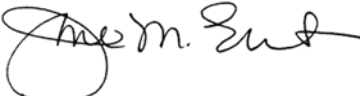





TO: P-12 Education Committee

FROM: Jhone M. Ebert 

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

DATE: November 10, 2016

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

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

- **Hebrew Language Academy Charter School 2**
Proposed to locate in New York City CSD 21
- **South Bronx Classical Charter School IV**
Proposed to locate in New York City CSD 9, 12, 8, or 11
- **Syracuse Academy of Science and Citizenship Charter School**
Proposed to locate in the Syracuse City School District

Reason(s) for Consideration

Required by New York State law.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the full Board for action at the November 2016 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

Education law §2852(9) sets forth the number of charters issued. The numerical limit for charter schools is currently 460 charters. New charters may be issued on the recommendation of the State University of New York (SUNY) or the Board of Regents (BOR); however, no more than 50 charters can be issued in NYC on or after July 1, 2015. Based on the original 460 cap, there are 168 charters remaining under the cap.

A Charter School Fact Sheet outlining the number of charters issued and those currently remaining can be found at <http://www.p12.nysed.gov/psc/documents/nyscsfactsheet101916.pdf>.

A Summary of the 2010-2016 charter school application cycles is included below as **Attachment A**. The Charter School Application Summary, Findings and Recommendation for each proposed new school are included below as **Attachments B, C and D**.

2016 Request for Proposal Timeline

The 2016 RFP timeline for applicants seeking to establish new charter schools authorized by the Board of Regents is as follows:

2016 Application Cycle			
Submission Rounds	Letter of Intent Due	Full Application Due	Regents Action
Round 1 Charter School Applications	February 29	April 7	June 13-14
Round 2 Charter School Applications	June 28	August 16	November 14-15

2016 New School Application Process – Round 2

In Round 2 of the 2016 application and review process, the Charter School Office received:

- Twenty-five applicant group Letters of Intent submitted by June 28, 2016;
- Fifteen applicant groups were invited to submit full applications by August 16, 2016 (14 applicant groups submitted timely applications);
- Nine applicant groups were invited to a Capacity Interview (held in October 2016); and
- Three applicant groups are being recommended to the Board of Regents for approval at the November 14-15, 2016 meeting.

2016 Round 2 New School Recommendations

The Commissioner and Department staff recommend that the Board of Regents issue an initial charter and provisional charter for the above listed new charter schools, which will add 1,386 high-quality seats for families in New York City (861 seats) and Syracuse (525 seats) when the proposed schools are fully expanded, as follows:

- Hebrew Language Academy Charter School 2
Grades K-5 – 489 high-quality seats
- South Bronx Classical Charter School IV
Grades K-5 – 372 high-quality seats
- Syracuse Academy of Science and Citizenship Charter School
Grades K-6 – 525 high-quality seats

Request for Proposals Submission 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 evaluate the proposed school's educational alignment and operational compliance to the requirements and the

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.

- 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 as 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.

Related Regents Items

New Schools Item for 2016 RFP Round 1:

<https://www.regents.nysed.gov/common/regents/files/616p12a2.pdf> .

Recommendation

VOTED: That the Regents find that: (1) the proposed charter schools meet 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 **Hebrew Language Academy Charter School 2**, 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 schools 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 **South Bronx Classical Charter School IV**, 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 schools 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 **Syracuse Academy of Science and Citizenship 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 2010-2016 CHARTER SCHOOL APPLICATION CYCLES

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

¹ 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	Regents: 0(0)
2015 Round 2	51	17 applicants were invited to submit full applications 11 full applications were submitted	Regents: 3(2)
2015 Round 3	N/A	Letters of Intent Waived 15 full applications were submitted	Regents: 1(1)
2016 Round 1 (June)	11	11 applicants were invited to submit full applications 11 full applications were submitted	Regents: 3(2)
2016 Round 2 (November)	25	15 applicants were invited to submit full applications 14 full applications were submitted	3 Pending Board of Regents



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 2016 Round 2 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

Hebrew Language Academy Charter School 2

November 2016

Table 1: Summary of the Proposed School

Hebrew Language Academy Charter School 2

Name of Charter School	Hebrew Language Academy Charter School 2 (HLA2)
Lead Applicant(s)	Adam Miller
District of Location	Brooklyn, CSD 21
Opening Date	September, 2017
Projected Charter Term	July 2017 to June 2022
Management Company	Hebrew Public (HP)
Partners	None
Facility	Seeking NYCDOE co-location or private space
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2017-18): grades K-1, 162 students Year 2 (SY 2018-19): grades K-2, 249 students Year 3 (SY 2019-20): grades K-3, 333 students Year 4 (SY 2020-21): grades K-4, 413 students Year 5 (SY 2021-22): grades K-5, 489 students
Planned Grade Span (beyond Initial Charter Term)²	K-8 (See footnote 4)
Mission Statement	<i>Hebrew Language Academy Charter School 2 (HLA2) will provide its students with the foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens.</i>

The Hebrew Language Academy Charter School 2 (HLA2) plans to accomplish its mission by offering an academically rigorous K-5 curriculum, which includes immersive instruction in modern Hebrew. A diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning across the curriculum. The fundamental objective of HLA2 is to prepare its students academically and personally to reach their full potential in life. In order to achieve this overarching objective, HLA2 will ensure that:

- Students will be proficient readers, writers and speakers of the English language.

² 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 (K-5).

- 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 our democracy.
- Students will become proficient in their understanding and use of science, including physical and life sciences, and scientific concepts, including analysis, inquiry and design.
- To promote mastery in foreign language acquisition, students will become proficient speakers, readers and writers of Hebrew.
- Students will embody the principles of good citizenship, responsibility, respect for self and others, and service to others.

Key Design Elements

HLA2 is modeled after two existing dual language NYC charter schools: the NYCDOE-authorized Hebrew Language Academy Charter School (HLA) in Brooklyn CSD 22 and the BOR-authorized Harlem Hebrew Language Academy Charter School (HHLA) in Manhattan, CSD 3. As with both of existing schools, HLA2 will be managed and supported by Hebrew Public (HP), a charter management organization (CMO).

To achieve its mission, the school will offer: Rigorous instruction, including increased time on task, a readers/writers workshop/gradual release of responsibility approach, co-teaching, targeted instructional supports for students at risk, and modern Hebrew language instruction through a partial immersion approach; Socio-economic, racial/ethnic, and linguistic diversity; High-quality professional development (PD) and career pathways to support the effectiveness and retention of instructional staff members; and Service learning across the curriculum to reinforce values of cross-cultural communication, empathy, citizenship, community and social responsibility. HLA2 is committed to ensuring academic and social success for English-language learners (ELLs) through the use of Sheltered English Immersion (SEI) strategies in both a push in and pull-out model. HLA2 will ensure that the unique cultural perspectives and strengths ELLs bring to the school community are celebrated, encouraged, and contribute to the development of the overall school culture and climate.

The key design elements for HLA2 are:

- **Increased Time on Task:** The school has developed a calendar with a longer school day and year designed to ensure that students, especially those at-risk of academic failure, can meet proficiency standards. HLA2 will use the additional instructional time to maximize the amount of, and vary the approaches to, academic learning in core subjects and enrichment courses. Supplementary academic interventions will be provided in addition to, rather than instead of, core and enrichment subjects, and longer learning blocks will immerse students more deeply and engage them more experientially in learning content.
- **Gradual Release of Responsibility/Workshop Model:** The school will implement Graduate Release of Responsibility (GRR) as the overarching instructional model and Columbia University's Teachers College Readers and Writers Workshop (RWW), a balanced literacy approach, as the core model for English Language Arts (ELA)

instruction. Both encourage higher level thinking by challenging students to engage in analyzing, evaluating and creating. Both models also support the underlying premise of teaching for understanding, promoted by Wiggins and McTighe's *Understanding by Design* approach. GRR and RWW shift the cognitive load slowly and purposefully so students gradually assume increasing responsibility for their learning and become competent, independent learners.

- **Co-Teaching:** Co-teaching will manifest itself through strategic scheduling at the school level that ensures Readers Workshop (RW) and Math is co-taught. This will either take the form of Integrated Co-Teaching (ICT) classes, with a team of general studies teachers and special education teachers, or a non-ICT classroom with general studies teachers. In Hebrew class, designed to promote foreign language mastery, students will benefit from a Hebrew instructional team supporting small-group differentiated instruction in Hebrew. This co-teaching model, which allows teachers to work together in a variety of formats, facilitates a greater level of differentiated instruction and small group instruction in classes of heterogeneous learners.
- **Instructional Supports for Students at Risk:** GRR, RWW and the co-teaching model support differentiated instruction addressing the needs of all students, including at-risk students. However, HLA2 will also have dedicated instructional personnel, strategies and resources to support at-risk students and a strong Response to Intervention (RtI) process to identify struggling students through data and classroom observations. This will establish collaborative, evidence-based interventions supported by special education staff, reading specialists, and social workers. English language learners (ELL) will also be supported through additional resources and the RtI process, in order to promote mastery in all subject areas while being mindful of the unique strengths these students bring to the HLA2 community. HLA2's schedule is designed for intervention services to occur in addition to, rather than in lieu of, core instruction. More time has been built into HLA2's schedule to support struggling students in other content areas as well.
- **Hebrew Language Instruction:** An integral part of HLA2's mission is the study of modern Hebrew. Studying modern Hebrew offers students the opportunity to learn, understand, and gain mastery of a second language. Research points to the advantages children gain when they begin the study of a foreign language at an early age. This includes their development as multilingual, multi-literate, and cross-culturally competent, persons, which better prepares them to be active participants in the global community. Learning a foreign language as a cohort also allows students to enjoy the process of language acquisition as equals, and fosters collaboration for all students.
- **Socio-Economic, Racial/Ethnic, and Linguistic Diversity:** Core to HLA2's mission is to create a school that is racially and economically integrated, with significant linguistic and special needs diversity. As schools of choice, when thoughtfully designed, located, and marketed, charter schools can achieve levels of integration and diversity that are difficult for district schools to achieve.

- **Professional Development (PD) and Career Pathways:** Recruiting and retaining high quality leadership and staff and continuing to build their leadership and instructional capacities are critical to ensure successful student outcomes. Hebrew Public (HP) will support the instructional leadership in identifying, designing and implementing HLA2's PD. At HLA2, this means that the Director of General Studies Curriculum & Instruction (DCI), the Director of Hebrew Curriculum & Instruction (DHCI), and the Director of Special Student Services (DSSS) work on a daily basis coaching teachers and providing training and guidance in the way teachers work with all learners, including at-risk students and accelerated learners. HLA2 has set aside resources and time in the school day, in addition to pre-opening PD and designated full and half-day PD sessions during the school year, for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels.
- **Service Learning:** HLA2 will expose students to the values of understanding and respect for others through the integration of an experiential service-learning curriculum that promotes social responsibility through a cycle of action and reflection. Students will work collaboratively to apply what they are learning to community problems, while learning about the value of improving the world and being responsible members of society by identifying problems and creating and implementing plans that they have developed.

Education Plan

Students will receive about an additional hour of instruction per day and about 5 more days of instruction than traditional elementary schools. Beginning in the summer after the first year of operation and every summer thereafter, HLA2 will hold a 4-week summer academic intervention program for struggling students. Once HLA2 has testing grades, it will also offer a 4-day full day Learning Review Program (LRP) for struggling students during the winter break.

Prior to the first year of operation and each subsequent year, there will be ten full days of summer professional development for staff. In addition, there are one full day and five half-day PD sessions scheduled throughout the school year as well as daily designated staff development time following student dismissal, Monday through Thursday, between 3:40 and 4:30 and preparation time embedded within the school day.

HLA2 has chosen curriculum that is aligned to NYS Learning Standards and that is designed to prepare students to master the skills and understanding required for college and career readiness. All staff will have ongoing PD to understand how the HLA2 standards are aligned with NYS Learning Standards and include rigorous content and application of knowledge through high-order skills.

To ensure curricular and instructional alignment with NYS Learning Standards, teachers will use a scope and sequence for each subject to determine the content and progression of instruction. During the pre-opening PD (Induction Weeks) and throughout the year, teachers will map and align the curriculum to NYS learning standards under the direction of their respective DCI (general studies teachers) or DHCI (Hebrew teachers) who are supported by HP's Director of

Educational Support (DES) and Director of Hebrew Studies (DHS), respectively. The scopes and sequences will be flexible documents and will be reviewed and honed during the school year through a collaborative process between teachers and instructional leaders supported by the HP instructional team. During designated common planning periods, teachers will refine the sequence based on their experience in the classroom and information gathered from assessment data. All refinements will be guided by NYS Learning Standards.

HLA2 will implement a rigorous and balanced ELA curriculum beginning in Grade K. The priority to develop strong readers, writers and communicators is reflected in a daily 2-hour block devoted to ELA instruction. Literacy is also integrated in all other subject areas. ELA instruction is conducted within the Teachers College Reading and Writing Workshop (RWW) model and teachers will plan lessons based on their assessments of students' reading and writing abilities. During RWW, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds of mentor texts, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. RWW provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the reading and writing workshops. Children are then able to practice the specific skill or strategy with leveled texts that are appropriate for their abilities. The Teachers College RWW Units of Study are directly aligned with NYS Learning Standards. HLA2 also relies heavily on the EngageNY Curriculum Modules for its K-5 elementary ELA program, purposefully integrating these modules, as appropriate, into the hour designated for Readers Workshop (RW).

At HLA2, the teaching of math carries equal weight to the teaching of reading and writing. To compete in almost every aspect of life, HLA2's students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of math—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's ability and effectiveness in areas beyond the math discipline. The study of math involves incremental steps that build on each other, allowing for the development of a solid foundation. As with ELA, HLA2 draws heavily from the EngageNY Math Curriculum Modules. In addition, HLA2 uses the Scott Foresman-Addison Wesley enVisionMATH Common Core (2013) text to support EngageNY learning modules.

HLA2 plans to use the NYS Social Studies framework as the context for its social studies curriculum. The Scott Foresman Social Studies program for grades K-5 is HLA2's primary text for instruction. This series is directly aligned with the NYS Social Studies Standards. The content covers key strands: citizenship, culture, economics, geography, government, history and science/technology. Students will engage with primary source materials: (1) original documents and letters; (2) trips to museums, exhibits and historical sites; (3) documentaries integrated into classroom instruction; and (4) art and literature. HLA2 will incorporate service learning in social studies to reinforce values of empathy, citizenship, community and social responsibility in the context of inquiry-based learning that hones students' analytical skills; and an Israeli Studies curricular component to authentically augment Hebrew language instruction.

Hebrew Language: HLA2 will provide instruction in modern Hebrew beginning in Kindergarten, better preparing students to be global citizens. The school's focus on foreign language learning will be a springboard for students to have more facility in their pursuit of additional languages in the future, in addition to becoming proficient in Hebrew. Studying foreign languages also helps foster a greater depth of understanding of their own native language with reinforcement of concepts such as grammatical construction, noun-verb agreement, and vocabulary expansion.

HLA2 students will explore life science, physical science, earth science and the human body. The science curriculum allows students to build connections to technology and societal impacts. These are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The study of science in connection with technology and health provides the foundation for developing conscientious and service-oriented learners. HLA2 will use the Houghton Mifflin Science Fusion curriculum for grades 3-5 and FOSS kits for grades K-2. Leveled-books allow for differentiated instruction by introducing and exploring identical science concepts at each student's reading level with an emphasis on active, hands-on explorations. This will enable students to understand key concepts, and invites them to develop and explain concepts in their own words.

HLA2 will employ a co-teaching approach to instruction. Co-teaching will manifest itself through strategic scheduling at the school level that ensures RW and Math are co-taught. In Hebrew classes, a Hebrew instructional team will support small-group differentiated instruction in Hebrew. As often as possible, general studies and Hebrew teachers will co-plan and co-teach, to integrate Hebrew into other content areas, such as science and social studies. The model creates a student to teacher ratio of about 14 to 1. Co-teaching allows teachers to work together in a variety of formats, which facilitates a greater level of differentiated instruction and small group instruction in classes of heterogeneous learners.

Gradual Release of Responsibility (GRR) is HLA2's overarching instructional model, within which teachers provide targeted, individualized instruction. GRR requires that the teacher transitions from assuming all the responsibility for performing a task to ensuring students are able to assume all of the responsibility. The model is aligned to the NYS Learning Standards and ensures that students develop the skills to analyze, synthesize and apply information in a variety of environments and experiences across all disciplines. The following describes the four interrelated components of GRR: *Focus Lessons*—Teachers model their own meta-cognitive processes while modeling an academic task. Modeled strategies focus on increasing understanding of content-area material. Focus lessons establish purposes of the task and clue students into important learning objectives; *Guided Instruction*—Teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular concept or idea; *Collaborative Learning*—Students consolidate their understanding of the content, concept or idea, and explore opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning is a time for students to apply information learned during focus lessons and guided instruction, or to engage in a spiral review of previous knowledge. Each student is asked to summarize the activity individually; and *Independent Learning*—This component addresses good instruction, and provides students with practice in applying skills and

information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding.

Assessment

Assessment choices are based on validity, reliability and alignment with NYS Learning Standards. HLA2's assessment protocol consists of all NYS-mandated assessments, teacher-developed and commercially developed formative and summative assessments, and Hebrew Public assessments.

School based data teams will work under the direction of the Head of School (HOS) and the Director of Curriculum and Instruction (DCI). The HP Data Scientist will compile the data, analyze it, and provide feedback to HLA2 personnel. HLA2 senior leadership will be responsible for instructing coaching teachers on the appropriate use of data to drive instructional next steps.

School Culture

HLA2 will cultivate a safe, secure and orderly environment for all students. HLA2 will create and maintain a school community grounded in mutual respect and fairness, the core tenets of a successful democracy. HLA2 is committed to creating a socioeconomically integrated school, as there is great benefit to all students who attend diverse schools in terms of social capital, cross-cultural communication, empathy, and appreciation of difference.

Special Populations and Related Services

Special student populations will be provided with full and meaningful access to progress in the general education curriculum. HLA2 will implement specific programs and supports to provide instructional intervention to special populations of students. All specialized instructional support personnel who implement these services (including special education teachers, the DSSS, ELL support specialists, reading specialist, and social worker) will be NYS certified and highly qualified. HLA2's overarching educational approach is designed to ensure that all children, including those children most at-risk of academic failure, will be able to meet NYS Learning Standards.

The daily common planning time available for HLA2 teachers is also an important factor in supporting special student populations' achievement of NYS Learning Standards. HLA2's embedded PD model provides additional time for ongoing training, planning and collaboration between general studies teachers, and Hebrew teachers and intervention specialists (reading specialists, special education teachers and ELL teachers). This ensures there is effective coordination and communication among all instructional staff working with special student populations, whether delivering instruction as co-teachers in the classroom, in a push-in or pull-out setting or as general education teachers incorporating intervention strategies within their own classroom teaching.

HLA2 will provide instruction to SWDs in the least restrictive environment possible, subject to the requirements included in each student's IEP, and in accordance with all applicable federal

and state laws and regulations (e.g. IDEA). SWDs will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. SWDs will receive all notices concerning school-sponsored programs, activities, and services.

Recruitment

HLA2 is committed to meeting the high expectations of enrollment and retention targets established by the Board of Regents. HLA2 will work with various community leaders, organizations and parent groups to seek out, enroll and successfully retain a cross-section of students mirroring the demographics of CSD 21, with particular attention to SWDs, ELLs, and students who qualify for the Free and Reduced Price Lunch Program. HLA2 will continue with its media campaign to promote the school's mission, academic program, curriculum, inclusive school culture, academic support and intervention services. Marketing materials will be widely distributed throughout the community.

Retention

The founders have made a commitment to parental support and engagement in HLA2's academic and school life to enable the school to retain all students. All parents, particularly parents of at-risk students, will feel welcome as integral community members. The school 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. All meetings and events will be accessible to non-English speaking parents through translators. The HLA2 responsive school model includes specialized staff and instructional supports that will promote academic growth and achievement of all students including, ELLs, SWDs and Title I students. As children experience success at the school they will remain there, and parents' confidence in the program will continue to be bolstered. A commitment to parent support and engagement coupled with an educational program with robust intervention staffing, supports and services will help HLA2 to meet or exceed the enrollment and retention targets established by the Board of Regents.

Community Outreach

Since late 2013, members of the Applicant Group and HP staff have been engaged in a thoughtful community engagement process to inform a wide variety of CSD 21 stakeholders about HLA2. HLA2 has sought stakeholder input regarding the educational and programmatic needs of students in the community. Hebrew Public (HP) staff will conduct targeted outreach to Black, Hispanic and Asian families via public information sessions at the Coney Island branch of the New York Public Library and the Kings Bay YMCA. An applicant Group member met with leaders in the Asian-American community to gain their support and to facilitate entree into the Asian communities within CSD 21. These efforts have resulted in a better understanding of HLA's mission to create a racially and socioeconomically integrated school community.

HLA2’s key design elements resonated with the community based on the feedback received from information sessions, general community meetings, meetings with elected officials and survey responses. On the survey, parents were asked to indicate what school elements or features were important and the vast majority of suggestions are already existing elements of the HLA2 school model and culture (e.g., Chess, Music, instructional strategies and staffing for ELLs, a school community that promotes cultural diversity and promotes tolerance and mutual understanding).

Some stakeholders expressed an interest in having HLA2 offer: (1) a school program after regular school dismissal; (2) middle school grades with the dual language Hebrew focus; and (3) an additional foreign language choice (French, Russian, and Spanish). In response to the interest in after school programs, HLA2 will look to identify after school partners, like the Shorefront Y. With regard to the latter two suggestions, HLA2 will not be able to support these modifications in the first charter term. However, HLA2 may request an expansion to include the middle school grades and may offer students an opportunity to explore a language in addition to Hebrew. The existing HLA middle school currently offers Spanish to students interested in pursuing a language in addition to Hebrew. Should the opportunity to expand to middle school be granted at renewal, HLA2 would select a second language that is responsive to student/parent interests.

School Governance and Leadership

The Board of Trustees will have no fewer than 7 and no more than 15 members at any time. The founding board members will serve staggered initial terms of 1, 2 or 3 years. The Board of Trustees will conduct its monthly meetings in accordance with the Open Meetings Law and its By-laws. The Board of Trustees will engage in professional development. Parents and the public will be welcome to attend meetings and will be provided an opportunity to comment during meetings and address the Board of Trustees directly with concerns.

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Adam Miller, Esq.	Board President
Stella Binkevich	Treasurer
Susan Fox	Secretary
Aaron Listhaus	Trustee
Michael Tobman	Trustee
Ella Zalkind, Esq.	Trustee

A School Trustee Background Information form, Statement of Assurance and resume or curriculum vitae was provided for each of the six members who will comprise the initial Board of Trustees. The applicant group has provided a set of draft by-laws and a draft code of ethics as required.

School Staffing Plan

The Board of Trustees will engage Hebrew Public (HP) as the school’s CMO. The Board of Trustees appoints a Head of School (HOS) who is managed and supervised by the HP Chief

School Officer. The HOS is responsible for management of the school’s academic programs and fiscal and business operations. The HOS will oversee the administration of HLA2 and be supported by a leadership team composed of the Director of Curriculum and Instruction, Director of Hebrew Curriculum and Instruction, Director of Special Student Services, and Operations Manager.

The HOS and school staff, with support from the HP educational and operational staff, will be responsible for implementing the educational, operational and fiscal programs in accordance with the Board of Trustees’ policies and HLA2’s charter. The HOS is the school’s leader, setting the academic and cultural expectations.

Facility

HLA2 will submit a request to NYCDOE for co-located public space in Brooklyn CSD 21. If public space is not available, HLA2 will request rental assistance for private space, in accordance with the Education Law.

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 New York City. This analysis indicates that the fiscal impact of the Hebrew Language Academy Charter School 2 on the New York City public schools is expected to be nominal.

Table 2: Projected Fiscal Impact Upon District of Location, 2017-18 to 2021-22³

Year	Number of Students Enrolled in Charter School Per Year ⁴	Charter School Basic Tuition Rate ⁵	Total Charter School Basic Tuition	Total District General Fund Budget ⁶	Percent of District Budget
2017-18	162	\$14,027	\$3,104,545	\$28,428,000,000	0.011%
2018-19	249	\$14,027	\$4,556,924	\$29,280,840,000	0.016%
2019-20	333	\$14,448	\$6,262,354	\$30,159,265,000	0.021%
2020-21	413	\$14,448	\$7,778,954	\$31,064,043,000	0.025%
2021-22	489	\$14,881	\$9,464,627	\$31,995,964,000	0.030%

³ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁴ Source: Hebrew Language Academy CS 2 Application

⁵ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁶ Source: NYCDOE 2016-17 Budget

HLA2 assumes the projected charter cost is equal to the total dollar amount transferred to the charter school from the following sources: AOE, the DYCD startup grant, Special Education Revenue and Facilities Funding in each year of the charter term. According to information on the NYCDOE website, the NYC school district budget will be \$27.6 billion for the 2016-17 school year. The fiscal impact calculation assumes the NYC School District budget grows at an annual 3% rate. The number of students in the first year of the charter term will be 162, and the financial impact on the NYCDOE will be 0.011%. Over the course of the first charter term, HLA2 will grow to serve 489 students in Grades K-5 and the financial impact remains minimal throughout this period.

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; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by 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: 2014-15 Demographic Detail for Proposed District of Location:
NYC CSD/District⁷**

	Total District Enrollment: NYC# 21	
All Students	33,049	
Economically Disadvantaged	23,124	70%
English Language Learners	5,282	16%
Students with Disabilities	6,099	18%

**Table 4: 2014-15 Elementary/Middle School Academic Proficiency Rates on NYS
Assessments Based on Grade Configurations for Proposed School⁸**

Assessments	NYC#21 Proficiency	NYS Proficiency
<i>ELA Grades 3-6 Aggregate</i>	38%	31%
<i>Grade 3 ELA</i>	33%	31%
<i>Grade 4 ELA</i>	36%	33%
<i>Grade 5 ELA</i>	34%	30%
<i>Grade 6 ELA</i>	45%	31%
<i>Math Grades 3-5 Aggregate</i>	49%	42%
<i>Grade 3 Math</i>	43%	42%
<i>Grade 4 Math</i>	47%	43%
<i>Grade 5 Math</i>	51%	43%
<i>Grade 6 Math</i>	53%	39%

Public Hearing and Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on November 1, 2016 to solicit comments from the community concerning the proposed Hebrew Language Academy Charter School 2. Ten members of the community were present, and six individuals commented at the hearing or wrote letters in support of the proposed application. Comments in favor focused on the academic and social-emotional supports that the proposed school would provide students. Four comments in opposition were received.

⁷Source: New York State Report Card

⁸Source: New York State Report Card

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.⁹ This finding is based on the following, among other things:
 - i. The applicant has included in the application the information required by Education Law §2851(2).
 - ii. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents, 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).
 - iii. 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 §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.¹⁰ 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.

⁹ Education Law §2852(2)(a).

¹⁰ 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 Act¹¹ and will have a significant educational benefit to the students expected to attend the charter school.¹² 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 Hebrew Language Academy Charter School 2 to open in 2017 in Brooklyn, CSD 21 in New York City.

¹¹ Education Law §2852(2)(c).

¹² 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 2016 Round 2 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

South Bronx Classical Charter School IV

November 2016

Table 1: Summary of the Proposed School

South Bronx Classical Charter School IV

Name of Charter School	South Bronx Classical Charter School IV (SBCCS IV)
Lead Applicant(s)	Lester Long
District of Location	Districts 8, 9, 11, or 12
Opening Date	August 2017
Projected Charter Term	July 2017 to June 2022
Management Company	Classical Charter Schools (“CCS”)
Partners	South Bronx Classical Charter School (SBCCS); South Bronx Classical Charter School II (SBCCS II); and South Bronx Classical Charter School III
Facility	Two-year incubation with SBCCS III with a plan to construct a permanent private facility
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2017-18): grades K-1; 124 students Year 2 (SY 2018-19): grades K-2; 186 students Year 3 (SY 2019-20): grades K-3; 248 students Year 4 (SY 2020-21): grades K-4; 310 students Year 5 (SY 2021-22): grades K-5; 372 students
Planned Grade Span (beyond Initial Charter Term)¹³	K-8 (See footnote 15)
Mission Statement	South Bronx Classical Charter School IV prepares students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

The proposed school will be chartered under Classical Charter Schools, an Education Corporation authorized by the Board of Regents. It will partner with South Bronx Classical Charter School (SBCCS) in NYC CSD 12, South Bronx Classical Charter School II (SBCCS II) in NYC CSD 7, and South Bronx Classical Charter School III in district 9.

¹³ 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 (K-5).

SBCCS IV will closely resemble the school model of SBCCS, SBCCS II, and SBCCS III. In addition to the focus on the fundamentals of reading, writing, and math, the school also offers character education, Latin training beginning in third grade, and Debate training beginning in fourth grade. Finally, consistent with a liberal arts education, the school seeks to ensure that scholars graduate with a diverse array of skills, and with the appreciation of Art and Music.

Similar to its sister schools, the school's instructional leadership will include an Executive Director and School Director, as well as Instructional Coaches and Grade Team Leaders who will be in charge of curricular refinement, observing and improving each teacher, holding grade team meetings, and reporting to the Executive Director. This system provides organizational stability and a leadership pipeline for teachers to become Directors of Curriculum and Instruction, Principals, Literacy and Math coaches, or Deans of Students.

Key Design Elements

The grades Key design elements for South Bronx Classical Charter School (SBCCS IV) are:

- **Classical Framework:** The academic program will focus on a core curriculum, the development of strong literacy skills along with numeracy skills, and the knowledge and understanding of elementary facts.
- **Rigorous and Organized Curriculum:** The SBCCS IV curriculum is fully aligned with New York State Learning Standards and focuses on literacy. All students are provided three hours of daily literacy instruction and two hours of daily math instruction. Consistent with the school's mission and with the tenets of a classical education, students will receive 45 minutes of character education instruction each week.
- **Effective Teaching:** SBCCS IV will hire teachers and leaders through their existing networks at SBCCS, SBCCS II and SBCCS III, as well as through organizations such as Teach for America, and New Leaders for New Schools. Teachers will receive over 100 hours of professional development annually through summer orientation, weekly grade level meetings, monthly school-wide meetings, and ongoing individual sessions. To attract and retain effective teachers, salaries will be 5% to 10% higher than teacher salaries in district Extended Time Schools.
- **Structured Environment:** SBCCS IV will create positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These expectations are detailed in the Code of Conduct, which outlines the School's core values, and sets forth clear consequences for infractions. This document mirrors the Code of Conduct employed in CCS's existing schools and has been approved by NYSED.
- **Development of Respectful, Compassionate, and Productive Citizens:** SBCCS IV will instill a school-wide culture of positive behavior and character modeled on the culture of SBCCS, SBCCS II and SBCCS III. All scholars will perform age-appropriate community service based on themes such as the environment, and the care of senior citizens.

- **Family Engagement:** All families will receive regular communication regarding their scholars' academic and behavioral progress, using grades and test scores as benchmarks for discussion. A Family Advisory Council (FAC) will serve the bridge between parents and school administration and will provide monthly informational and educational opportunities for families.

Education Plan

South Bronx Classical Charter School IV will use and refine the already successful curricula developed and used by CCS. The SBCCS IV planning team has researched the proposed academic programs and teaching methods to assure alignment with the mission and goals of the replication school and to meet the needs of the community to be served. The core academic scope and sequence will be drawn from the commercial curricula including: Open Court Reading, Saxon Math, Core Knowledge History and FOSS Science. The curricula will be supplemented as necessary to best support struggling learners.

A school-wide, data-driven instructional model will help to inform decisions about curriculum and instruction. The school plans to use a combination of data derived from New York State tests, and interim teacher-developed assessments. Assessment data will be used to design and implement appropriate intervention strategies for at-risk students. Scholars spend over three hours a day focusing on ELA. Scholars receive instruction in the following blocks: phonics (K-1), grammar (1-5), writing (K-5), read aloud (K-5), guided reading (K-5), close reading (K-5), and textual analysis (3-5). Phonics, grammar, writing, read aloud/reading, and textual analysis are all scripted lessons taught in whole group settings.

With support from instructional coaches, grade teams are responsible for thoughtfully planning data-driven guided reading and close reading instruction that is individualized for each small group and meets each scholar's individual learning needs. SBCCS IV will also work with the Lavinia Group to ensure close reading instruction is as powerful as possible.

In addition to core math and ELA blocks, scholars in grades K-5 receive instruction in both science and social studies. The science curriculum is based on Next Generation Science Standards. Scholars have the opportunity to execute numerous rigorous experiments in all grades, including Kindergarten.

Additionally, starting in 3rd grade, scholars start taking Latin. Scholars continue their study of Latin through 5th grade. In 4th grade, scholars begin debate, a block that develops both critical thinking and public speaking skills which continues through 5th grade.

SBCCS IV proposed school calendar proposes an extended school day and extended school year, providing more core instructional time over the course of the year than traditional public schools. The daily schedule is structured to offer a longer school day, beginning at approximately 8:00 a.m. and ending at approximately 4:30 p.m. Each day includes approximately 180 minutes of English Language Arts instruction and approximately 120 minutes of Mathematics instruction.

The school will offer after-school supports designed to assist struggling students, challenge advanced students, and support behavior modification strategies.

Assessment

Assessment choices are based on strategic use of objective data (criterion-referenced and norm-referenced, interim assessments) and will inform ongoing curriculum development, classroom instruction, and student support.

Scholars will take all State tests as currently required to obtain reliable testing data before the onset of other standardized assessments. Assessments will ensure that students are making strong progress in the most critical component of classical education – reading. All K-2 scholars will take the Words Their Way spelling inventory – a reliable, validated, and research-based assessment, to measure baseline proficiency (in August), and then to measure longitudinal growth (in January and June). All scholars (including LEP students) will take the Fountas & Pinnell Running Records in September, against which longitudinal growth can be measured by scholars, class, grade, and school.

The data such systems provide will inform the Board, Executive Director, and School Director on the real efficacy of the educational program. SBCCS IV will ensure that its Operations group includes those who will be charged with developing and refining the internal and external assessment requirements, and analyzing the resulting data.

School Culture

SBCCS IV will provide a safe and secure environment where all scholars can focus on their schoolwork and character development. SBCCS IV has set forth policies that support a culture of safety. The Accountability Plan and the Code of Conduct will ensure safety at the school, including not just physical safety but also emotional and mental safety as well.

Special Populations and Related Services

The Founding Board of SBCCS IV and CCS believes that all scholars, regardless of demographics, language, or disability, can achieve at high levels through a highly structured, disciplined environment in which expectations are clear and supports are ample. The school will implement a program to ensure that English language learners (ELLs), students with Individualized Education Plans (IEPs), and scholars who qualify for Free and Reduced Price Lunches (FRPL) will be proficient readers, writers, and speakers of English by the beginning of the third grade.

All special populations at the school will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students.

To develop proficiency in English for ELLs, the school will provide a structured immersion program. Teachers in structured immersion settings will receive specific professional development to support student comprehension and fluency in English as well as their native

language(s). Professional development for all teachers will include clarity of speech training, use of native language when appropriate, maintaining positive outlook setting academic goals, use of visual aids, and differentiated supportive assistance. The school will ensure full compliance with all applicable laws and regulations regarding the education of ELLs and SBCCS IV will ensure that data derived from the NYSITELL, NYSESLAT, and internal assessments, informs differentiated instruction for ELLs, such as providing visual supports, intervention targeting reading and vocabulary, and multi-sensory approaches to learning.

SBCCS IV will ensure that all scholars with disabilities receive a free and appropriate public education in the least restrictive environment possible. Therefore, to the greatest degree possible in accordance with their Individualized Education Plan (IEP), scholars with disabilities will be educated within the regular education classroom. Students with Disabilities will be educated outside their classroom only when the severity of disability prohibits adequate academic progress even with supplementary aids and services. To ensure that all Students with Disabilities are able to reach the school's academic goals, the school will work with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws. SBCCS IV will ensure that all instructional staff are working to achieve student IEP goals and are able to adjust curriculum and instruction appropriately and responsively, based on academic and behavioral data.

SBCCS IV will offer afterschool tutoring to scholars, including special populations, who are struggling with reading and math. The school will strive for frequent, honest, and transparent communication between specialists and teachers to create carryover of strategies from the classroom environment in order to meet the needs of diverse learners.

Recruitment

SBCCS IV is committed to meet the high expectations of enrollment and retention targets established by the Board of Regents and has a recruitment plan that will ensure equitable widespread access and information to all families, including those with children at-risk for academic failure. The proposed school will comply with all aspects of the New York Charter Schools Act of 1998 (as amended). SBCCS IV marketing materials and student applications will include language (in English, Spanish, and the predominant languages of the communities served) encouraging special student populations to apply to the school through the lottery. The school will hold several parent orientations at the school, preschools, Head Start programs, and day-care centers, to assist families of special student populations. The Special Education Coordinator for the school will attend all such parent orientations and answer any questions parents of special student populations may have. Employees fluent in Spanish will answer phone calls and emails to ensure that interested parents are encouraged to apply. The school has outlined in the application several engaging ways in which to recruit special student populations in the district of location.

Retention

SBCCS IV has developed a plan to reduce student attrition. This includes providing prospective parents with a unified, clear, and detailed description of the school, its policies, and its

requirements. This will inform parents of the academic program details and will reduce the number of parents who decide to remove a student from SBCCS IV due to the length of the day or year, the amount of schoolwork, or student expectations. The school will also work with parents who have moved away from the school location in order to facilitate an understanding of transportation options and alternatives.

The school is committed to ensuring all scholars meet the high expectations of its rigorous academic program. It will use a targeted approach to support and retain scholars with language and learning differences. Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an ELL, the school will establish a close relationship with the family. This includes regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their scholars to provide extra support and through direct invitation to parents to observe their child and work as a team to determine how to better support the scholar. If applicable, these communications will be in the student's native language.

Community Outreach

The applicant group and founding board held community events to present information about the proposed charter school. Through postings on the website, flyers displayed throughout the community, and direct telephone calls, stakeholders (largely parents and families) were invited to learn about the proposed charter school and to help shape the application. Letters and materials were mailed to inform elected officials and other members of the community about the proposed school and to solicit their comments. Additionally, the applicant group and founding board sought guidance from various experts in the field of education. The feedback from all stakeholders, community members, and educational experts was considered and incorporated into the final application.

School Governance and Leadership

SBCCS IV will be governed by the merged CCS Board of Trustees and will be comprised of between 5 and 13 members. The Board will be responsible for delivering the school's mission, setting school policy and garnering sufficient resources to maintain a viable organization. The Board will include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve fully renewable, staggered terms of two years to ensure smooth transition of responsibility. The Board will have Executive, Finance/Facilities, Education, and Development Committees. The Board will govern the school and recruit, hire, and evaluate the Executive Director (ED) who will be responsible for managing daily school operations and hiring all staff.

The Executive Committee will be responsible for the Board's further professional development. The Board will continue to take advantage of development seminars offered by the New York City Charter School Center and other support organizations. These trainings will provide an overview of the Board's mandated role and responsibilities, including governance, self-assessment, and the Board's relationship with management. The Executive Committee will also provide Board members with information on live, online and recorded seminars addressing Board development and related issues. Board members will be required to attend/observe one such recommended seminar on a continuing basis.

All CCS Board of Trustees have substantial experience in education, law, organizational management and governance, fundraising, finance, real estate, and community advocacy. All members have demonstrable ties to the South Bronx, to inner-city education, and to academic success for all New York City students. The CCS Board of Trustees continually seeks to add additional members to the Board of Trustees who complement the current expertise of Board members. These areas of expertise include (1) substantial experience with successful volunteer groups in the South Bronx, (2) experience with community organizations, (3) commitment to the school mission and energy, (4) fluency in Spanish, (5) leadership skills, and (6) community development. To recruit additional Board members, the school will continue to work with such community resources as Fordham University, Hostos Community College, the South Bronx Overall Economic Development Corporation, New York City Charter School Center, and BoardNetUSA, among others. The Family Advisory Council, consisting of concerned parents of SBCCS IV scholars, will also have monthly interaction with the Board of Trustees.

A School Trustee Background Information form, Statement of Assurance and resume or curriculum vitae was provided for each person that will be on the board. As required, the applicant group has provided a set of draft by-laws and a draft code of ethics.

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Mr. Stephen Baldwin	Trustee, President
Ms. Melissa Brown is	Trustee, Treasurer
Mr. J. Kevin Murphy	Trustee Secretary
Mr. Bill Higgins	Trustee
Mr. Larry Hirsch	Trustee
Ms. Louisa Childs	Trustee
Mr. James Maher, Jr.	Trustee
Ms. Ingrid Bateman	Trustee

School Staffing Plan

The ED is supervised and supported by the Board of Trustees, and will be responsible for implementation of the school’s mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the Accountability Plan. The Board of Trustees will evaluate the ED annually, and will provide detailed and critical feedback regarding his/her performance. The board will also determine the ED’s compensation.

The School Director will begin hiring staff for SBCCS IV in January 2017 and is expected to be finalized by May 2017. Organizationally, Grade Team Leaders will report to the School Director. Teachers report to their Grade Team Leader. However, the Director of Curriculum and Instruction will observe and provide feedback to Grade Team Leaders and to their teams. This “matrix structure” is well-developed in other industries. The goal of the Grade Team Leadership

program is to provide the school with a more disbursed, collaborative, and ultimately effective means of improving scholar achievement. By providing a select cadre of experienced, mission-aligned teachers with additional leadership opportunities, SBCCS IV will develop its faculty and eventually create a “hire from within” culture that reduces the risks associated with administrative turnover.

At full capacity, the school will employ a full complement of staff as outlined in the school’s application.

Facility

SBCCS IV will incubate within the permanent facility for SBCCS III for the first 2 years of operation. If chartered, SBCCS IV will partner with a Bronx developer to construct a permanent facility for relocation of SBCCS IV to permanent space in the 2019-20 school year.

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 New York City, indicating that the fiscal impact of the South Bronx Classical Charter School IV on the New York City public schools is expected to be nominal.

Table 2: Projected Fiscal Impact Upon District of Location, 2017-18 to 2021-22¹⁴

Year	Number of Students Enrolled in Charter School Per Year ¹⁵	Charter School Basic Tuition Rate ¹⁶	Total Charter School Basic Tuition	Total District General Fund Budget ¹⁷	Percent of District Budget
2017-18	124	\$14,027	\$ 2,297,133	\$27,600,000,000	0.008%
2018-19	186	\$14,027	\$ 2,749,200	\$27,600,000,000	0.010%
2019-20	248	\$14,448	\$ 3,353,999	\$27,600,000,000	0.012%
2020-21	310	\$14,448	\$ 3,939,668	\$27,600,000,000	0.014%
2021-22	372	\$14,881	\$ 4,466,884	\$27,600,000,000	0.016%

¹⁴ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

¹⁵ Source: South Bronx Classical Charter School IV Application

¹⁶ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

¹⁷ Source: NYCDOE 2016-17 Budget

SBCCS IV conservatively assumes the NYC school district budget will remain \$27.6 billion for the 2016-17 school year and each subsequent year of the initial charter term. The number of students in the first year of the charter term will be 124, and the financial impact on the NYCDOE will be 0.008%. Over the course of the first charter term, SBCCS IV will grow to serve 372 students in grades K-5 and the financial impact remains minimal throughout this period.

For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- The NYC Chancellor’s budget for the district will not increase over the charter term;
- 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. However, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by 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: 2014-15 Demographic Detail for Proposed District of Location:
NYC CSD/District¹⁸**

	Total District Enrollment: CSD 9 ¹⁹	
All Students	34,879	
Economically Disadvantaged	31,737	91 %
English Language Learners	8,195	23 %
Students with Disabilities	7,681	22 %

¹⁸ Source: New York State Report Card

¹⁹ NYC CSD 9 is reported here as this is the primary district of location identified by the proposed charter school.

Table 4: 2014-15 Elementary/Middle School Academic Proficiency Rates on NYS Assessments Based on Grade Configurations for Proposed School²⁰

Assessments	CSD 9 ²¹ Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	13%	41%
<i>Grade 3 ELA</i>	14%	31%
<i>Grade 4 ELA</i>	13%	33%
<i>Grade 5 ELA</i>	12%	30%
<i>Math Grades 3-5 Aggregate</i>	19%	43%
<i>Grade 3 Math</i>	20%	42%
<i>Grade 4 Math</i>	16%	43%
<i>Grade 5 Math</i>	20%	43%

Public Hearing and Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on November 1, 2016 to solicit comments from the community concerning the proposed South Bronx Classical Charter School IV. One member of the community was present, and one individual commented at the hearing or wrote letters in support of the proposed application. Comments in favor focused on the academic supports that the proposed school would provide students. No comments in opposition were received.

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.²² This finding is based on the following, among other things:
 - i. The applicant has included in the application the information required by Education Law §2851(2).
 - ii. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents, of students with disabilities,

²⁰ Source: New York State Report Card

²¹ NYC CSD 9 is reported here as this is the primary district of location identified by the proposed charter school.

²² Education Law §2852(2)(a).

- 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).
- iii. 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 §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.²³ This finding is based on the following, among other things:
- i. The presentation in the application of a sound description of grades 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; grades 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 Act²⁴ and will have a significant educational benefit to the students expected to attend the charter school.²⁵ 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 South Bronx Classical Charter School IV to open in 2017 in CSD 9, 12, 8 or 11 in New York City.

²³ Education Law §2852(2)(b).

²⁴ Education Law §2852(2)(c).

²⁵ 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 2016 Round 2 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

Syracuse Academy of Science and Citizenship Charter School

November 2016

Table 1: Summary of the Proposed School

Syracuse Academy of Science and Citizenship Charter School

Name of Charter School	Syracuse Academy of Science and Citizenship Charter School
Lead Applicant(s)	Dr. Fehmi Damkaci
District of Location	Syracuse City School District
Opening Date	September, 2017
Projected Charter Term	July 2017 to June 2022
Management Company	None
Partners	None
Facility	Private space
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2017-18): grades K-1-2; 171 students Year 2 (SY 2018-19): grades K-3; 246 students Year 3 (SY 2019-20): grades K-4; 375 students Year 4 (SY 2020-21): grades K-5; 450 students Year 5 (SY 2021-22): grades K-6; 525 students
Planned Grade Span (beyond Initial Charter Term)²⁶	Grades K-12 (See footnote 32)
Mission Statement	<i>Syracuse Academy of Science and Citizenship Charter School (SASCCS) 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>

The proposed school, the Syracuse Academy of Science and Citizenship Charter School (SASCCS), will be chartered under the existing Syracuse Academy of Science Charter School, an Education Corporation authorized by the Board of Regents.

²⁶ 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 (K-6).

SASCCS plans to accomplish its mission by equipping students with the necessary skills and knowledge in STEM subjects for both short-term and long-term academic success, to keep a broad spectrum of college and career options open for all students' future endeavors, and to prepare them to be responsible and productive citizens. SASCCS will model citizenship and civic involvement for all students by inviting local community leaders to speak at the school and use the school to offer extended community services. These activities are designed to empower all students and their communities to develop critical thinking skills and become more involved, caring citizens.

Key Design Elements

The key design elements for SASCCS are:

- **College Preparatory Model:** SASCCS 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. At the elementary level, these programs include college visits, “college themed” classrooms, guest speakers from local universities, and an annual college week.
- **Focus on STEM and Environmental Education:** The curriculum, which will focus on science, technology, engineering and math (STEM), will provide the necessary foundation for college entrance and subsequent careers in technical fields. The following STEM activities, and additional math and science credit requirements for eventual graduation, will improve student interest in, and academic preparedness for, college and/or a STEM career.
 - **Global Education:** 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 for K-12 grades.
 - **Community Service Learning (Citizenship):** At SASCCS, volunteering and service is core to the school's identity. Volunteerism is an enriching experience that benefits all students. Community service learning embedded in the curriculum fosters constructive participation by students, parents, and staff in the life of the school and promotes citizenship.
 - **Global Involvement:** SASCCS will encourage a connection to global citizenship for all students. This will encourage newly arrived Americans and ELLs to share their culture and skill based strengths with the larger school community. Optional trips to locations outside of the country in the older grade levels will be coordinated with teachers, families, and the community. Faculty will also be encouraged to prepare their students to participate in international competitions, attendance at which may be sponsored by the school.

- **Student Centered School Structure:** SASCCS will focus on student learning needs and design or modify structures, programs, and opportunities with the unique learning needs of all students in mind, particularly those traditionally at-risk for academic failure. Accordingly, SASCCS will offer students a small, safe, nurturing environment with a low student/teacher ratio. SASCCS will have a longer school day than the district of location resulting in approximately 23 more days per year of instructional time. The school will provide daily remedial instruction, tutoring or academic enrichment in math and reading for all students during the regular school day. All teachers, including ENL and special education teachers, will be available to students to provide after-school tutoring if needed. Additionally, SASCCS will offer enrichment programs to all students (e.g., science fairs, coding, Microsoft certification, robotics, Lego League, summer science research, etc.).
- **Parental Involvement and Home Visits:** Parental/guardian involvement, including home visits, will constitute a significant part of the school's strategic goals. SASCCS teachers will contact a minimum of ten of their student's parents/guardians each week, and will carry out a minimum of twelve home visits each academic year. SASCCS will organize several events throughout the year to encourage parents/guardians to participate in school-based activities and celebrations. These connections will be determined through consultation with school leadership and will connect parents/guardians to the school through positive and constructive conversations.

Education Plan

The school will provide approximately 7.5 hours of daily instruction. SASCCS will operate 180 days of instruction for the first three years of operation. This will be increased to 195 instructional days beginning in year 4 and thereafter. The school's master schedule will include daily remedial instruction or academic enrichment for all students during the regular school day, and remedial tutoring for core academic subjects (including push-in and pull-out support given to students in need of academic assistance). Students who excel academically will participate in enrichment classes. Students will also participate in science fairs to gain valuable presentation and experiential skills.

In the summer, all staff members will participate in 60 hours of professional development (PD). During the school year, staff members will also receive a minimum of two full PD days as well as external special seminars and training opportunities. Teachers will have a weekly common departmental planning time to ensure horizontal and vertical curriculum alignment and to share best practices. Additionally, teachers will be encouraged to conduct four peer observations throughout the school year.

SASCCS will adapt the curriculum, which is driven by benchmark and end of year assessments and aligned to NYS Learning Standards (NYSLs) developed by the Education Corporation's existing school in Syracuse. The educational plan will be backwards designed keeping in mind the school's mission of ensuring students are college and career ready. The NYSLs aligned curriculum will be divided into four quarters. Each quarter will include a set of specific skills defined by measurable learning outcomes. Based on the local interim and state assessment

results, the curriculum will be reviewed and updated by teams including classroom teachers, school administration, and subject expert consultants.

The school model relies on a curriculum that focuses on mathematics and science, and also acknowledges its primary role of developing literate graduates capable of functioning as successful adults. All classrooms will be named after colleges, and field trips will be organized to local university campuses, even in early grade levels, to create the awareness and desire to go to college.

English Language Arts (ELA) Curriculum, Assessment, and Resources: In kindergarten through second grade, a combination of instructional strategies will be used in order to meet needs of all students. Lower grades at SASCCS will have 100 minutes dedicated to reading instruction, 50 minutes to guided reading, and 50 minutes to writing block daily. ELA instruction will be done in a variety of ways, primarily using the modules provided through EngageNY as well as other instructional programs such as the Journey's Reading Program for reading and Lucy Caulkin's Writer's Workshop series for writing. Students will be divided into small groups and rotated between guided reading, literacy lessons, and self-directed computer-based instructions. A co-teacher will be assigned to each class for grades K-4 to enable targeted small group instruction. Student reading levels will be assessed using Star Reading and Fountas & Pinnell. After initial testing, students' work will be regularly reassessed to ensure proper placement. In grades 3-4, ELA instruction will be designed around text study, word study, interactive read aloud, and reading comprehension through independent and guided reading. Students with significant deficits in decoding will receive additional targeted intervention.

Math Curriculum, Assessment, and Resources: The goal of the elementary math program is to build students' conceptual understanding of the mathematics outlined in New York State Learning standards while promoting critical thinking. Math instruction will be primarily conducted using the modules provided through EngageNY and instructional materials such as the Go Math instructional series.

Social Studies and Science: Students in grades K-6 will have science and social studies every other day. The goal for students at the end of grade 5 is to have a foundational grasp of civics, world history, United States history, American history and values, geography (including an understanding of local, county, state, and national geography), and economics (including concepts related to money, exchange, and job roles) as they pertain to the SASCCS. Students will be encouraged to read for meaning, while also having hands-on opportunities for learning. In science, grades K-6 will use FUSION Science textbooks as the basis for an inquiry-based science curriculum with scaffolding activities. This curriculum is designed to provide all students with stimulating experiences in the life, earth, and physical sciences and technology while simultaneously developing their critical-thinking and problem-solving skills.

Assessment

Assessments will be implemented to ensure that the goals of a lesson, a unit, content area, a program or the school are reached. Since performance-based accountability is one of the key

design elements at SASCCS, assessments will be used as a basis for allowing board, administrators, and educators to create a better educational environment and educational activities to help each student excel further from year to year and in a specific content area. Moreover, assessments will be used not only for assessing students but also for assessing the programs implemented by the school. SASCCS evaluation and assessment will be conducted on an annual, quarterly, monthly, weekly, and daily basis. The evaluation data will provide opportunities for teachers and administrators to follow the overall progress of the school and to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population. Assessment data will be integrated into a dashboard system designed to help the board monitor the soundness of educational programs at SASCCS in a timely fashion and to set goals and take action.

School Culture

The school will teach universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship and respect) as part of its character education program for all students. Parents will be encouraged to be part of the efforts to reinforce these values outside of the school setting. The school will offer extracurricular activities to help students build character and life skills. These programs will be offered on a monthly basis and last three to four hours. In addition, each program will provide focus-group reflections that allow for a transfer of learning between the activities and the classroom.

Special Populations and Related Services

SASCCS will deliver the same curriculum and have the same expectations for all students, including special education and ELL students. Students with disabilities and ELL students will receive instruction primarily integrated into general education classes, as appropriate. Supplemental instruction by special education teachers or ENL teachers will be provided.

All teachers will be trained in delivering modified instruction to serve the needs of the special education and ELL population 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 IEPs and talk with the special education or ELL coordinator to develop a teaching strategy for their content.

All SASCCS teachers will be trained to teach academic language and challenging content to all students, including ELLs. At SASCCS 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.

Recruitment

SASCCS intends to use a weighted lottery system for ELL students. SASCCS will combine this with reaching out to the significant refugee population in Syracuse using the networks of Catholic Charities, Interfaith Works, North-side Learning Center (providing after-school programs for refugee student populations) and cultural centers established by immigrant groups. This strategy will also assist with the recruitment of students eligible for the free and reduced price lunch (FRPL) program. SASCCS is also planning to locate in a private facility near this population base.

SASCCS will actively seek out families who have children with disabilities and communicate qualifications of the instructional staff in detail during the enrollment process. The school will reach out to local agencies serve all students that provide services to special education students such as Arise, Hillside, and Access and inform them of the programs provided for students with disabilities and qualifications of the instructors.

Retention

SASCCS will create a safe environment, where students feel a sense of belonging and are motivated to succeed. SASCCS will closely monitor academic and behavior data to provide the necessary supports for all students. For students in need of intervention, Response to Intervention (RtI) will be employed. Students who need special services will be identified in a timely manner. Social workers will work with teachers and parents to address socio-economic and behavior needs of the students.

Parents of ELL students will be encouraged to fully participate in school activities. SASCCS will hire staff members from similar background of the student population whenever possible. A Cultural Day will be scheduled where each classroom presents a country to the students, parents, and teachers. The whole school community will be exposed to other cultures and parents of immigrant students will share their ethnic and cultural traditions and food. Home visits will help teachers to connect to the parents and students.

Community Outreach

SASCCS, through their existing school, has a strong connection to the Syracuse community. organizers have used many instruments and media to reach the Syracuse public, including: SASCCS has engaged in meetings with several community leaders, conducted public surveys, visited religious organizations, and have held sixteen public information sessions. SASCCS has reached over 3,000 parents and stakeholders during public outreach events and activities. They have met, informed and received feedback from many political, business, and community leaders from a wide range of backgrounds.

School Governance and Leadership

The applicant group includes an established Board of Trustees from the existing Syracuse Academy of Science Charter School Education Corporation who have successfully developed the capacity to oversee a K-12 charter school (Syracuse Academy of Science Charter School) in Syracuse, NY and a charter school (Utica Academy of Science Charter School) serving grades 6 through 12 in Utica, NY. This existing Education Corporation seeks to disseminate best practices again in Syracuse as a response to a perceived community need. The current trustees of the Education Corporation have extensive experience in national and international education at both the secondary and postsecondary levels. Two members were successful founders of charter schools established in New York and Massachusetts. Other members include university professors and leaders, community leaders, parents, a former public school superintendent, a current K-12 charter school superintendent, and a judge.

The Board of Trustees will have no fewer than 5 and no more than 9 members at any time. Members will serve staggered terms of 1, 2 or 3 years. The Board will engage in PD. Board meetings will be conducted in accordance with the NYS Open Meetings Law and the authorized-approved school's bylaws.

A School Trustee Background Information form, Statement of Assurance and resume or curriculum vitae was provided for each of the seven members who will comprise the board. As required, the applicant group has provided a set of draft by-laws and a draft code of ethics.

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Dr. Fehmi Damkaci	Trustee, President
Dr. Ahmet Ay	Trustee, Vice-President
Muris Hadzic, ABD	Trustee, Treasurer
Dr. Murat Baysal	Trustee Secretary
Jawwaad Rasheed, J.D.	Trustee
Ms. Chanel Turnquest	Trustee

The Board will hold an annual retreat to evaluate annual goals, strategic planning, succession, and financial planning. The Board will work with external consultants for board development. The topics of such will include board roles and responsibilities, board assessment, long range planning, plan implementation, academic program assessment, program evaluation, fiscal management, educational law and changes.

Additionally, the Board of Trustees will establish an Advisory Board, consisting of community leaders, parents, educators, business leaders, and other professionals, who will provide complementary expertise and counseling to the Board of Trustees. The Board of Trustees may request counsel as needed on various aspects of school development, community involvement, and public outreach, and resources to support the mission of the school.

School Staffing Plan

The Board of Trustees will appoint a superintendent to serve as the chief executive officer of the charter schools in the merged Education Corporation. The superintendent is responsible for the educational, organization and fiscal operations of all schools in the Education Corporation. He/she will be supported by a school director, elementary and middle school deans, a dean of students, and teachers. In grades K-4, two teachers, one as head teacher and other as co-teacher, will be in every classroom

The superintendent will provide monthly educational reports to the Board, which includes, but is not limited to, student achievement assessment data, staffing needs, discipline issues, and programmatic recommendations for the discussion and review of Board members. The Board will practice active oversight of the charter school management, fiscal operations, and progress toward academic and other school goals. Every month, key academic, cultural, operational, and financial data will be presented to the Board and the public.

Facility

The applicant group has identified a possible facility within the Syracuse City School District for lease. The identified facility can adequately house the proposed school. The convenience of this location will facilitate the enrollment of a more diverse student body from different areas of the city.

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 within Syracuse City School District, indicating that the fiscal impact of the SASCCS on the Syracuse City School District public and non-public schools is expected to be nominal.

The applicant group assumes that all students enrolled in SASCCS will reside within the Syracuse City School District. Table 2 shows the potential financial impact on the district using the district's adopted 2016-2017 annual budget of \$407,058,998 with a 3% yearly increase. The five-year budget and impact table are calculated based on the per pupil state aid of \$12,430 for the Syracuse City School District resident students. Even with a 3% yearly increase in the state aid per pupil rate for charter schools, the total financial impact will not be higher than 2%, a small impact.

Table 2: Projected Fiscal Impact Upon District of Location, 2017-18 to 2021-22²⁷

Year	Number of Students Enrolled in Charter School Per Year²⁸	Charter School Basic Tuition Rate²⁹	Total Charter School Basic Tuition	Total District General Fund Budget³⁰	Percent of District Budget
2017-18	171	\$12,430	\$2,635,551	\$419,270,768	1%
2018-19	246	\$12,430	\$3,572,015	\$431,848,891	1%
2019-20	375	\$12,430	\$5,098,384	\$444,804,358	1%
2020-21	450	\$12,430	\$6,125,290	\$458,148,488	1%
2021-22	525	\$12,430	\$7,153,430	\$471,892,943	2%

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; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by 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.

²⁷ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

²⁸ Source: Syracuse Academy of Science and Citizenship Charter School Application

²⁹ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

³⁰ Source: Syracuse City 2016 Executive Budget

**Table 3: 2014-15 Demographic Detail for Proposed District of Location:
Syracuse CSD/District³¹**

	Total District Enrollment: Syracuse	
All Students	20,084	
Economically Disadvantaged	15,499	77%
English Language Learners	3,010	15%
Students with Disabilities	3976	20%

**Table 4: 2014-15 Elementary/Middle School Academic Proficiency Rates on NYS
Assessments Based on Grade Configurations for Proposed School³²**

Assessments	Syracuse CSD Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	8%	31%
<i>Grade 3 ELA</i>	8%	31%
<i>Grade 4 ELA</i>	9%	33%
<i>Grade 5 ELA</i>	7%	30%
<i>Grade 6 ELA</i>	8%	31%
<i>Math Grades 3-5 Aggregate</i>	12%	42%
<i>Grade 3 Math</i>	13%	42%
<i>Grade 4 Math</i>	14%	43%
<i>Grade 5 Math</i>	10%	43%
<i>Grade 6 Math</i>	9%	39%

Public Hearing and Public Comment

As required by the Charter Schools Act, the Syracuse City School District conducted a public hearing on Tuesday, October 11, 2016 to solicit comments from the community concerning the proposed Syracuse Academy of Science and Citizenship Charter School. Forty-seven (47) members of the community were listed on the hearing sign-up sheets. 28 individuals commented or wrote letters in support of the proposed application. Seven individuals commented or wrote letters in opposition of the proposed application.

³¹ Source: Student Information Repository System (SIRS) 2014-15 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

³² Source: Student Information Repository System (SIRS) 2014-15 Report 101 High School Accountability Data Verification Report; 2014-15 Report 102 Elementary/Middle-Level Accountability Data Verification Report

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.³³ This finding is based on the following, among other things:
 - i. The applicant has included in the application the information required by Education Law §2851(2).
 - ii. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents, 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).
 - iii. 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 §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.³⁴ 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.

³³ Education Law §2852(2)(a).

³⁴ 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 Act³⁵ and will have a significant educational benefit to the students expected to attend the charter school.³⁶ 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 Syracuse Academy of Science and Citizenship Charter School to open in 2017 in the city of Syracuse, New York.

³⁵ Education Law §2852(2)(c).

³⁶ As applicable pursuant to Education Law §2852(2)(d).