



SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO ESTABLISH
HAVEN CHARTER HIGH SCHOOL



BACKGROUND AND EXECUTIVE SUMMARY

BACKGROUND

The applicants originally submitted a proposal (the “Original Proposal”) to establish Haven Charter High School (“HCHS”) to the SUNY Charter Schools Institute (the “Institute”) on January 9, 2019 in response to the Institute’s 2019 Request for Proposals (the “RFP”), which was released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”) on December 12, 2018. After a thorough review process consistent with the New York Charter Schools Act of 1998 (the “Act”), the Institute found the Original Proposal rigorously demonstrated the criteria detailed in the RFP, which align with the Act.

The SUNY Trustees voted to approve the Original Proposal for HCHS on March 4, 2019. At the same meeting, the SUNY Trustees voted to approve 12 other proposals for new charters in New York City. At the time of the SUNY Trustees’ vote to approve the Original Proposal, there were only seven charters available to grant in New York City, consistent with amendments to the Act in 2015 which restricted the total number of charter schools the SUNY Trustees and New York State Board of Regents (the “Board of Regents”) were permitted to approve to open within New York City.

The Act requires charter authorizing bodies to establish a preference scoring rubric based on statutory and authorizer standards in order to prioritize new charter proposals in the event that the number of proposals meeting the authorizing entity’s standards exceeds the maximum number of charters available. The RFP identified the Institute’s preference scoring rubric, including the required preference criteria detailed in Education Law § 2852(9-a), as well as the SUNY Trustees’ additional criteria. The Institute implemented its established evaluation and review process to assign a preference score to each proposal recommended for approval. The Original Proposal for HCHS earned a preference score of 16.75 preference points. Based on the overall preference score order for all 13 proposals recommended for approval at the March 4, 2019 meeting, there was an insufficient number of charters available to award HCHS a charter at the time.

EXECUTIVE SUMMARY

The Institute released the 2023 RFP on behalf of the SUNY Trustees on February 10, 2023. Within the 2023 RFP, the SUNY Trustees reserve the right to “hold additional rounds in the year,” and state that “only in the event that additional charters become available for the Trustees to grant in New York City in 2023 will the Institute identify and publish an additional application schedule for New York City under this RFP.”

In May 2023 and deemed effective April 1, 2023, amendments to the Act made 14 charters available to grant to applicant groups in New York City. As a result of these charters being made available, the Institute issued a Supplement to the 2023 RFP (the “RFP Supplement”) on June 21, 2023 identifying an additional application round for proposals to open charters in New York City solely to the applicant groups whose proposals were approved pursuant to the 2019 RFP but not granted a charter.

The applicants submitted the updated proposal to establish HCHS to the Institute on August 9, 2023 in response to the 2023 RFP Supplement. The Institute makes copies of applications available [on its website](#).

HCHS intends to operate one high school to be located in a private facility in New York City Community School District (“CSD”) 8 in the Bronx. The proposed school will open in August 2025 with 100 students in 9th grade, add one grade level each year, and ultimately grow to serve 356 students in 9th – 12th grade during its first charter term. HCHS will admit new students in 9th grade only.

HCHS intends to partner with East Side House Settlement (corporate name, East Side House, Inc.) (“East Side House”), a community-based New York not-for-profit organization that provides human services and educational programs to residents of the South Bronx and Upper Manhattan. East Side House will provide a number of operational supports to HCHS, including providing a facility and leasing it to the school at fair market value; supporting fiscal, human resources, and IT operations; providing direct social services supports; providing professional development in areas such as restorative practices and youth development; and, leveraging its existing programs to provide supports and wrap-around services to the school community.

After a thorough review process consistent with the Act, the Institute finds that the updated proposal for HCHS rigorously demonstrates the criteria detailed in the RFP, which align with the Act.

Based on the updated proposal, as amended, and the foregoing:

The Institute recommends that the SUNY Trustees approve the updated proposal to establish Haven Charter High School.



TABLE OF CONTENTS

FINDINGS

| 2

PREFERENCE SCORING

| 11

BACKGROUND & DESCRIPTION

| 4

CONCLUSION & RECOMMENDATIONS

| 12

NOTIFICATION & PUBLIC COMMENTS

| 10

APPENDIX A
Summary of Public Comments Received
APPENDIX B
District Information

FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicants and the proposed education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
 - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
 - an admissions policy that complies with the Act and federal law;
 - the inclusion of by-laws for the operation of the education corporation; and,
 - the inclusion of an analysis of the projected fiscal and programmatic impact of the schools on surrounding public and private schools.
2. The applicants have demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the state performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicants;
 - appropriate rosters of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound startup, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
 - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
 - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
 - a partnership with East Side House, which has well established roots from its over 125-year history serving Upper Manhattan and the South Bronx, as well as a strong programmatic investment in the success of the school;

- an innovative academic program that provides both college preparatory and career and technical education (“CTE”) programming leading to certifications in the medical and technological fields, which will expand students’ access to viable college and career options;
 - a primary person advisory model that provides every student with a trusted adult who serves as their dedicated advisor, advocate, and counselor; and,
 - an extended school day and year that will provide students with additional support to meet the demands of the dual college preparatory and CTE programs.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).
 5. The applicants have conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, 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).
 6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the Board of Regents for approval.

The Institute developed the 2023 RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852 (9-a)(b). The Institute also posted the draft 2023 RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team and the proposed board of trustees.

As of October 4, 2023, there are 14 charters available for the SUNY Trustees and Board of Regents to approve in New York City.

BACKGROUND & DESCRIPTION

Founded in 1891, East Side House is a community-based organization that offers a variety of educational and social services to families in the South Bronx and Upper Manhattan including after school, head start, college preparation, job readiness, and counseling programs. The board of directors and executive leadership of East Side House decided to apply for a charter high school after observing and hearing from many students who left the South Bronx to attend colleges and universities but ended up dropping out before completing a degree due to a lack of financial resources or college preparedness. The board sees establishing HCHS as an opportunity to leverage the organization's existing experience in educational and career preparedness programming to improve college and career outcomes for students in the South Bronx.

East Side House will serve as a partner organization for the proposed school. The organization will provide the school with a variety of organizational, administrative, community outreach, and academic supports and will lead the effort to identify, purchase, and improve a facility, which it intends to lease to the school. East Side House will also provide back office and organizational assistance with regard to benefits and payroll, staff recruitment, procurement, financial management, and fundraising. East Side House will also provide wraparound services to students and families based on its existing social services programs that include such supports as professional and career counseling, rent assistance, and health services. East Side House also intends to support the school in developing portions of its academic program by providing professional development to leaders and teachers particularly in the areas of school culture and restorative justice practices.

To maximize the school's programmatic impact, it will enact an academic program that includes both college preparatory and CTE coursework. This will provide students with the opportunity to earn a Regents or Advanced Regents diploma while also earning career certifications in the medical and technical fields that will provide opportunities for meaningful employment. Students will also have access to wraparound services through East Side House. By providing this rich and varied suite of supports, the school aims to ensure that students have the knowledge, skills, and opportunities to succeed in college and careers.

MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

HCHS's mission is as follows:

To provide a Career and Technical Education program serving the Bronx. Students will benefit from a well-rounded, rigorous science, technology, engineering, and math ("STEM") education leading to a professional certification in the medical field. Through individualized planning and attention, graduates will have the academic skills necessary to be successful in college and careers, and the tools necessary to enter the workforce or enroll in college.

All programming at the Haven is founded on the following key design elements:

- **Pathways to Post-Secondary and Career Opportunities.** Students will have access to classes leading to certification credentials in the areas of medicine and technology and will receive basic skills training for entry level certified positions in CPR and First Aid, EKG and Phlebotomy,

Pharmacy Technician, Cisco Networking, and the Microsoft Office suite of programs. The school selected these particular CTE programs because the medical field is the largest employer in the Bronx. East Side House currently offers these programs through a post-secondary pathways program and will leverage this experience to ensure success at the charter school.

- **STEM Curricula.** To achieve success in careers or post-secondary opportunities, and to complete healthcare and technology certifications on the way to graduation, students at HCHS will receive a solid academic foundation in math and science. The school will feature a strong STEM curriculum and provide project-based and experiential learning opportunities in a collaborative environment, both in the school and as a part of the external career pathways trainings and certifications.
- **Work Readiness Opportunities.** 11th and 12th grade students will receive hands on learning opportunities providing exposure to career pathways through internships and job placements. Students at HCHS will have opportunities at Bronx Lebanon Hospital, New York Presbyterian Hospital, City University of New York (“CUNY”) Lehman Community College, and Local 1199 SEIU United Healthcare Workers East, all of whom have an existing relationship with East Side House and have committed to providing supports to the school.
- **Critical Thinking Pedagogy.** Students at HCHS will analyze, reflect, and strategize in their thinking and work. Teachers will ask higher order thinking questions to assess students’ learning and comprehension as well as their ability to communicate these answers in a variety of ways.
- **Performance-Based Grading.** HCHS will use performance and evidence-based grading that allows teachers to implement practices that accurately reflect student learning.
- **Social and Emotional Support through a Primary Person Model.** HCHS will pair each student with an adult upon entry who will serve as the student’s advisor or “primary person.” This adult will be responsible for monthly check-ins, teacher-student mediations, student-student mediations, tracking academic progress, attendance outreach, communicating with families, and serving as a liaison between the student and other needed social service supports.
- **Partnership with East Side House.** HCHS will benefit from a strong partnership with East Side House, a community non-profit dating back to 1891 and a pillar of the Bronx. More information about this partnership is presented above.
- **Professional Learning Community.** Teachers and staff will attend real-time trainings through both HCHS leadership as well as East Side House that are relevant to student needs and based on evidence-based research. Teachers and school staff members will also have access to external trainings with the expectation that they will disseminate vital information to the staff as a whole.
- **Parent Engagement and Support.** A parent support professional is involved in each student’s’ journey through HCHS to ensure that parents are well-informed about their students’ progress.

CALENDAR AND SCHEDULE

HCHS will offer approximately 180 days of instruction each year. The first day of instruction for the 2025-26 school year will be on or around August 25, 2025, and the last day will be on or around June 3, 2026. Subsequent school years will follow a similar calendar. The school day will begin each morning at 8:30 A.M. and end at 4:45 P.M. The Haven will provide students with more than 1,063 hours of instruction per year, a 7% increase over the state minimum of 990 hours for 7th – 12th grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5, and provided at the majority of schools within the New York City Department of Education (“NYCDOE” or the “district”).

ACADEMIC PROGRAM

HCHS’s curriculum is designed to ensure students earn a traditional Regents diploma as well as at least one CTE certification by the time they graduate. The school designed its CTE path to support students with an interest in pursuing careers in the medical field. The school has selected the Open Educational Resource curriculum from New Visions for Public schools as the basis for its courses. The New Visions curriculum provides a number of resources to support school leaders and teachers with implementation including scopes and sequences, pacing calendars, formative and summative assessment tools, and materials to support students with disabilities and ELLs.

English Language Arts (“ELA”) (Reading and Writing)

Students at HCHS will be enrolled in an ELA course for all four years. The New Visions curriculum consists of three yearlong courses organized by the conceptual lenses of the Individual, the Quest, and the American. The program is designed to spiral literacy skills across 9th – 11th grade. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Learning Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and post-secondary coursework. As the school expands to twelfth grade, where appropriate, students will have the opportunity to enroll in AP Language & Composition.

Mathematics

New Visions has developed curriculum for three courses: algebra I, geometry, and algebra II. Each course is Common Core and Regents aligned, with additional materials to guide teachers as the course is implemented. Furthermore, math materials have been developed with the lens towards supporting ELLs and students with disabilities. As HCHS grows, instructional leaders will consider adding higher-level classes such as pre-calculus, calculus, and/or AP Statistics.

Science

The New Visions science curriculum strategically spirals core concepts to facilitate multiple opportunities for students to interact with overarching themes and promote success on the Regents exams. HCHS will offer all Regents science courses, including living environment, earth science, physics, and chemistry. Using the “5E” approach, teachers guide students through a series of learning phases: engagement, exploration, explanation, elaboration, and evaluation.

Social Studies

The New Visions social studies curriculum is a full scope and sequence that includes global history I, global history II, United States history, and government and economics. Through the investigation and analysis of primary and secondary sources, students have the opportunity to think critically and read, write, and speak like historians, while simultaneously honing the literacy and critical thinking skills necessary for both the Regents exams and post-secondary coursework.

CTE

HCHS will offer five professional certifications in the medical field: CPR/First Aid, EKG & Phlebotomy, Pharmacy Technician, Certified Nurse Assistant, and Home Health Aid. Additionally, the school will offer two technology certifications: Microsoft Office Specialist and QuickBooks. The founding team and school leaders will select and refine appropriate curricula for these programs during the pre-opening year, in accordance with the New York State CTE Model Curriculum Standards.

Intervention

HCHS will provide intervention services to support struggling students and students with disabilities by having one ICT classroom per grade, offering regular small group instruction, and providing push-in and pull-out instruction by certified special education staff and service providers. Interventions will leverage the New Visions curricula with appropriate scaffolding, and will draw on other resources such as Khan Academy courses.

Spanish

HCHS will offer Spanish as its language other than English course. In its first two years, the school will contract with an outside provider for Spanish instruction. Instruction will focus on conversational language skills with as much instruction delivered in Spanish as possible. Technology has also become an increasingly important part of language instruction, and as such, Spanish course offerings will feature writing projects and self-paced computer-based programs. In its third year of operation, the school will hire a foreign language teacher to support the growing student population and will identify a permanent Spanish curriculum in consultation with the teacher at that time.

Arts

HCHS will contract with providers for arts instruction to expose students to a diverse range of art fields, such as visual arts, music, theatre, and dance in Years 1 and 2. In its third year of operation, the school will hire an arts education teacher to support the growing student population and will identify or develop a permanent Arts curriculum in consultation with the teacher at that time.

Physical Education

In Years 1 and 2, the school will partner with Fit4LifeNYC to provide physical education classes. In its third year of operation, the school will hire a physical education teacher to support the growing student population and will identify or develop a permanent Physical Education curriculum in consultation with the teacher at that time.

SCHOOL CULTURE AND DISCIPLINE

HCHS will strive to maintain a culture where all stakeholders respect one another and where students care about, maintain, and cultivate positive relationships with teachers and peers. HCHS will establish a school culture promoting positive values and habits that support the academic, emotional, and developmental needs of students. The school's primary person advisory model also ensures that each student has a trusted adult who can provide advice and support, thus reinforcing the school's emphasis on the importance of positive relationships.

Central to HCHS’s approach to student discipline is a recognition of the impact that trauma may have had on its at-risk students and the need to establish a safe, trauma-sensitive school environment in which at-risk children can thrive. Accordingly, the school’s discipline policies and practices will incorporate restorative justice principles and practices into classroom and school-wide interventions for students. East Side House has extensive experience in the field of restorative practices and currently provides professional development and training as well as implementation and design services on restorative practices for 17 schools in New York City.

ORGANIZATIONAL CAPACITY

In Year 1, the executive director will have primary responsibility for school leadership and management. A principal, director of student support services, director of CTE, director of operations, and director of curriculum and instruction will support the executive director in their respective areas of expertise. In Year 3, a special education coordinator will join the leadership team to oversee the growing at-risk program needs of the school. In each year of its first charter term, the school will also expand its team of social workers and student advisors to ensure that it has ample capacity to support students in long-term college and career planning.

GOVERNANCE

The by-laws of HCHS indicate that the proposed education corporation board will consist of no fewer than five and no more than 15 voting members. The proposed members of the board of trustees are set forth below:

1. Lucinda Mendez, Proposed Chair

Ms. Mendez has over 25 years of experience in urban education and serving at risk youth. Prior to her current position as director of transfer schools at New Visions for Public Schools she was founding principal of Bronx Haven, a transfer high school serving overage and under-credited youth in the South Bronx. She is a Teach for America (“TFA”) alumna and a graduate of the NYCDOE Leadership Academy and holds an interdisciplinary bachelor’s degree in psychology and sociology from Wesleyan University and a master’s degree in bilingual education from Long Island University.

2. Robert Pondiscio, Proposed Vice-Chair

Mr. Pondiscio is senior fellow and vice president for external affairs at the Thomas B. Fordham Institute. He is also a senior advisor to Democracy Prep Public Schools, a SUNY-authorized network of high-performing charter schools based in Harlem, New York. He writes and speaks extensively on education and education-reform Issues with an emphasis on literacy, curriculum, teaching, and urban education. He has also served as vice president for the Core Knowledge Foundation. He holds a master of science degree in elementary education from Mercy College and a bachelor of arts degree in English from SUNY Empire State College.

3. Alex Vazquez, Proposed Treasurer

Dr. Vasquez is principal and chief executive officer at Integrated Strategy, LLC, a higher education consulting firm focused on strategic planning and equity at colleges and universities across North America. He earned his master’s and bachelor’s degrees at SUNY Albany, where he studied educational administration and policy. He earned his doctor of philosophy at Boston College, studying strategy and decision making in higher education.

4. Timothy Adour, Proposed Secretary

Mr. Adour has been training and developing leaders for most of his career. He has conducted trainings in churches, on university campuses, and in public forums around the world. He and his wife Diana are the pastors of Church of the Revelation located in CSD 8 in the Bronx. He earned a bachelor of arts degree in biblical studies from Central Bible College, master of arts degree in organizational leadership from Regent University, and doctor of philosophy in leadership studies from Johnson University.

5. Caitlin Dooley, Proposed Trustee

Ms. Dooley has 10 years of experience working with youth and families. Her experience includes direct service as well as program development, management, and grant writing. Her most recent positions include working as a young adult advocate at Lantern Community Services and as department director of adult education and workforce development at East Side House. She currently leads Dooley Consulting LLC which provides support to nonprofits on development and grant writing. Ms. Dooley holds a juris doctorate degree from the University of Ottawa, and a bachelor's degree in political science and family and child studies from the University of Guelph.

6. Daniel Diaz, Proposed Trustee

Mr. Diaz is executive director of East Side House since January 2017. He has served on the New York State Network for Youth Success Capacity Building Committee to inform state administration of youth programs, and served on the CUNY Hostos Community College Perkins Local Advisory Committee to guide the use of grant funds to promote workforce development. Mr. Diaz is a graduate of Baruch College and holds a master's degree in administrative social work from Fordham University Graduate School of Social Service.

7. Elyse Zlotnikov, Proposed Trustee

Ms. Zlotnikov is the director of talent acquisition at New York Presbyterian Hospital, and has over 25 years of experience in hospital strategic leadership and human resource operations. Ms. Zlotnikov holds a bachelor of arts degree from St. Peter's College and is currently doing graduate work at the University of Pennsylvania toward a master's in health care innovation.

FACILITIES

HCHS has not yet identified a final location for the school. HCHS's proposed Board of Trustees intends to work closely with ESH on the process of selecting, purchasing, and improving a facility, which ESH would then lease to the school. ESH has engaged the services of Anthony Mameli, NYS Real Estate Broker, to identify facilities located in CSD 8 that are currently available.

FISCAL IMPACT

The fiscal impact of HCCHS on the district is summarized below.

Charter Year	A. Expected Number of Students	B. Basic Charter School Per Pupil Aid	C. Projected Per Pupil Revenue (AxB)	D. Other District Revenue (SPED, Food Service, Grants, etc.)	E. Total Project Funding from District to Charter School (C+D)	F. New York City School District Budget	G. Projected District Impact (E/F)
Year 1 (2025-26)	100	17,626	1,762,600	197,414	1,960,014	37,500,000,000	0.0001%
Year 5 (2029-30)	356	17,626	6,274,856	702,794	6,977,650	37,500,000,000	0.0002%

*The NYCDOE budget was derived from the [NYCDOE's website](#).

The Institute finds that the fiscal impact of the proposed school on the district, public charter, public district, and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly higher enrollment, the Institute has determined that the fiscal impact of the proposed school on the district, charter, and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school's proposed startup and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient startup funds will be available to the new charter school.

The Institute analyzed the financial condition of the partner organization, East Side House and found it to be fiscally sound with the capacity to provide the proposed wraparound services, professional development, translation services, community outreach and engagement, fundraising, grant writing, human resources, financial consultants, ancillary support, establishment of procedures, systems, and technology. The Institute will evaluate the proposed service agreement, which includes a 5% service fee, on an annual basis under established performance metrics and will perform a legal review before approving the contract together with a conflicts of interest review regarding its approval by the education corporation.

NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute's website for public review. The district scheduled a public hearing pertaining to the proposed school for October 5, 2023, and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the October 12, 2023 Committee meeting, the Institute will share the information with members of the Committee at that time. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. Additional information about public comments is provided in Appendix A.

PREFERENCE SCORING

Education Law § 2852(9-a) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a), as described in greater detail below, as well as SUNY's additional criteria.

In accordance with the 2023 RFP, applications approved pursuant to the 2019 RFP that have not yet received a charter shall receive a new preference score pursuant to the criteria in the 2023 RFP. These previously approved applications will receive up to 30 additional preference points in descending order consistent with the scores they received based on the 2019 preference scoring criteria. For example, the highest-scoring application based on the 2019 preference scoring criteria will receive 30 additional preference points, the second highest-scoring will receive 29 additional preference points, and so on. The HCHS proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As HCHS's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application team and proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school dropouts, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;

- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low-performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Haven Charter High School earned a score of 43.75 preference points out of a maximum of 75.

CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the updated proposal to establish the Haven Charter High School to open in August 2025.

APPENDIX A: SUMMARY OF PUBLIC COMMENTS RECEIVED

SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH OCTOBER 4, 2023

On or about August 18, 2023, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish the Haven. The notice reminded the district that New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. The district scheduled a public hearing pertaining to the proposed school for October 5, 2023. Should the district make the summary of public comments available prior to the October 12, 2023 Committee meeting, the Institute will share the information with members of the Committee at that time. A redacted copy of the initial Haven proposal was also posted on [the Institute's website](#) for public review.

The Institute received letters of support from multiple community- and faith-based organizations, such as the Church of the Revelation, Promised Land Covenant Church, and Bridge Builders Community Partnership, Personal Touch Home Health Services, and The Children's Village. Proposed partners in the Haven's CTE and medical certification program including New York Presbyterian Hospital also provided letters of support.

To date, the Institute has not received any direct comments pertaining to the proposed school.

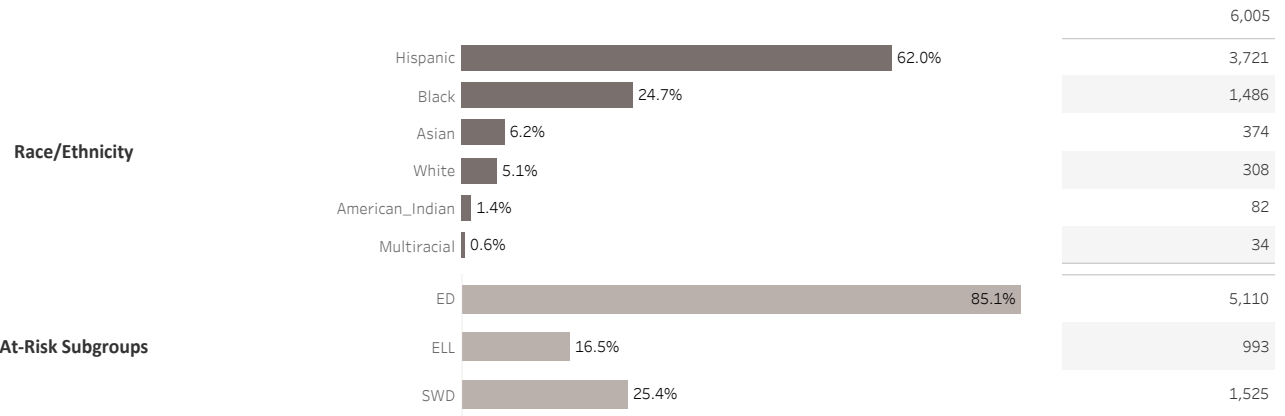
As part of the Original Proposal from 2019, the Institute received a letter of support from Marcos Crespo in his capacity at the time as State Assemblyperson. Mr. Crespo currently serves as a member of the SUNY Board of Trustees Charter Schools Committee. Mr. Crespo's letter of support was submitted prior to his service as a SUNY Trustee, and was not resubmitted as part of the Updated Proposal.

APPENDIX B: DISTRICT INFORMATION

CSD 8 High School Grades Demographics 2021-22

Grade Level District Student Enrollment Subgroups Data

Total Enrollment (9-12th Grade):



CSD 8 Graduation Rate 2021-22





Charter Schools Institute
The State University of New York

www.newyorkcharters.org

H. Carl McCall SUNY Building
353 Broadway

Albany, New York 12246

518-445-4250