preference for Special Education and ELL students. As a result of these efforts, the school has six students who are English Language learners in 2016-17 compared to zero in the previous year. The school is also seeking to add a lottery preference for FRPL students, which its authorizer will approve.

### Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal and revision to the charter on December 7, 2016. 100 individuals attended the hearing. 27 comments were made in support and none were made in opposition to the proposed charter revision and renewal.

[Full NYC DOE Renewal Report for Cultural Arts Academy Charter School](#)

**Summit Academy Charter School  
Table 1: School Summary**

Name of Charter School	Summit Academy Charter School
Board Chair	Floyd Mitchell
District of Location	NYC CSD 15
Opening Date	2009-2010
Current Charter Term	Short Term [3.5 years]
Facility	DOE
Current Grade Levels/Number of Students	6-12/327
Mission	Summit Academy Charter School bridges the gap between aspirations and realities by preparing 6th through 12th grade scholars to gain acceptance to, excel in and graduate from college by using three pillars of success: mastery of core subjects, character building, and community leadership. By engaging scholars with an academically rigorous, college-preparatory curriculum and supporting them in a community focused on high academic achievement and strong character building, Summit Academy will prepare our young people to participate meaningfully in the greater economy and expand their choices and opportunities.
<b>Proposed New Charter Term</b>	<b>Short Term [2 years] Decrease the authorized enrollment from 391 to 350.</b>

**Table 2: Summit Academy Charter School Approved Enrollment**

	<b>Year 1 2014-2015</b>	<b>Year 2 2015-2016</b>	<b>Year 3 2016-2017</b>
<b>Grade Configuration</b>	Grades 6-11	Grades 6-12	Grades 6-12
<b>Total Approved Enrollment</b>	391	391	391

**Table 3: Summit Academy Charter School Proposed Enrollment**

	<b>Year 1 2017-2018</b>	<b>Year 2 2018-2019</b>
<b>Grade Configuration</b>	Grades 6-12	Grades 6-12
<b>Total Approved Enrollment</b>	350	350

**Table 4: Summit Academy Charter School Academic Achievement**

	<b>ELA</b>					<b>Math</b>				
	<b>Summit Academy CS</b>	<b>CSD 15</b>	<b>Variance to CSD 15</b>	<b>NYS</b>	<b>Variance to NYS</b>	<b>Summit Academy CS</b>	<b>CSD 15</b>	<b>Variance to CSD 15</b>	<b>NYS</b>	<b>Variance to NYS</b>
<b>2014-2015</b>	8.3%	43.8%	-35.5%	31.3%	-23.0%	17.3%	40.9%	-23.6%	38.1%	-20.8%
<b>2015-2016</b>	25.7%	49.0%	-23.3%	37.9%	-12.2%	26.6%	45.1%	-18.5%	39.1%	-12.5%

**Table 5: Summit Academy Charter School Demographics  
Compared to District of Location**

	2014 -2015			2015 -2016		
	Summit Academy CS	CSD 15	Variance	Summit Academy CS	CSD 15	Variance
<b>Economically Disadvantaged</b>	74.9%	67.7%	+7.2%	73.8%	66.0%	+7.8%
<b>English Language Learners (Current)</b>	4.8%	17.3%	-12.5%	3.4%	15.9%	-12.5%
<b>Students with Disabilities (Current)</b>	17.8%	18.3%	-0.5%	18.2%	17.9%	+0.3%

**Key Performance Area: Faithfulness to the Charter and Law**

Enrollment, Recruitment and Retention

Summit Academy Charter School enrolls a higher proportion of economically disadvantaged (ED) students when compared to the district of location, a smaller percentage of English Language learners (ELLs) and a slightly higher percentage of students with disabilities (SWDs) (Table 5).

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>7</sup>. The school’s recruitment efforts, which are described in the Renewal Application include direct mail advertising in English and Spanish to seven zip codes surrounding the school which are primarily composed of Economically Disadvantaged families living in the New York City Housing Authority Red Hook Houses (the largest public housing development in Brooklyn), hosting multiple open houses and information sessions at cultural centers with Spanish translators available for parents to engage with school

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<sup>7</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English Language Learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

staff, visits to Spanish speaking communities to distribute translated materials about the school facilitated by bilingual school staff, and radio, email and bus advertising with school information.

Summit Academy Charter School's physical location in District 15 makes it difficult for students from non-English speaking neighborhoods in the district to travel to the school; the school is located next to a major highway and is 0.5 miles and 0.7 miles from the two closest subway stations.

### **Summary of Public Comment**

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on October 18, 2016. 63 individuals attended the hearing. 21 comments were made in support and none were made in opposition to the proposed charter renewal.

[Full NYCDOE Renewal Report for Summit Academy Charter School](#)

### **Related Regent's Items**

#### **Growing Up Green Charter School**

December 5, 2008 – Initial Charter Granted for Growing Up Green Charter School  
<https://www.regents.nysed.gov/meetings/2008Meetings/December2008/1208emsca14.htm>

December 2, 2011 – Enrollment Increase from 240 students to 520 students  
<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/December2011/1212p12a1.pdf>

December 13, 2013 – 3.5-Year Short Term Renewal and Middle School Expansion for Growing Up Green Charter School  
[http://www.regents.nysed.gov/common/regents/files/1213p12a3\[1\].pdf](http://www.regents.nysed.gov/common/regents/files/1213p12a3[1].pdf)

#### **New York French-American Charter School**

September 11, 2009 – Initial Charter Granted for New York French-American Charter School  
<http://www.regents.nysed.gov/meetings/2009Meetings/September2009/0909emsca9.htm>

May 16, 2014 – 3-Year Short-Term Renewal for New York French-American Charter School  
<http://www.regents.nysed.gov/common/regents/files/514p12a4.pdf>

New York French-American Charter School had not submitted material revisions in its initial or second charter term.

## **Cultural Arts Academy Charter School at Spring Creek**

February 5, 2010 – Initial Charter Granted for Cultural Arts Academy Charter School at Spring Creek

<https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca13.htm>

February 5, 2015 – 2.5 years Short-Term Renewal for Cultural Arts Academy Charter School at Spring Creek

<http://www.regents.nysed.gov/common/regents/files/215p12a10.pdf>

## **Summit Academy Charter School**

December 5, 2008 – Initial Charter Granted for Summit Academy Charter School

<https://www.regents.nysed.gov/meetings/2008Meetings/December2008/1208emsca19.htm>

December 13, 2013 – 3.5 Year Renewal for Summit Academy Charter School

[http://www.regents.nysed.gov/common/regents/files/1213p12a3\[1\].pdf](http://www.regents.nysed.gov/common/regents/files/1213p12a3[1].pdf)

## **Recommendation**

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Growing Up Green Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **New York French-American Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2022**.



VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Cultural Arts Academy Charter School at Spring Creek** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2020**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Summit Academy Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

### **Timetable for Implementation**

The Regents action for Growing Up Green Charter School, New York French-American Charter School, Cultural Arts Academy Charter School at Spring Creek, and Summit Academy Charter School will become effective July 1, 2017.