

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Expansion of Success Academy Charter School - Bed-Stuy 1 (84K367) in Building K033 with The School for the Urban Environment (14K330), Foundations Academy (14K322), and a District 75 Program (75K368), Beginning in the 2015-2016 School Year

I. Summary of Proposal

On December 15, 2014, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to expand the grades served by Success Academy Charter School - Bed-Stuy 1 (84K367, “SA Bed-Stuy 1”) in Building K033 (“K033”) to include grade five beginning in the 2015-2016 school year. SA Bed-Stuy 1 is a charter school currently serving students in kindergarten through grade four in K033, located at 70 Tompkins Avenue, Brooklyn NY 11206, in Community School District 14 (“District 14”). SA Bed-Stuy 1 is currently co-located in K033 with The School for the Urban Environment (14K330, “Urban Environment”), a district middle school; Foundations Academy (14K322, “Foundations Academy”), a district high school; and a District 75 program (75K368, “P368K@I033K”) that serves students in grades six through twelve.^{1,2}

The grade expansion of SA Bed-Stuy 1 in K033 is intended to support the educational continuity of students currently enrolled in SA Bed-Stuy 1. If this proposal is approved, SA Bed-Stuy 1’s fourth-grade students who are eligible for promotion will have the opportunity to remain in SA Bed-Stuy 1 at K033 for fifth grade beginning in 2015-2016.

The EIS has been amended to revise the statement regarding Success Academy Charter Schools’ (“SACS”) operation of schools throughout New York City; to include that SACS has advised that SA Bed-Stuy 1 has applied to provide a preference for English Language Learner (“ELL”) students on its admissions lottery; to provide corrected information concerning SA Bed-Stuy 1’s grade span; and to correct a typographical error.

Pursuant to recent amendments to the Education Law which provide certain new and expanding charter schools with access to facilities, SA Bed-Stuy 1 made a co-location request to the DOE for space in District 14 for its fifth through eighth grades.³ Although SA Bed-Stuy 1 requested space for its fifth through eighth grades, at this time the DOE is proposing to site SA Bed-Stuy 1’s fifth grade only at K033.

- Extensive public engagement was conducted by the DOE in the course of creating this proposal which included:

¹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

³ Success Academy Charter School - Bed-Stuy 2 (“SA Bed-Stuy 2”) also requested space in District 14 for its fifth through eighth grades. The DOE is currently assessing space across all under-utilized school buildings in District 14, including K033, and overall borough and district needs, and is committed to identifying appropriate space for the siting of SA Bed-Stuy 2’s fifth through eighth grades, as well as SA Bed-Stuy 1’s sixth through eighth grades beginning in the 2016-2017 school year.

- Meeting with members of CEC 14 on October 9, 2014 to inform the CEC of the recent amendments to the Education Law and the DOE's plans to assess space at the K033 building for SA Bed-Stuy 1 and SA Bed-Stuy 2's space requests.
- Convening a Community Needs Assessment Forum on November 13, 2014 which included representatives from elected officials, Brooklyn CECs and District Presidents Councils at which this proposal was discussed along with other potential District Planning needs and priorities in Brooklyn.
- Conducting a walkthrough of building K033 with a Deputy Chancellor on November 26, 2014. On that day, the Deputy Chancellor and other DOE leadership members met with the principals and School Leadership Team members of Urban Environment, Foundations Academy and P368K@I033K to further discuss the proposal, listen to questions and concerns from the school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy ("PEP").
- The DOE will offer other public engagement opportunities following this posting including:
 - A joint public hearing to be held at building K033. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
 - Dedicated phone and email lines to accept public comment at any time following the posting of this proposal and before 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-0208 or emailing to D14Proposals@schools.nyc.gov. All comments received before 6p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in an analysis of public comment which is made available to the public after 6 p.m. on the day before the PEP meeting.
 - A PEP meeting at which PEP members will vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.
 - Dates of the upcoming joint public hearing and PEP meeting can be found on the DOE Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/January2015SchoolProposals>.

SACS is a charter management organization ("CMO") that currently operates elementary, middle and high schools, including SA Bed-Stuy 1, in New York City. SA Bed-Stuy 1 is a charter school that opened in the 2011-2012 school year, is currently serving students in grades kindergarten through four, and plans to expand to serve students in grades kindergarten through twelve. The school's charter was authorized in October 2010 by The State University of New York Trustees ("SUNY").

In a revised EIS posted on May 26, 2011, the DOE proposed the siting and co-location of SA Bed-Stuy 1's kindergarten through fourth grades at K033. The EIS also stated that the DOE would consider long-term options to accommodate the anticipated growth of SA Bed-Stuy 1. On June 27, 2011, the Panel for Educational Policy ("PEP") approved the siting and co-location of SA Bed-Stuy 1's kindergarten through fourth grades at K033.⁴

⁴ The details of the approved proposal concerning the co-location of grades kindergarten through four of SA Bed-Stuy 1 in K033 can be found on the DOE Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010->

Additionally, Foundations Academy is part of the School Renewal Program, which will result in the school becoming a community school. This proposal will not impact the school's participation in the School Renewal Program. If this proposal is approved by the PEP, the DOE will continue to work closely with the Foundations Academy community to ensure all students receive the individualized support they need.

According to the 2013-2014 Enrollment, Capacity, Utilization Report ("Blue Book"), K033 has a target capacity of 1,019 students.⁵ (The concept of "target capacity" is explained below in Section II.) During the 2014-2015 school year, K033 is serving approximately 683 students, yielding a utilization rate of approximately 67%. Consequently, K033 is currently "under-utilized," and has excess space to accommodate additional students.⁶ If this proposal is approved, in 2015-2016, when SA Bed-Stuy 1 expands to serve fifth grade students at K033, there will be approximately 690-860 students in the building served by all three schools and P368K@I033K, yielding a projected utilization rate of approximately 68%-84%, which demonstrates that there is sufficient space for all school organizations.

SA Bed-Stuy 1 will continue to use shared spaces with Urban Environment, Foundations Academy, and P368K@I033K. As set forth in the Building Utilization Plan ("BUP") that accompanies this proposal, there is sufficient space in the building to accommodate this expansion.

II. Proposed or Potential Use of Building

According to the Blue Book, K033 has a target capacity of 1,019 students. During the current 2014-2015 school year, SA Bed-Stuy 1, Urban Environment, Foundations Academy, and P368K@I033K are serving a combined total of approximately 683 students in K033, yielding a building utilization rate of 67%. If this proposal is approved, SA Bed-Stuy 1 will expand to serve fifth grade at K033 in 2015-2016, at which time K033 will serve an approximate total of 690-860 students, yielding a projected utilization rate of 68%-84%.

The current and proposed grade spans for all school organizations in building K033 over a six-year period are as follows:

DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
84K367	SA Bed-Stuy 1	K-4	K-5	K-5	K-5	K-5	K-5
14K330	Urban Environment	6-8	6-8	6-8	6-8	6-8	6-8
14K322	Foundations Academy	9-12	9-12	9-12	9-12	9-12	9-12
75K368	P368K@I033K	6-12	6-12	6-12	6-12	6-12	6-12

[2011/June2011Proposals](#). The Alternative Learning Center, or "ALC," referenced in that proposal, 88K988, has since been re-sited to Building K813 at 355 Park Place, Brooklyn, NY 11238.

⁵ All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book, the 2014-2015 Unaudited Register (as of October 31, 2014) and the charter headcount as of November 6, 2014. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf.

⁶ The most recent Under-Utilized Space Memorandum and List was updated on December 27, 2013 and can be accessed on the DOE's Web site on at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314_12272013_FINAL.pdf.

The chart below shows the projected enrollment and building utilization for building K033 if this proposal is approved:

DBN	School Name	2014-2015 Enrollment ⁷	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
84K367	SA Bed-Stuy 1	418	460 – 550	460 – 550	460 – 550	460 – 550	450 – 540
14K330	Urban Environment	57	45 – 75	45 – 75	45 – 75	45 – 75	45 – 75
14K322	Foundations Academy	118	100 – 140	100 – 140	100 – 140	100 – 140	100 – 140
75K368	P368K@I033K	90	85 – 95	85 – 95	85 – 95	85 – 95	85 – 95
Total Building Enrollment		683	690 - 860	690 - 860	690 - 860	690 - 860	680 - 850
Utilization		67%	68% - 84%	68% - 84%	68% - 84%	68% - 84%	67% - 83%

A building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacity" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goal classroom capacities (which are aspirational targets lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (*i.e.*, the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2013-2014. The DOE's projected utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for the 2014-2015 school year and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

If this proposal is approved, SA Bed-Stuy 1, Urban Environment, Foundations Academy, and P368K@I033K will each receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint ("Footprint").⁸ More details about space are available in the accompanying BUP.

⁷ From the 2014-2015 Unaudited Register (as of October 31, 2014) and the charter headcount as of November 6, 2014.

There are currently no other proposed uses or plans for building K033. However, the DOE continues to assess space across all under-utilized school buildings in District 14, including K033, in the context of SA Bed-Stuy 1's space request and overall district or borough planning needs. Any future significant changes to school utilization in K033 may be proposed in a future EIS and BUP, and be subject to separate approval by the PEP in accordance with Chancellor's Regulation A-190.

III. Impact of the Proposal on Students, Schools, and Community

A. Students

If approved, this proposal will enable fourth grade students enrolled at SA Bed-Stuy 1 who fulfill promotional requirements to articulate to fifth grade at SA Bed-Stuy 1 at K033, ensuring greater educational continuity for these students. If this proposal is approved, the DOE does not anticipate that SA Bed-Stuy 1's expansion to serve fifth grade at K033 will impact admissions, enrollment, or programming at Urban Environment, Foundations Academy, or P368K@I033K.

Impact on Current and Future Students at Urban Environment

Urban Environment is an existing district middle school currently located in K033, serving sixth through eighth grade students. If this proposal is approved, Urban Environment will continue to serve sixth through eighth grade students, and the DOE does not anticipate that the proposed expansion of SA Bed-Stuy 1 will impact admissions, enrollment, or instructional programming at the school.

Urban Environment currently enrolls students via a screened admissions method. The screened admissions method for Urban Environment involves reviewing applicants' attendance and punctuality, grades and test scores, and a student interview.

Urban Environment currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). The existing ICT and SC special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their individualized education programs ("IEP"). Current and future students with IEPs will continue to receive appropriate services at Urban Environment. Urban Environment has an English as a Second Language ("ESL") program for ELL students. Urban Environment's ELL students will also continue to receive mandated services.

Urban Environment currently offers the following extra-curricular activities and partnerships:⁹

- **Extra-curricular Clubs and Activities:** Community Service, Yearbook, Instrumental Music, Chess, Student Council, Girls and Boys Mentor Programs, Dance Team, Nail Club, Academic Tutoring
- **Special Programs:** Community Counseling & Mediation (CCM), Double Period English and Math, Field Trips/Travel, Resource Room for Parents and Students, Comp2Kids, Center for Arts

⁸ Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

⁹ Information about Urban Environment's admissions method, extra-curricular clubs and activities, and special programs is from the District 14 Middle School Directory, here: http://schools.nyc.gov/NR/rdonlyres/258CFC7F-B8CF-4988-9D18-9B4960917C4D/0/D14_1029.pdf, and from school-reported data as of November 24, 2014. For more information about Urban Environment, please visit the school's Web portal: <http://schools.nyc.gov/schoolportals/14/k330/default.htm>.

Education (CAE) and School Arts Support Initiative (SASI), Specialized High School Prep (Test, Monologue, Dance Auditions), Penny Harvest, Spirit Days, CHAMPS, Learning Partners Program, Creative Arts Team, Ithaca College Mentoring Partnership, CHILL

- **Sports:** Boys Basketball, Girls Basketball, Co-ed Handball, Archery, Dance, Rollerblade Hockey, Co-ed Flag Football, Co-ed Volleyball

The DOE does not anticipate that this proposal will impact the current extra-curricular activities or partnerships at Urban Environment. Urban Environment will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the proposed expansion of SA Bed-Stuy 1 may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students at Foundations Academy

Foundations Academy is an existing district high school located in K033, serving ninth through twelfth grade students. If the proposal to expand SA Bed-Stuy 1 is approved, Foundations Academy will continue to serve ninth through twelfth grade students. The DOE does not anticipate that the proposed expansion of SA Bed-Stuy 1 will impact admissions, enrollment, or instructional programming at the school.

Foundations Academy currently admits students through the Citywide High School Admissions Process using a limited unscreened admissions method.¹⁰ Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any of the High School Fairs. Additional information about the High School Admissions Process is detailed below.

Foundations Academy currently serves general education students and students requiring special education services, including ICT classes, SC special education classes, and SETSS. The existing ICT and SC classes and SETTS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with IEPs will continue to receive mandated services at Foundations Academy.

Foundations Academy also has an ESL program for its ELL students. ELL students at Foundations Academy will also continue to receive mandated services.

According to the 2014-2015 Directory of New York City Public High Schools and the school leadership at Foundations Academy, Foundations Academy currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹¹

¹⁰ The 2014-2015 High School Directory can be found here:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>

¹¹ Information about Foundation Academy's admissions method, extra-curricular clubs and activities, and special program is from the High School Directory and from school-reported data as of November 21, 2014. For more information about Foundations Academy, please visit the school's Web portal: <http://schools.nyc.gov/SchoolPortals/14/K322/default.htm>.

- **PSAL Sports¹² – Boys:** Basketball & Badminton
- **PSAL Sports – Girls:** Basketball
- **PSAL Sports – Co-ed:** Bowling, Golf, Outdoor Track
- **Extra-curricular Activities and Clubs:** Debate Team, Chess Club, Art Club, Mock Trial Team, Model UN, National Honor Society, School Newspaper, Student Government Association, Girls Who Code, Dance, Voice, Cheerleader Squad
- **Community-Based Partnerships:** NYU, Annenberg Foundation, Medgar Evers Pipeline

The DOE does not anticipate that the proposed expansion of SA Bed-Stuy 1 will impact Foundations Academy’s ability to continue to offer current programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the proposed expansion of SA Bed-Stuy 1 may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given schools are always subject to change. That is true for any City student as all school modify extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students at P368K@I033K

As previously stated, the District 75 (“D75”) program at K033, P368K@I033K, is a specialized program for students with emotional disturbances or autism in grades six through twelve. Students are placed in D75 programs based on their individual needs and recommended special education services.

The DOE anticipates that if this proposal is approved, there will be no impact on current students at P368K@I033K. Students may be served in this program throughout the course of their middle and high school education. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the articulating school. For more information regarding this application process please refer to the following Web site:
<http://schools.nyc.gov/Offices/District75/default.htm>.

P368K@I033K offers an after-school program called “Middle School After-School Initiative” on Wednesdays, Thursdays, and Fridays.¹³ The DOE does not anticipate that the proposed expansion of SA Bed-Stuy 1 will impact P368K@I033K’s ability to continue to offer current programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the proposed expansion of SA Bed-Stuy 1 may change the way P368K@I033K’s programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any

¹² PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

¹³ School-reported data as of November 22, 2014.

City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students of SA Bed-Stuy 1

SA Bed-Stuy 1 is an existing charter school that currently serves students in kindergarten through fourth grade at K033. If this proposal is approved, beginning in 2015-2016, SA Bed-Stuy 1 will begin to serve fifth grade in its current location. SA Bed-Stuy 1's current fourth-grade students will be able to attend grade five at SA Bed-Stuy 1 provided they meet promotional requirements. The DOE does not anticipate that this proposal will impact admissions, enrollment, or programming at SA Bed-Stuy 1.

SA Bed-Stuy 1 serves general education students and students requiring special education services. Current and future students with disabilities at SA Bed-Stuy 1 will continue to receive mandated services. SA Bed-Stuy 1 also serves ELL students, and its current and future ELL students will continue to receive the same academic program.

SA Bed-Stuy 1 currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that the proposed expansion of SA Bed-Stuy 1 will impact the school's ability to continue to offer current programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the proposed expansion of SA Bed-Stuy 1 may change the way those programs are configured as a result of greater demands on the available space during or after school hours.

Impact on Admissions of Future Elementary School Students in District 14

This proposal is not expected to impact the admissions process for SA Bed-Stuy 1 or district elementary schools in District 14. Non-charter district schools will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September; and
- b. Zoned students other than those in (a) above applying to the zoned school.

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;

- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students.

SA Bed-Stuy 1 will admit students via lottery for kindergarten through fourth grade. Applications are available on SA Bed-Stuy 1's Web site and are also available in hard copy.¹⁴ The deadline to submit an application for SA Bed-Stuy 1's lottery for the 2015-2016 school year will be no earlier than April 1, 2015. The date of Bed Stuy 1's lottery will be on or around April 15, 2015. SA Bed-Stuy 1 will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 14. SACS has advised that SA Bed-Stuy 1 has also applied for authorization to offer an enrollment preference for ELL students.

Impact on Admissions of Future Middle School Students in District 14

If this proposal is approved, students in District 14 will continue to have access to a broad range of middle school options, including the current admissions program at Urban Environment. As previously mentioned, this proposal is not expected to impact the admissions process at Urban Environment. Urban Environment currently admits students through the middle school application process using a screened admissions method.

Urban Environment's screened program, which has a focus on technology, admits students through the middle school application process, which is described below, and would continue to do so if this proposal is approved.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Resources/default.htm>. Please note that this directory is

¹⁴ SA Bed-Stuy 1's Web site can be found here: <http://successacademies.org/schools/bed-stuy-1/>

updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2015-2016 school year was on December 2, 2014. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a "new schools" application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Resources/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a D75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Impact on Admissions of Future High School Students in District 14

If this proposal is approved, students in District 14 will continue to have access to a broad range of high school options, including the current academic program at Foundations Academy. Foundations Academy will continue to admit students through the Citywide High School Admissions Process, described in further detail below. The school's admissions policies would not be impacted by this proposal.

In New York City, high school admission is a Citywide choice process, with students ranking up to twelve high school programs in order of preference on a single application. In addition to the twelve programs to which students may apply, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as audition for up to six studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2015-2016 school year, there are two application rounds in the High School Admissions Process:

Round One: All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March.

Round Two: All eligible eighth-grade and first-time ninth-grade students can apply to school programs with available seats in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice made on the application. In addition, any student who received an offer in Round One may reapply to programs with available seats in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. The available programs for Round Two include school programs with unfilled seats and new schools or programs that will open or be available the following September. Students will receive Round Two results in May.

High school applications were due on December 2, 2014. For more information about the High School Admissions Process, please visit: <http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The 2014-2015 Directory of New York City Public High Schools, which is available in print at DOE middle schools and Borough Enrollment Offices, or online on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high schools Citywide.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>

Impact on Admissions of Over-the-Counter ("OTC") Students

Urban Environment and Foundations Academy currently admit OTC students. This proposal is not expected to impact the placement of OTC students in building K033. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁵ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or

¹⁵ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

- Did not participate in the middle school admissions process for some other reason.

When a middle or high school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the middle school student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. A high school student visits a Borough Enrollment Office directly. In many districts, middle school students may simply report to their zoned middle school.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

High school screened programs (those that base admissions decisions on students' academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁶ international schools, and alternative programs are offered through referral.¹⁷ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Impact on Admissions of Future District 75 Students

The DOE anticipates that if this proposal is approved, there will be no impact on future District 75 students. Future D75 students will continue to enroll through the District 75 placement process, consistent with current practice. District 75 students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on the geographic location of their residence, the programs outlined in their IEPs, and seat availability. For more information regarding this application process please refer to the following Web site: <http://schools.nyc.gov/Offices/District75/default.htm>.

B. Schools

If this proposal is approved, SA Bed-Stuy 1 will serve fifth grade students in K033 beginning in the 2015-2016 school year. As described in the BUP that accompanies this proposal, there will be sufficient instructional and administrative space in K033 to accommodate Urban Environment, Foundations Academy, P368K@I033K, and SA Bed-Stuy 1.

¹⁶ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

¹⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline full-size equivalent ("FSE") classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in K033 for the expansion of SA Bed-Stuy 1. As in other situations where schools are co-located, the schools will continue to share large common and specialty rooms in the building, namely the cafeteria, gymnasium, dance studio, and auditorium. Specific decisions regarding the allocation of the shared spaces will continue to be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. Any unallocated space will continue to be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

C. Community

The proposed expansion of SA Bed-Stuy 1 will enable fourth grade students enrolled at SA Bed-Stuy 1 who fulfill promotional requirements to articulate to fifth grade at SA Bed-Stuy 1 at K033, ensuring greater educational continuity for these students. The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by New York State Education Department ("SED").

This proposal is not anticipated to have an impact on the broad range of options available to elementary, middle, or high school students in District 14.

Detailed information about charter schools is also published annually and is available in print or on the DOE’s Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K033, which is not functionally programmatically accessible.

IV. Enrollment, Admissions, and School Performance Information

Urban Environment

Admissions Data

Current Admissions	Grades 6-8: District 14 Middle School Choice Process Admissions Method: Academically Screened
Admissions if this Proposal is Approved	Grades 6-8: District 14 Middle School Choice Process Admissions Method: Academically Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Unaudited Register)	19	21	17	57
2015-2016 (projections)	15-25	15-25	15-25	45-75
2016-2017 (projections)	15-25	15-25	15-25	45-75
2017-2018 (projections)	15-25	15-25	15-25	45-75
2018-2019 (projections)	15-25	15-25	15-25	45-75
2019-2020 (projections)	15-25	15-25	15-25	45-75

Demographic Data¹⁸

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEPs	44%
Percentage of ELLs	11%
Percentage of Students Eligible for Free or Reduced Lunch	79%

School Performance Data

Urban Environment	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score ¹⁹	N/A ²⁰	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	7%	4%	0%
Math % Proficient (Levels 3 and 4)	10%	4%	3%
Other Key Performance Indicators			
Attendance Rate	88%	88%	84%
State Accountability Status	2014-2015 Focus ²¹		

Foundations Academy

Admissions Data

Current Admissions	Grades 9-12: Citywide High School Admissions Process Admissions Method: Limited Unscreened Admissions Method
Admissions if this Proposal is Approved	Grades 9-12: Citywide High School Admissions Process Admissions Method: Limited Unscreened Admissions Method

¹⁸ All figures are as a percentage of total students from the 2014-2015 Unaudited Register.

¹⁹ For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁰ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, Urban Environment did not have a Quality Review for the 2011-2012 and 2013-2014 school years.

²¹ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data

	Total Enrollment
2014-2015 (Unaudited Register)	118
2015-2016 (projections)	100-140
2016-2017 (projections)	100-140
2017-2018 (projections)	100-140
2018-2019 (projections)	100-140
2019-2020 (projections)	100-140

Demographic Data

Percentage of Students Receiving ICT or SC Services	19%
Percentage of Students with IEPs	29%
Percentage of ELLs	6%
Percentage of Students Eligible for Free or Reduced Lunch	73%

School Performance Data

Foundations Academy	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score	N/A ²²	N/A	D
Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	47%	48%	N/A ²³
4 Year Graduation Rate	26%	20%	20%
6 Year Graduation Rate	62%	60%	52%
% Graduating with a Regents Diploma	23%	17%	16%
Attendance Rate	82%	72%	72%
State Accountability Status	2014-2015 Priority		

²² Foundations Academy did not have a Quality Review for the 2011-2012 and 2012-2013 school years.

²³ Data not available for 2013-2014.

SA Bed-Stuy 1

Admissions Data

Current Admissions	Grades K-4: Charter lottery application
Admissions if this Proposal is Approved	Grades K-5: Charter lottery application

Enrollment Data²⁴

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Unaudited Register)	71	99	84	90	74	-	418
2015-2016 (projections)	75-90	75-90	85-100	75-90	75-90	75-90	460-550
2016-2017 (projections)	75-90	75-90	75-90	85-100	75-90	75-90	460-550
2017-2018 (projections)	75-90	75-90	75-90	75-90	85-100	75-90	460-550
2018-2019 (projections)	75-90	75-90	75-90	75-90	75-90	85-100	460-550
2019-2020 (projections)	75-90	75-90	75-90	75-90	75-90	75-90	450-540

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with IEPs	14%
Percentage of ELLs	3%
Percentage of Students Eligible for Free or Reduced Lunch	82%

²⁴ From charter headcount as of November 6, 2014.

²⁵ Demographic data for SA Bed-Stuy 1 are a percentage of total students from school-based reports as self-reported by the school.

School Performance Data

SA Bed-Stuy 1	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score ²⁶	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	81%
Math % Proficient (Levels 3 and 4)	N/A	N/A	98%
Other Key Performance Indicators			
Attendance Rate	N/A ²⁷	N/A	N/A
State Accountability Status	N/A		

P368K@I033K

Admissions Data

Current Admissions	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services
Admissions if this Proposal is Approved	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services

Enrollment Data

	Total Enrollment
2014-2015 (Unaudited Register)	90
2015-2016 (projections)	85-95
2016-2017 (projections)	85-95
2017-2018 (projections)	85-95
2018-2019 (projections)	85-95
2019-2020 (projections)	85-95

²⁶ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁷ Attendance rate for SA Bed-Stuy 1 is not available.

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	97%
Percentage of ELLs	8%
Percentage of Students Eligible for Free or Reduced Lunch	69%

Performance Data

There is no performance data for this D75 program.

V. Initial Impact on Budget and Cost of Instruction

The proposal is not expected to impact initial costs or allocations at Urban Environment, Foundations Academy, P368K@I033K, or SA Bed-Stuy 1.

Please refer to the FSF Guide²⁹ and FY15 School Allocation Memorandum³⁰ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at SA-Bed Stuy 1. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the SED and is based on a formula used for all traditional public school districts. The formula divides the district’s Approved Operating Expenditures by Total Allowable Pupil Units. Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

²⁸ Demographic data represents students in 75K368’s existing sites.

²⁹ The FSF Guide is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf

³⁰ The FY15 School Allocation Memorandum is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam21.pdf

VI. Effect on Personnel Needs, Administration, Transportation, and Other Support Services

A. Personnel Needs

The proposed expansion of SA Bed-Stuy 1 in building K033 is not expected to change the number of personnel positions assigned to Urban Environment, Foundations Academy or P368K@I033K, nor is it expected to significantly alter the duties of its current staff.

New administrative staff and non-pedagogical positions may be created at SA Bed-Stuy 1 over the course of the school's expansion. SA Bed-Stuy 1 may hire additional teachers when the new grade is added. The precise number of positions needed for the 2015-2016 school year (if any) would be determined once annual enrollment projections are released in the spring of 2015. Similarly, the number of new positions created to serve students in the new grade (if any) would be determined based on annual enrollment projections that become available as the school scales to serve those grades.

B. Administration

No change in school supervisory or administrator positions at Urban Environment, Foundations Academy, or P368K@I033K is expected as a result of this proposal.

SA Bed-Stuy 1 may hire school supervisors and/or administrator personnel on an as-needed basis as the school expands to serve grades kindergarten through five.

C. Transportation

Transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the transportation services for Urban Environment, Foundations Academy, P368K@I033K, or SA Bed-Stuy 1.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided as consistent with Citywide policy.

VII. Building Information

Building		K033
Type of Building		MIDDLE
Year Built		1957
Overall Building Condition and Assessment Survey Rating		2.64
2013-2014 Target Building Utilization		67%
2013-2014 Target Building Capacity		1,019
FY 2014 Maintenance Costs	Labor	\$27,043
	Materials	\$40,141
	Maintenance, repair, and service contracts	\$69,982
	Custodial operations costs— Materials	\$10,481
	Custodial operations costs— Custodial Allocation	\$309,340
FY 2014 Energy Costs	Electric	\$149,989
	Gas	\$2,898
	Steam	n/a
	Oil	\$153,081
Projects completed during the current or prior school year		CTF Toilet Renovations, Kitchen Flooring, High Efficiency Lighting System
Projects proposed in the capital plan		Science Lab Upgrades
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Nurse's Office, Science Lab