



TO: P-12 Education Committee

FROM: Angelique Johnson-Dingle *Angelique Johnson-Dingle*

SUBJECT: Renewal Recommendations for Charter Schools Authorized by the Board of Regents

DATE: May 4, 2023

AUTHORIZATION(S): *Bellefleur*

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act)?

- **Charter School of Educational Excellence** (Five-year renewal and revisions to approve its vision statement, amend its mission, and amend its Key Design Elements)
- **Genesee Community Charter School** (Four-year renewal and revision to amend its organizational chart to reflect significant changes beginning in the 2023-2024 school year)
- **New American Academy Charter School (The)** (Two-year renewal and amend the school's mission)
- **South Bronx Early College Academy Charter School** (Four-year renewal)
- **Unity Preparatory Charter School of Brooklyn** (Four-year renewal and amend its Key Design Elements)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will come before the P-12 Education Committee and for recommendation to the Full Board for action at the May 2023 meeting.

Procedural History

The New York State Education Department (NYSED or the Department) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR §119.7.

Background Information

The Board of Regents and the Department are bound by law, regulation, and Regents-endorsed policies regarding the criteria that can be considered in decision-making pertaining to the authorization of new charter schools, charter school renewals, and charter school revisions. Detailed information on these laws, regulations, and Regents-endorsed policies can be found in the Appendix.

Related Regents Items

November 2012: [Board of Regents Charter School Renewal Policy](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf>)

Charter School of Educational Excellence

January 2004: [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca2.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca2.htm>)

July 2007: [Enrollment Reduction, and Grade-Level Expansion Revisions](https://www.regents.nysed.gov/meetings/2007/2007-07-45)
(<https://www.regents.nysed.gov/meetings/2007/2007-07-45>)

February 2008: [Enrollment Expansion Revision](https://www.regents.nysed.gov/meetings/2008/2008-02-0)
(<https://www.regents.nysed.gov/meetings/2008/2008-02-0>)

January 2009: [First Renewal](https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca1.htm)
(<https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca1.htm>)

May 2010: [Enrollment and Grade-Level Expansion Revision](https://www.regents.nysed.gov/meetings/2010Meetings/May2010/0510emsca9.htm)
(<https://www.regents.nysed.gov/meetings/2010Meetings/May2010/0510emsca9.htm>)

February 2013: [Second Renewal](https://www.regents.nysed.gov/common/regents/files/213p12a1%5B1%5D.pdf)
(<https://www.regents.nysed.gov/common/regents/files/213p12a1%5B1%5D.pdf>)

January 2018: [Third Renewal](https://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf>)

January 2018: [Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/118p12a1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/118p12a1.pdf>)

June 2018: [Regional School Transition, and Enrollment and Grade-Level Expansion Revisions](https://www.regents.nysed.gov/common/regents/files/618p12a1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/618p12a1.pdf>)

Genesee Community Charter School

November 2000: Initial Charter
(Not available on the NYSED website.)

March 2004: [Grade-Level Expansion Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/March2004/0304emscvesida2.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/March2004/0304emscvesida2.htm>)

January 2005: [First Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/January2005/0105emscvesida3.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/January2005/0105emscvesida3.htm>)

December 2006: [Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesidca1.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesidca1.htm>)

December 2009: [Second Renewal](https://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca10.htm)
(<https://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca10.htm>)

May 2015: [Third Renewal](https://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515p12a2.pdf)
(<https://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515p12a2.pdf>)

May 2020: [Fourth Renewal](https://www.regents.nysed.gov/common/regents/files/520bra7-REVISED.pdf)
(<https://www.regents.nysed.gov/common/regents/files/520bra7-REVISED.pdf>)

New American Academy Charter School (The)

November 2012: [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>)

February 2018: [First Renewal](https://www.regents.nysed.gov/common/regents/files/218p12a1revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/218p12a1revised.pdf>)

March 2020: [Second Renewal](https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf>)

South Bronx Early College Academy Charter School

December 2013: [Initial Charter](https://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf)
(<https://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf>)

February 2020: [First Renewal with Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/220p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/220p12a3.pdf>)

April 2022: [Organizational Structure Revision](https://www.regents.nysed.gov/common/regents/files/422p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/422p12a3.pdf>)

Unity Preparatory Charter School of Brooklyn

November: 2012 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>)

March 2018: [First Renewal with Enrollment and Grade-Level Expansion Revision](https://www.regents.nysed.gov/common/regents/files/318p12a5.pdf)
(<https://www.regents.nysed.gov/common/regents/files/318p12a5.pdf>)

April 2019: [Enrollment Reduction Revision](https://www.regents.nysed.gov/common/regents/files/419p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/419p12a3.pdf>)

Recommendation

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

VOTED: That the Board of Regents finds that **Charter School of Educational Excellence**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Charter School of Educational Excellence** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2028**.

VOTED: That the Board of Regents finds that **Genesee Community Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the

ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Genesee Community Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **New American Academy Charter School (The)**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **New American Academy Charter School (The)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that **South Bronx Early College Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **South Bronx Early College Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **Unity Preparatory Charter School of Brooklyn** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Unity Preparatory Charter School of Brooklyn** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

Timetable for Implementation

The Regents action for the above-named charter schools will become effective immediately.

Charter School of Educational Excellence (CSEE)

Table 1: Charter School Summary

Name of Charter School	Charter School of Educational Excellence
Board Chair	Eduardo LaGuerre
District of Location	Yonkers Public Schools ¹
Initial Commencement of Instruction	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial Charter Term: July 1, 2005 - June 30, 2010 • First Renewal: Short Term July 1, 2010 - June 30, 2013 • Second Renewal: Full Term July 1, 2013 - June 30, 2018 • Third Renewal: Full Term July 1, 2018 - June 30, 2023
Facilities	<ul style="list-style-type: none"> • (K- Grade 7) 260 Warburton Ave, Yonkers, NY 10701 – Private Space • (Grades 8-12) 220 Warburton Ave, Yonkers, NY 10701 – Private Space
Innovative and Noteworthy Programs	The Charter School of Educational Excellence provides comprehensive college and career readiness programming and supports. In addition to individualized college counseling that includes numerous campus visits, on-site fairs with college and university representatives, and assistance completing financial aid paperwork and applications, CSEE also offers vocational pathways in culinary arts and automotive repair in partnership with Mercy College and local community-based organizations. Approximately 30 percent of the school’s high school students partake in a technical course sequence that can culminate in certification or matriculation into a college program. The school will pursue New York State Career and Technical Education (CTE) program approval next year after the school graduates its first high school class.
Recommended Material Revisions	<ul style="list-style-type: none"> • Amend its Vision to read: “Our vision is to preserve a school that has high expectations for everyone. CSEE is committed to an active and sustainable learning environment that is individualized to each student and provides enrichment opportunities to all, with ongoing measurements of student progress. CSEE is committed to a supportive partnership, inclusive of all school community members, families, partners in education, and alumni. Every student will develop critical thinking skills, with a healthy mindset, to be career focused, a life-long learner, and a future leader. CSEE is committed to providing a welcoming and safe environment for a diverse population.” • Amend its Mission from “The Mission of the Charter School of Educational Excellence (“CSEE”) is to produce students who meet or exceed all New York State learning standards. CSEE will do this by

¹ Three percent of all students residing in this district attend charter schools.

	<p>creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ a standards-based and research-proven curriculum, implement best educational practices, use a variety of assessments to measure ongoing student progress in skills and content learning and support teachers with professional development opportunities that are aligned with the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. The Charter School for Educational Excellence will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community." "The Charter School of Educational Excellence mission is that EVERYONE belongs, EVERYONE learns, EVERYONE has a purpose, and EVERYONE succeeds."</p> <ul style="list-style-type: none"> Amend its Key Design Elements to provide flexibility regarding the school's extended schedule beginning in the 2023–2024 school year.
Link to Charter School Renewal Report	https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-csee.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	K - Grade 8	K - Grade 9	K - Grade 10	K - Grade 11	K - Grade 12
Total Approved Enrollment	729	829	929	1029	1129

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Recommended Enrollment	1129	1129	1129	1129	1129

Rationale for Renewal and Revisions Recommendation

Based on the Board of Regents Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term (and revisions) described above in the **Issue for Decision** section.

Renewal:

During the current charter term, the school has compiled a record of Meeting Benchmark 1, and at the time of the renewal analysis is Approaching Benchmarks 9 and 10 and has met the other seven performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

At the start of its current charter term, CSEE posted strong academic outcomes, meeting targets at the school and subgroup level in English language arts (ELA), math, and science. In 2018–2019 (the first year of the charter term) the school outperformed Yonkers Public Schools, the school's district of location by wide margins for all students and each subgroup, and outperformed New York State as well. The school continued to outperform both its district of location and New York State on the 2021–2022 New York State Testing Program (NYSTP) 3-8 Assessments for all students and each subgroup.

Material Revisions:

The requested revision(s) will have no bearing on the number of students being served by this charter school, which will not change, nor will the revision impact the number of charters available for issuance in New York City or the State.

Approving these revision requests is likely to improve student learning and achievement because the revised mission and vision are more succinct and understandable, and the revision to the school's schedule will address staff concerns about the length of the school day compared to other districts while allowing the school to reduce the number of staff members lost from year to year due to dissatisfaction regarding the schedule.

Performance Framework Ratings:

At the time of the renewal site visit, the school was rated on each of the ten NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

2015 Charter School Performance Framework Benchmark Ratings²
Charter School of Educational Excellence

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support student’s social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

² Charter schools authorized or renewed beginning in the 2019–2020 school year use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

- During the school’s current charter term, the NYSED Charter School Office (CSO) conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Check-In
 - Year 3: Mid-Term
 - Year 4: Check-In
 - Year 5: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with the school’s liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: In March 2019, the CSO issued a Notice of Concern as the school had failed to enroll a comparable number of students with disabilities when compared to the district of location.
 - Year 2: In October 2019, the CSO issued a Notice of Deficiency and required a Corrective Action Plan (CAP) to address the improper enrollment of students, update the school’s enrollment policy, and provide documentation to the CSO regarding student enrollment.
 - Year 3: In the 2020–2021 school year, the CSO determined that the school’s initial lottery selections based on the April 2019 lottery for the 2020–2021 school year again failed to follow the approved enrollment methodology because the school failed to prioritize siblings when utilizing the 50-50 enrollment methodology. The school was directed to revise its lottery selections and to accept all siblings, and it did so.
 - Year 4: N/A
 - Year 5: N/A

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

B1: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent as a Meets. Some results used to achieve this rating can include proficiency on the NYSTP 3-8 Assessments, overall growth/trending rising, graduation rate, On-Track to Graduate, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

B2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Organizational Soundness

B4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

B5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Faithfulness to the Charter and Law

B8: The mission of the Charter School of Educational Excellence is to produce students who meet or exceed all New York State learning standards. CSEE will do this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ a standard-based and research-proven curriculum, implement best educational practices, use a variety of assessments to measure ongoing student progress in skills and content learning and support teachers with professional development activities that are aligned with the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. The Charter School of Educational Excellence will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community.

The Key Design Elements are (1) Extended day of eight hours; (2) Extended blocks of time for basic subjects; (3) Using teaching assistants throughout the building; (4) Standards-driven curriculum and instruction; and (5) Fostering learning experiences through meaningful interactions with the arts.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B9: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark declined from Meets to Approaches, due to the school's ongoing difficulty enrolling SWDs at a percentage comparable to its district of location.

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- CSEE's renewal application outlines its extensive recruitment strategies and program services to attract and retain SWDs, ELLs, and students who are eligible for free and reduced-price lunch. These include:

- The school allocates funding to be included in the *Special Education Directory Listing* of the Westchester Family Magazine, which serves a very large number of families in Westchester and the Bronx.
- The director of government, parents, and external relations leads CSEE's enrollment initiatives between November and April of each year. Recruitment continues after April as students are added to the waitlist. The director is bi-lingual and delivers presentations in both English and Spanish to community organizations, groups, and businesses.
- Specific outreach for each of the special populations includes:
 - ✓ **Economically Disadvantaged:**
 - Presentations and applications are distributed at all local churches and community organizations serving our community and students, which are designated as economically disadvantaged, as per the most recent census.
 - Applications are also delivered to the YWCA, YMCA, affordable housing locations, public libraries, supermarkets, and bodegas.
 - Advertisements are posted to Black Westchester Magazine
 - Presentations are made at the Dominican Cultural Association.
 - Attendance at community functions, including Community Cleanup fairs, parades, school fairs, street fairs, and National Night Out, in order to meet and speak with potential ED parents.
 - ✓ **English Language Learners:**
 - Half-page advertisement in Westchester Hispano newspaper.
 - Recruitment flyers printed and distributed in Spanish.
 - Flyers and applications (both in Spanish) delivered to the Hispanic and Mexican Chamber of Commerce, restaurants (e.g., Tacos Poblanos), churches (e.g., Iglesia Pentecostal), and YWCA and YMCA (65% of YMCA's membership is Hispanic) that potential ELL students frequent.
 - Presentations at Latino community events, including the Mexican Chamber of Commerce.
 - ✓ **Students with Disabilities:**
 - To target SWD recruitment and promote retention, CSEE works closely with Andrus in Yonkers. Andrus, a child advocacy non-profit, provides on-site support to CSEE students, as well as consultations directly at the school.
 - Collaborate with Greyston Learning Center to determine ways that students with disabilities can be identified as early as possible.
 - Monthly meetings with the Yonkers Public Libraries resource teacher connect the school with potential SWD families.
 - Special Education Directory listing in the Westchester Magazine serves a very large number of families in Westchester and the Bronx.

During its focus group, school leaders provided additional context for the latter group, citing difficulties tracking this subgroup without the requirement for families to complete documentation to receive free or reduced-priced school meals. CSEE continues to struggle to enroll SWDs, due at least in part to the limited settings (resource room and counseling) currently available at the school. During on-site focus group interviews with leaders and teachers, participants shared that each year, a significant number of students receive intervention services through the school's established process and are evaluated for special education services but end up going back to the district for services if classified for more restrictive settings. CSEE leaders and board members expressed interest in the possibility of offering co-taught or self-contained

classrooms to accommodate and retain more SWD, but these are financially impractical at the current time.

B10: Over this charter term, the trajectory for this benchmark has been consistent as an Approach due to CSEE not consistently seeking permission for all revisions prior to acting upon them, not adhering to its enrollment policy, having uncategorized, uncertified teachers, not posting all required documents on the school's website, and having employees working without fingerprint clearances.

Summary of Public Comment

The required public hearing was held by the Yonkers City School District on October 13, 2022. Approximately 25 people attended, and two spoke. No one was in favor of the renewal and revisions. Two were opposed.

The school provided evidence of community support for this renewal (and revision) recommendation through the following. For all charter school revisions, the school was required to conduct extensive community engagement prior to submitting the revision request. In this case, the school surveyed parents, students, and staff in order to obtain meaningful feedback, had discussions with faculty and staff, and discussed proposed changes with parents, families, and stakeholders via its monthly board meetings, Parent-Teacher Organization meetings, and other scheduled community forum sessions.

Genesee Community Charter School

Table 1: Charter School Summary

Name of Charter School	Genesee Community Charter School
Board Chair	Michele Hannagan
District of Location	Rochester City School District ³
Initial Commencement of Instruction	Fall 2001
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter: November 10, 2000 - November 9, 2005 • First Renewal: November 10, 2005 - June 30, 2010 • Second Renewal: July 1, 2010 - June 30, 2015 • Third Renewal: July 1, 2015 - June 30, 2020 • Fourth Renewal: July 1, 2020 - June 30, 2023
Facilities	657 East Avenue, Rochester, New York 14607 – Private Space
Innovative and Noteworthy Programs	Genesee Community Charter School (GCCS) is in its twenty-third year of operation. The school is a member of the Expeditionary Learning (EL) network; it is one of 19 mentor schools among the 150 schools in the network. The school utilizes a unique curriculum that exposes students to Rochester’s history using interdisciplinary learning expeditions.
Recommended Material Revisions	Amend its organizational chart, to reflect significant changes beginning in the 2023-2024 school year.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/final-ren-sv-rpt-to-gccs.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023
Grade Configuration	K - Grade 6	K - Grade 6	K - Grade 6
Total Approved Enrollment	225	225	225

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027
Grade Configuration	K - Grade 6	K - Grade 6	K - Grade 6	K - Grade 6
Total Recommended Enrollment	225	225	225	225

³ Twenty-three percent of all students residing in this district attend charter schools.

Rationale for Renewal and Revision Recommendation

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section.

Renewal:

During the current charter term, the school has compiled a record of Meeting Benchmarks 1 - 8, and at the time of the renewal analysis is Approaching Benchmarks 9 and 10 in the 2019 Performance Framework.

As evidenced by the 2021-2022 NYSTP 3-8 Assessment results, GCCS students outpace Rochester City School District (RCSD) in math and English language arts (ELA). GCCS students performed +43 percentage points higher in ELA and +30 percentage points higher in math.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revision:

The requested revisions will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because the director of curriculum and instruction's role is clarified and expanded to give this individual supervisory management of the entire academic program, ensuring coordination of content and delivery to the benefit of all students. Approving this revision request is likely to improve student learning and achievement because curricular and instructional responsibilities are reorganized in a manner conducive to enabling expanded learning opportunities.

Performance Framework Ratings:

At the time of the renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

2019 Charter School Performance Framework Benchmark Ratings⁴
Genesee Community Charter School

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has a rigorous and coherent curriculum and assessments that are aligned with New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

⁴ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Mid-Term
 - Year 3: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated:
 - In the previous charter term, in February of 2019, the CSO issued GCCS a Notice of Deficiency for under-enrollment of ELLs and Economically Disadvantage students.
 - Year 1: In April 2020, the CSO issued GCCS a Notice of Deficiency regarding the enrollment of SWDs. GCCS created a CAP for the 2020-2021 academic year to address these concerns. In April 2021, the school implemented a weighted lottery for ELLs.
 - Year 2: The school remains below the district of location with its SWD, ELL, and ED subgroup enrollment. The school has made concerted good-faith efforts over the last several years to enhance and expand its student recruitment strategies. For example, at the time of the mid-term site visit, the school had conducted an analysis of the effectiveness of various recruitment strategies and subsequently discarded some as not being effective and added or enhanced others. Putting resources to work included hiring a full-time director of family and community engagement, making special education and ENL supervisory staff positions full-time, and doubling the number of staff members of color. Community outreach, with the support of the director of family and community engagement, was expanded to reach additional agencies, particularly those which focused on refugees and immigrants.
 - Year 3: The content of the notices remains in place until updated enrollment is available for review.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

B1: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent as a Meets. The school has consistently outscored the district of location, the Rochester City School District, on the NYSTP 3-8 Assessments in both ELA and math for all students and, with very few exceptions, New York State. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

B2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Organizational Soundness

B4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

B5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Faithfulness to the Charter and Law

B8: The mission of the Genesee Community Charter School is: *The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally-connected program immerses our diverse population of children in investigation and discovery, extensively using the cultural and natural resources of our community. Using the EL Education (formerly Expeditionary Learning) design, we nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers.*

The Key Design Elements are (1) EL Education (formerly Expeditionary Learning) and Learning Expeditions; (2) GCCS Curriculum Framework; (3) Diverse Student Population; (4) Arts Integration; (5) Field Work and Guest Experts; (6) Final Products; (7) Responsive Classroom and Character Development; (8) Reflection; (9) Parent and Family Involvement; and (10) Rochester Museum and Science Center.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B9: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach due to its lack of sufficient enrollment of its sub-groups as compared to its district of location.

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Signing an agreement with E3Rochester to participate in the Common Charter Enrollment Application and Lottery process;
- Adding a weighted lottery for ELLs to the admissions process;

- Hiring a dedicated director of family and community engagement to oversee student and staff recruitment and retention efforts;
- With consultant support, conducting a Strengths, Weaknesses, Opportunities, and threats (SWAT) analysis to identify the community's perceptions of the school;
- Partnering with refugee centers and offering bilingual materials to families there;
- Offering virtual and in-person information sessions and school visits on weekends and evenings;
- Advertising on radio and in print media and escalating virtual advertising on Facebook;
- Collaborating with Rochester International Academy (RCSD) to recruit immigrant students;
- Recruiting at pre-K fairs;
- Participating in community events and partnering with local establishments to increase visibility; and
- Posting regular updates to the school's website.

B10: Over this charter term, the trajectory for this benchmark has been consistent as an Approach due to compliance issues that carried over into this charter term with regard to non-voting board members, financial support of another charter school, nominating committee actions, and by-law revisions.

Summary of Public Comment

The required public hearing was held by the Rochester City School District on October 11, 2022. Twenty-five people attended, and no one spoke. No one was in favor of the renewal and revisions. No one was opposed.

New American Academy Charter School (The)

Table 1: Charter School Summary

Name of Charter School	New American Academy Charter School (The)
Board Chair	Varleton McDonald
District of Location	NYC CSD 18 ⁵
Initial Commencement of Instruction	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: September 3, 2013 – June 30, 2018 • First Renewal: July 1, 2018 - June 30, 2020 • Second Renewal: July 1, 2020 - June 30, 2023
Facilities	9301 Ave B, Brooklyn, NY 11236 - Public Space
Innovative and Noteworthy Programs	The New American Academy Charter School has, beginning in the 2022-2023 school year, implemented several changes to its academic program in response to academic performance data, trends, and survey results. The newly structured organizational team, composed of staff members that have stepped up the career ladder, prioritizes frequent observation and feedback cycles while recognizing the young teaching staff has the growth mindset to excel as teachers with the right support. With the new curriculum and structures in place, the school shares enthusiasm for a true reset following two years of disruption due to the COVID-19 pandemic.
Recommended Material Revisions	Amend its mission from “The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher teams, mastery-based career ladder, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college, and their future lives.”, “The New American Academy Charter School builds strong relationships and creates an engaging community of lifelong learners” beginning in the 2023-2024 school year.
Link to Charter School Renewal Report	https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-tnaacs.pdf

⁵ Thirty-two percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5
Total Approved Enrollment	370	370	370

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025
Grade Configuration	K - Grade 5	K - Grade 5
Total Recommended Enrollment	370	370

Rationale for Renewal and Revision Recommendation

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revisions described above in the **Issue for Decision** section.

Renewal:

During the current charter term, the school has compiled a record of Approaching Benchmark 1, and at the time of the renewal, analysis is Approaching Benchmarks 6, 8, and 9, and has met the other six performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

The school has had a consistent trajectory of Approaches for benchmark 1 due to underperformance on the NYSTP 3-8 Assessments and is currently, 2021-2022, -3 percentage points below the district of location, NYC CSD 18, for ELA and -17 for math. When compared to the overall NYS proficiency rates, the school is currently, 2021-2022, -5 percentage points below for ELA and -20 below for math. As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED believes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revision:

The requested revision will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement because the revised mission will more accurately reflect the school model and key design, including the school’s emphasis on building and maintaining strong relationships with all stakeholders, and creating a community of lifelong learners.

Performance Framework Ratings:

At the time of the renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2019 Charter School Performance Framework Benchmark Ratings⁶
New American Academy Charter School (The)**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has a rigorous and coherent curriculum and assessments that are aligned with New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets

⁶ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

2019 Performance Benchmark		Level
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets

Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Mid-Term
 - Year 2: Check-In
 - Year 3: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: N/A
 - Year 2: N/A
 - Year 3: N/A

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

B1: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the school underperforming on the NYSTP 3-8 Assessments when compared to the district of location and NYS. Some results used to achieve this rating can include proficiency on the NYSTP 3-8 Assessments, and overall growth/trending rising. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

B2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school implements a standards-aligned curriculum and utilizes multi-year looping cycles. Each loop is supported by a director of teaching and learning whose role is to observe classrooms, provide teachers with ongoing support, model lesson, co-teach and deliver feedback. The curriculum is differentiated for the purpose of providing opportunities for all students to master grade-level skills and concepts. The primary form of differentiation is small, targeted skills-based groups. The school delivers Special

Education Teacher Support Services and an integrated co-teaching (ICT) model with push-in and pull-out services.

B3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The new parent coordinator works to build relationships with the families of all students. The school staff continues to have processes and procedures in place to encourage positive behaviors. The Student Support Team works with families to improve student attendance, is trained in de-escalation practices and crisis intervention; and meets on a weekly to discuss issues and modify lessons accordingly. The implementation of social-emotional learning, student engagement, and a low staff-to-student ratio were evident during classroom observations.

Key Performance Area: Organizational Soundness

B4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as it Meets, due to the record of composite scores indicating good financial health. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

B5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

B6: Over this charter term, the trajectory for this benchmark has been consistent as an Approaches, due to the board's need to add members with identified legal and financial expertise, identify a board treasurer, set board goals, and be able to clearly describe how it works to ensure that the school is meeting the standards of the NYSED Charter School Performance Framework. With the use of a survey, the board continues to evaluate its effectiveness across five areas. The board continues to ensure that the mission is sustainable and woven throughout all school components to transfer into success and desired outcomes.

B7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets due to having defined roles for leadership team members; scheduled opportunities for ongoing collaboration, and systems to ensure communication across the school.

Key Performance Area: Faithfulness to the Charter and Law

B8: The mission is: The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher-teams, mastery-based career ladder, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college, and their future lives.

The Key Design Elements are (1) Four Person Teaching Team; (2) Looping Cycles; (3) Mastery-based Career Ladder; (4) Multi-dimensional Teacher Evaluation System; (5) Lower Teacher/Student Ratio; (6) Embedded Master Teacher; (7) Five Week Summer Training Program; and (8) Six-Step Hiring Process.

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to the lack of full implementation of all key design elements, including the four-person teaching team, lower student/teacher ratio, embedded master teacher, and a five-week summer training program.

B9: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach due to the school not serving at least 85% of its maximum authorized enrollment in the past two years.

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- a. The renewal application describes recruitment strategies that Education Leadership Team and board members states are slowly working on to increase enrollment. These include but are not limited to:
 - establishment of a “street team” to share flyers throughout the community and connect with residents;
 - attendance at community events;
 - formation of an outreach committee;
 - relationship building with community-based organizations.
 - Efforts to target special populations of students include:
 - ✓ staffing native speakers (Spanish and Creole);
 - ✓ printing applications in multiple languages; providing translators at open house events;
 - ✓ connecting potential families with the director of special education;
 - ✓ highlighting special education programming during information sessions;
 - ✓ establishing an early arrival program to support working parents/guardians; and
 - ✓ subsidizing afterschool tuition fees; etc.

B10: Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to the school addressing the teacher certification issue and by formalizing changes by requesting some revisions as part of its renewal application.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 24, 2022. Thirty-three people attended, and ten-spoke. Ten were in favor of the renewal and revisions. No one was opposed.

The school provided evidence of community support for this renewal and revision recommendation through the following:

- a. Board member letter of support
- b. 10 Parent letters of support

South Bronx Early College Academy Charter School

Table 1: Charter School Summary

Name of Charter School	South Bronx Early College Academy Charter School
Board Chair	Davon Russell
District of Location	NYC CSD 8 ⁷
Initial Commencement of Instruction	Fall 2015
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 31, 2015 - June 30, 2020 • First Renewal: July 1, 2020 - June 30, 2023
Facilities	766 Westchester Avenue, Bronx - Private Space
Innovative and Noteworthy Programs	South Bronx Early College Academy (SBECA) experienced a leadership change at the start of the 2022-2023 school year. Accompanying the change in leadership have been adjustments to the master schedule and student support structures, allowing for more effective communication among staff. There has been increased attention to instructional coaching and the use of individualized learning plans as well as an alteration of the philosophy behind and execution of the Advisory program. Since its founding, the school has benefitted from its partnership with the Women’s Housing and Economic Development Corporation (WHEDco), which provides extensive counseling and social-emotional support to the community.
Recommended Material Revisions	None
Link to Charter School Renewal Report	https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-sbeca.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	330	330	330

⁷ Twenty-three percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Recommended Enrollment	330	330	330	330

Rationale for Renewal Recommendation

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section.

Renewal:

During the current charter term, the school has compiled a record of Approaching Benchmark 1, and at the time of the renewal analysis is Meeting Benchmark 9 and has met the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

SBECA's student outcomes in 2021-2022 exceeded those for NYC CSD 8 on the NYSTP 3-8 Assessments for math and science, but not in Grades 6-8 ELA. When looking at grade-level academic proficiency, eighth-grade students in all student population groups outperformed the district of location in 2021-2022 ELA, math, and science assessments. Of particular note is the eighth grade ELL subgroup's performance on ELA, math, and science middle school assessments. In both 2018-2019 and 2021-2022, ELLs at SBeca outperformed both the district of location and state for all three assessments, ranging from +6 percentage points above ELLs across NYS in ELA in 2018-2019 to +51 percentage points above the same population in math during the same year. ELL performance on the Algebra I and Living Environment Regents exams in 2021-2022 exceeded those of ELLs across NYS. However, for other student population groups last year, SBeca's differentials to NYS on the same two Regents exams were negative, ranging from -19 percentage points for students with disabilities (SWDs) in Algebra I to -32 percentage points for all students in Algebra I.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Performance Framework Ratings:

At the time of the renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the

entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

2019 Charter School Performance Framework Benchmark Ratings⁸
South Bronx Early College Academy Charter School

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has a rigorous and coherent curriculum and assessments that are aligned with New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

⁸ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Midterm
 - Year 2: Check-In
 - Year 3: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: N/A
 - Year 2: N/A
 - Year 3: N/A

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

B1: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark remained at Approaches due to the school’s consistent underperformance to their district of location and NYS on the NYSTP 3-8 Assessments in ELA. Some results used to achieve this rating can include proficiency on the NYSTP 3-8 Assessments, overall growth/trending rising, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal Recommendation” section.

B2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has developed effective systems around teaching and learning and continues to improve its use of data to inform individualized instruction and evaluate the academic program. The school maintains dedicated staff who are trained to provide comprehensive student supports through intervention and enrichment.

B3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. SBECA has a clear approach to student behavior management and uses multiple forms of communication with families to inform them of their child’s progress. Social-emotional wellness is a point of pride for the school and its community partner organization.

Key Performance Area: Organizational Soundness

B4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has improved. The school received a rating of Approaches for Benchmark 4 in its midterm site visit report. At that point, the school had school incurred a significant lease liability, a non-cash expense,

during the year ending June 30, 2020, which impacted its composite score; the school was otherwise inadequate financial condition. Based on the school's composite scores for the four years prior and two years since 2019-2020, the school has otherwise maintained good financial health. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

B5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has maintained a Meets.

B6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Board members demonstrate significant commitment, skills, and expertise to meet the needs of the school while engaging in appropriate and consistent oversight of the school's performance and management.

Key Performance Area: Faithfulness to the Charter and Law

B8: The mission of the South Bronx Early College Academy Charter School is South Bronx Early College Academy Charter School will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum. The Early College Academy will establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. Students will graduate from the Early College Academy prepared for success in college and for active and thoughtful citizenship.

The Key Design Elements are (1) Small school culture and extended day/year; (2) Differentiated and personalized instruction; (3) Use of research-based, standards-aligned curricula and instructional strategies; (4) Comprehensive advisory and classroom support; (5) Comprehensive college preparation and opportunities for early college; and (5) Parent and family support.

Over this charter term, the trajectory for this benchmark has improved from an Approach to a Meets. Recognizing the efforts surrounding instructional coaching, extended school day/school year programming, and changes in the design, flow of communication, and opportunities for increased partnership between and among staff has led to this increased rating.

B9: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has improved from an Approach to a Meets. It was an Approach due to its ELL enrollment numbers and its lack of a systematic approach for evaluating recruitment and outreach strategies. At the time of this renewal, the school continues to maintain comparable enrollment and retention numbers for its SWD and ED student populations when compared to its district of location, while also significantly increasing its enrollment and retention of ELLs. Additionally, SBeca has consistently maintained sufficient overall enrollment.

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- (9) The school has implemented extensive recruitment strategies and program services to attract and retain students from each of the three subgroup populations. During this charter term, the school has developed strategies to increase its ELL population. According to the renewal application, strategies implemented to increase ELL enrollment include:
- a. Expanding the school’s capacity to provide translations to languages other than Spanish (particularly in French and Twi);
 - b. Utilizing bilingual staff in student recruitment efforts; and
 - c. Hosting recruitment and outreach events targeted toward immigrant populations by partnering with faith- and community-based organizations.

Participants in the board focus group stated that the school is spending more money on recruitment and that its partnership with Scola, a student recruiting firm, “has been instrumental.” The renewal application and focus group members note that parents recommending this school to other parents is their primary recruitment tool. When discussing student recruitment and retention, participants across focus groups spoke of the importance of the school’s individualized instruction, advisory program, ICT model, afterschool programming, cohort structure, and the multitude of social, emotional, and physical health supports that the school provides in partnership with WHEDco. One member of the leadership focus group noted, “It takes a village and now students know who their village is.”

B10: Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The new leadership team’s commitment to open communication and transparency has led to swift attention to legal compliance and effective rectification of lingering legal issues.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 20, 2022. Five people attended, and four-spoke. Four were in favor of the renewal. No one was opposed.

The school provided evidence of community support for this renewal recommendation through the following letters of support:

- NYS Assembly Member Chantel Jackson
- NYS Senator Luis R. Sepulveda
- SBECA Principal David Krulwich

Unity Preparatory Charter School of Brooklyn

Table 1: Charter School Summary

Name of Charter School	Unity Preparatory Charter School of Brooklyn
Board Chair	James Ellsworth
District of Location	NYC CSD 13 ⁹
Initial Commencement of Instruction	Fall 2013
Charter Terms	<ul style="list-style-type: none"> Initial Charter: August 28, 2013 – June 30, 2018 First Renewal: July 1, 2018 - June 30, 2023
Facilities	<ul style="list-style-type: none"> Middle School: 432 Monroe Street, Floor 3, Brooklyn 11221 – Public Space High School: 584 Driggs Avenue, Brooklyn 11211 – Private Space
Innovative and Noteworthy Programs	Unity Preparatory Charter School of Brooklyn (Unity Prep) is firm in its commitment to preparing its students for the rigors of college. As part of that preparation, the school provides its students with eleven Advanced Placement (AP) courses. Ninety percent of Unity Prep’s graduates leave high school having completed at least one AP course.
Recommended Material Revisions	Amend the school’s KDEs from “A Focus on Expert Teaching and Advancement”; “More Time for Learning/Attention to How Time is Utilized”; “Enrichment Courses and Elective Clubs”; “Active Community Involvement”; “A Grades 6-12 College Preparatory Curriculum”; “Intensive and Differentiated Academic Support”; and “A Positive and Supportive School Culture” to “Excellent Teaching”; “More Time for Learning”; Ample Enrichment Courses and Extra-Curricular Activities”; “Active Family and Community Involvement”; “A Grades 6-12 College Preparatory Curriculum”; “Intensive and Differentiated Academic Support”; and “A Positive and Supportive School Culture.”
Link to Charter School Renewal Report	https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-unity-prep-cs-of-brooklyn-.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 6 - 11	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	784	655	655	655	655

⁹ Twenty-five percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027
Grade Configuration	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Recommended Enrollment	655	655	655	655

Rationale for Renewal and Revisions Recommendation

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revisions described above in the **Issue for Decision** section.

Renewal:

During the current charter term, the school has compiled a record of Approaching Benchmarks 1, and at the time of the renewal analysis is Meeting Benchmark 9, Approaching Benchmark 10, Falls Far Below Benchmark 3, and has met the other six performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

Over this charter term, the trajectory for benchmark 1 has been consistent as an Approach due to 2020-2021 NYSTP 3-8 assessment results. Compared to the district of location, NYC CSD 13, Unity Prep’s ELA differential is -14 percentage points, and its math differential is -7 percentage points for the 2021-2022 NYSTP 3-8 Assessments. On a positive note, the school’s high graduation rates are 98 and 99 percent for both 2016 cohorts and 88 percent for the 2017 cohort. Currently, 20in 21-2022, the school’s graduation rate is 95 percent. In addition, Unity Prep has been consistently improving its third-year student on-track-to-graduate rate, which was 98 percent for 2018, the first year of the current charter term, and 97 percent for 2021-2022.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revision:

The requested revision will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school and support student learning and achievement because the revised Key Design Elements will more accurately reflect the school’s work serving students and families.

Performance Framework Ratings:

At the time of the renewal site visit, the charter school was rated on each of the ten NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings¹⁰
Unity Preparatory Charter School of Brooklyn**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has a rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support student’s social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Falls Far Below
Organizational Soundness	Benchmark 4: Financial Condition: The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets

¹⁰ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: N/A
 - Year 2: Check-In Desk Audit
 - Year 3: Mid-Term Site Visit
 - Year 4: N/A
 - Year 5: Renewal Site Visit

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.
 - Year 1: NYSED issued a Notice of Deficiency based on ELA and math academic deficiencies. The school submitted a CAP.
 - Year 2: The Notice of Deficiency remained in effect as the ELA and math academic deficiencies remained. The CAP remained in effect.
 - Year 3: ELA and math deficiencies continued. The CAP remained in effect.
 - Year 4: ELA and math deficiencies continued. The CAP remained in effect.
 - Year 5: The CAP remains in effect.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

B1: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been Approached. Some results used to achieve this rating can include proficiency on the NYSTP 3-8 Assessments, the graduation rate, and the On-Track to Graduate rate. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

B2: Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to the alignment of all curricula with NYSLS, a rigorous review process of lesson plans, differentiated instruction, maximized opportunities for teacher collaboration, and powerful small-group literacy intervention groups.

B3: Over this charter term, the trajectory for this benchmark has fallen from Meets to Falls Far Below due to concerns with student safety, particularly with indicators referencing a shared staff and administration understanding of behavioral management and utilization of a formalized social-emotional learning program and associated data collection and tracking. The CSO has received several informal complaints during the charter term related to school culture, including complaints about bullying and fighting among students. There were also concerns about dismissal at both buildings, instances of altercations occurring on nearby blocks after dismissal, lack of clarity of infractions, issues with notifications of infractions, and issues with disciplinary conversations and policies.

Key Performance Area: Organizational Soundness

B4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

B5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Faithfulness to the Charter and Law

B8: The mission of the Unity Preparatory Charter School of Brooklyn is to “empower students as scholars and citizens so that they may lead fulfilling academic, personal, and professional lives.”

The Key Design Elements are (1) A Grades 6-12 College Preparatory Curriculum; (2) A Focus on Expert Teaching and Advancement; (3) More Time for Learning/Attention to How Time is Utilized; (4) Intensive and Differentiated Academic Support; (5) Enrichment Courses and Elective Clubs; (6) A Positive and Supportive School Culture; and (7) Active Community Involvement.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

B9: See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has remained an Approaches due to the school's pattern of not meeting the threshold of 85% of its maximum approved enrollment.

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Actively recruiting from local elementary schools that have significant ELL and ED populations;
- Recruiting via word of mouth and local resources;
- Distributing outreach materials in languages other than English;
- Providing tours of its facilities to any interested parties;
- Maintaining an open door policy to potential families; and
- Conducting a summer orientation program for new students.

B10: Over this charter term, the trajectory for this benchmark has been consistent as an Approach due to ongoing compliance issues with fingerprint clearances, teacher certification, failure to submit a required report after several outreach efforts, and failure to submit a required revision request.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 25, 2022. Twenty-five people attended, and 14 spoke. Four were in favor of the renewal and revision. Ten were opposed.

The school provided evidence of community support for this renewal (and revision) recommendation through the following letters of support.

- NYS Assembly Member Brian Cunningham
- NYS Assembly Member Stefani Zimmerman
- St. Nick's Alliance Campus Director Luis Rodriguez
- Letter of Support with a typed list of families of Unity Prep

APPENDIX
Laws, Regulations, and Regents-endorsed internal Policies Applicable to
Board of Regents-authorized Charter School Renewals

Statutory requirements pertaining to Board of Regents charter school decision-making are enumerated in Article 56 of the Education Law. This section of the law sets forth the purpose of charter schools to:

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators, and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Criteria regarding the evaluation of charter schools, including for renewal decisions, are set forth in Section 2852(2) of the Education Law:

- (a) Does the charter school described in the application meet the requirements set out in applicable laws, rules, and regulations;
- (b) Does the charter school demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Will approving the charter school action make it likely to improve student learning and achievement and materially further the purposes of the law; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) would grant the application have a significant educational benefit to the students expected to attend the proposed charter school or (ii) did the school district in which the charter school will be located consent to such application?

In addition, Renewal Guidelines contained in the Regulations of the Commissioner of Education (8 NYCRR §119.7) were adopted by the Board of Regents and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, at its discretion, may deem relevant to its determination of whether the charter should be renewed.

- (h) The Regents must also consider the totality of the evidence presented in each case, and may accept or reject, in whole or in part, the department's renewal recommendation, provided however that the Regents are not prohibited from weighing any one factor more heavily than another.

[The Board of Regents Renewal Policy](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) (https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) sets forth the following renewal options and standards upon which the Department's recommendation is based:

Full-Term Renewal: A school's charter may be renewed for a maximum term of five years. In order for a school to be eligible for a full-term renewal, the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1 during the current charter term and, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework.

Short-Term Renewal: A school's charter may be renewed for a shorter term, typically three years. The Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either: (a) have compiled a mixed or limited record of meeting Benchmark 1 but, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework, which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, or (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

Nonrenewal: A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the benchmark standards for either full-term or short-term renewal. In the case of nonrenewal, a school's charter will be terminated upon its expiration, and the school will be required to comply with the [Department's Closing Procedures](https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) to ensure an orderly closure by the end of the school year.

To operationalize these statutory and regulatory requirements, the Board of Regents endorsed the Charter School Performance Framework. This document, and the ten academic, organizational, and legal domains contained within it, were created based on the limited criteria that can be considered when making decisions pertaining to the authorization of new charter schools, charter school renewals, and charter school revisions as set forth in Section 2852(2) of the Education Law. Comprehensive data for these benchmark standards are included in the charter school Regents item, summary documents, and Regents meeting presentations.

Performance Framework

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is

designed to focus on performance outcomes, preserve operational autonomy, and facilitate transparent feedback to schools. It aligns with the Department's ongoing accountability and effectiveness work under the Every Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education Law while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public schools.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school ([See 8 NYCRR §119.7](https://www.nysed.gov/charter-schools/charter-school-regulations-1197) (<https://www.nysed.gov/charter-schools/charter-school-regulations-1197>)). The recommendations in this document were made after a full due-diligence process over the charter term as set forth in the [NYSED Charter School Monitoring Plan](https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>), including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment.